

School of Nursing and Midwifery Strategic Plan

2022-2026



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MESSAGE FROM THE DIRECTOR

Oki (Blackfoot), Aba wathtech (Îyârhe Nakoda), Danit'ada (Tsuut'ina), Tawnshi (Métis). I welcome you with the Treaty 7 languages.

Thank you for your interest in Mount Royal University's School of Nursing and Midwifery (SoNM).

At no time in our history has midwifery and nursing been more important to sustaining healthy, functioning societies. We are working to decolonize our programs and address structural considerations in our teaching and learning space.

To ensure we practice these considerations, we developed the School of Nursing and Midwifery strategic plan to embed equity, diversity, inclusion and accessibility into the vision, mission and goals, weaving it directly through the core of our work with students, faculty and staff.

As we prepare midwives and nurses that embody our vision, we look to Espoom Tah (helper) and Siksika Elder Roy Bear Chief's words to guide us — "to go forward, we must look back." We endeavour to learn from our history as we create a future that advances health and well-being and values equity, diversity, inclusion and accessibility in our teaching and learning spaces.

To learn more about our programs and practices, please explore our website and reach out if you have ideas you would like to share.

Sokapîi (all is well),

Elizabeth (Liz) Van Den Kerkhof, RN DrPH
Director, School of Nursing and Midwifery



MESSAGE FROM ESPOOM TAH

Oki (hello), Nikso ko waiksi (all my relations)

As the Faculty of Health, Community and Education's Espoom Tah (helper), I was happy to contribute to the School of Nursing and Midwifery Strategic Plan.

Early in my career, I was a Nursing Assistant and practiced for about 15 years before I changed careers. I enjoyed my time in the healthcare field. As a bedside nurse, I helped people go from surgery to recovery to being discharged.

Embedded in healthcare practice is the Blackfoot word Kimma pi pitsin, which means kindness/compassion. The notion being that providing kindness and compassion will help speed up the recovery process. Kindness and compassion will do wonders for people in recovery, and it helps them get home sooner to family and friends.

Kimma pi pitsin is free to give out and doesn't cost anything.

Thank you,

Roy Bear Chief
Espoom Tah (Helper)



STRATEGIC PLANNING COMMITTEE



ROY BEAR CHIEF

Elder Guidance, Espoom Tah (helper), Faculty of HCE

DR. ELIZABETH VAN DEN KERKHOF

Director, School of Nursing and Midwifery (SoNM)

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STRATEGIC PLANNING COMMITTEE

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Associate Professor, Chair in Older Adult Health

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Associate Professor, Bridge to Canadian Nursing (BCN)

MS. DANAIET TEAME

Manager, Health Simulation Learning Centre (HSLC)

DR. DEEPALI UPADHAYA

Interim Academic Director, Associate Professor,
Bachelor of Midwifery (BMid)

Thank you to the program Advisory Committees and community members, as well as the staff, students and faculty who provided input to the plan.

ABOUT US

We prepare midwifery and nursing professionals through the following program offerings:

Advanced Studies in Critical Care Nursing (ACCN)

The ACCN certificate program prepares Registered Nurses for advanced specialty practice in critical care nursing or emergency nursing.

Bridge to Canadian Nursing (BCN)

The BCN program provides educational support for internationally educated nurses to meet the Canadian Registration requirements and provide safe, competent, ethical care within the Canadian healthcare system.

Bachelor of Midwifery (BMid)

The only midwifery program in Alberta prepares students to become primary-care providers and meet the entry-level competencies to become Registered Midwives.

Bachelor of Nursing (BN)

The BN program prepares students to meet the entry-level competencies necessary to be knowledgeable, skilled and competent Registered Nurses and to practise nursing safely and ethically.

Program Accreditation and Approval

All of our programs are highly experiential and include clinical experiences. All programs undergo regular internal review guided by the Campus Alberta Quality Council.

- The BN program is accredited by the Canadian Association of Schools of Nursing.
- The BMid program will undergo its first accreditation with the Canadian Association of Midwifery Education in 2023/24. BMid is approved by the College of Midwives of Alberta.
- BN and BCN programs are approved by the College of Registered Nurses of Alberta Nursing Education Program Approval Committee.

Each program has a strategic plan aligned with the SoNM and HCE strategic plans. Learn more about the program plans (ACCN, BCN, BMid, BN).



THE FRAMEWORK

The SoNM Strategic Plan is rooted in the Blackfoot story of the spiderweb (Ani to pisi) gifted to us by Elder Roy Bear Chief. Like the spiderweb, we are all connected, and vibrations affect all other strands on the web. It is our duty to respond to the vibrations. Our Faculty of Health, Community and Education website shares the story.

Our five goal areas align with the Faculty strategic plan — engaged learners, scholarship, changemaking, healthy communities and community collaboration.

Program objectives were developed to align with the SoNM goals.

The Truth and Reconciliation Commission’s Calls To Action for education and anti-racism are integral and embedded at multiple levels throughout our strategic plan



PURPOSE, VISION AND MISSION

FACULTY OF HEALTH COMMUNITY AND EDUCATION

VISION: Engaged learners contributing to healthy, supportive communities.

MISSION: Inspiring students to make a difference — A paat tsi kani takiiks (those that create sparks).



SCHOOL OF NURSING AND MIDWIFERY

PURPOSE: To prepare nurses and midwives who embody cultural humility and demonstrate evidence-informed clinical judgement.

VISION: Create compassionate and engaged leaders to respond to the ever changing healthcare landscape.

MISSION: Create a learning environment that values healthy relationships and is based on strong foundational curricula that are decolonized and respectful of diversity.

GOALS AND OBJECTIVES

INSPIRE ENGAGED LEARNERS

We focus on relevant and future-looking curricula that use pedagogical and disciplinary research to inform our professional practices and use of high-impact teaching practices. We seek to honour the recommendations of the Truth and Reconciliation Commission Calls (TRC) to Action in our programs so our graduates are prepared to enact these calls in their future professions.

1. Respond to TRC Calls To Action and create or update curricula to integrate decolonization, Indigenization and inclusive language
2. Assess and address curricular and program changes necessary to move towards the goal for equity, diversity and inclusion and accessibility
3. Increase high-impact teaching practices, including universal design, differentiated teaching, meta-cognition and simulation
4. Expand opportunities for interdisciplinary and interprofessional education
5. Monitor student selection, retention and success to optimize admission and support strategies
6. Explore strategies to increase access to scholarships and bursaries
7. Meet or exceed health professions practice competencies and accreditation standards

STRENGTHEN SCHOLARSHIP & RESEARCH

We support the scholarship of faculty and students to inspire intellectual curiosity, elevate evidence-based teaching, and inform professional practice and in community partnerships.

1. Identify and implement ways to increase student involvement in scholarship
2. Increase the number of research and scholarship activities that inform teaching, professional practice and community partnerships
3. Encourage the increase in external funding received for scholarship through training and creating connections with stakeholders
4. Embed a culture of inquiry and life-long learning amongst students that embraces critical thinking and reasoning skills

GOALS AND OBJECTIVES

ENGAGE WITH CHANGEMAKING

We respect equity, diversity, inclusion and accessibility to support the flourishing of all people. We contribute to Mount Royal's Ashoka designation, connecting and partnering with other Mount Royal teams.

1. Expand opportunities to promote and support equity, diversity, inclusion (EDI) and accessibility
2. Expand opportunities to integrate Indigenization and decolonization, anti-racism and SOGIE (sexual orientation, gender identity and gender expression) into curricula
3. Support students in developing leadership competencies to engage and inspire others in achieving optimal health outcomes

PROMOTE HEALTHY LEARNING COMMUNITY

We value and prioritize the well-being of our faculty, staff and students.

1. Foster a safe and healthy environment that empowers our SoNM community to fulfil our mission and vision
2. Analyze and adjust employee and student recruitment, mentorship, and engagement plans as needed to ensure practices are socially accountable and build sustainable and relevant programs

CONNECT WITH EXTERNAL COMMUNITIES

We build meaningful connections with our future employers, practica and clinical agencies, and the communities that support our students.

1. Be socially accountable to the communities we serve through meaningful and inclusive engagement with stakeholders
2. Maintain and enhance the reputation of our programs through a comprehensive program evaluation process
3. Increase Indigenous community and land-based learning opportunities



A STEP TOWARDS...



**ENVISIONING THE
FUTURE**