

FACULTY OF HEALTH SCIENCES

STRATEGIC PLAN 2016 - 2021

University of
Lethbridge





The Faculty of Health Sciences is committed to an environment in which faculty and staff can develop rewarding careers and students can participate in a rich and relevant education.

OUR GUARANTEE

We have carefully developed faculty-wide key initiatives to achieve our priorities and be successful in delivering our Guarantee.

WE GUARANTEE:

- We will prepare health professionals who think critically, act responsibly and appreciate multiple perspectives.
- A personalized and customized approach to teaching and learning.
- A culture committed to excellence.

- Opportunities to learn through practice.
- A supportive, compassionate environment.
- Small class sizes where you're a name and not a number.
- Excellent student-teacher ratios.

We aim to provide the best **STUDENT EXPERIENCE** in Alberta. Our educational approach is **TRANSFORMATIVE**.

OUR COMMITMENT

This document represents our commitment to you and expresses who we are, what we value, and where we are going. Thank you for spending the time to learn more about the Faculty of Health Sciences. We always appreciate feedback. Our contact information is available on our website at ulethbridge.ca/healthsciences.

A MESSAGE FROM THE DEAN

Welcome to the Faculty of Health Sciences at the University of Lethbridge. In 2012 we initiated a process to create a Strategic Plan, aligned to the strategic goals of the University of Lethbridge. Now in 2016 we have revisited and refreshed our Strategic Plan, reconfirmed our Vision and Mission, and recalibrated our Key Priorities. Our 2012 plan was bold, but we believe that we accomplished a great deal as we worked to cement our position as a vibrant Faculty at the heart of a comprehensive university. In particular we have introduced new programming at the undergraduate and graduate levels, including a new degree program in Therapeutic Recreation and a new major in Aboriginal Health. We have partnered with the Faculty of Education to introduce a mental health and addictions cohort within the Master of Education (Counselling Psychology) program, and implemented a Master of Nursing and a Doctor of Philosophy in Population Studies in Health. Concurrently we have expanded our research capacity by supporting early career scholars and recruiting four research Chairs. Our commitment to program excellence in support of the student experience is reflected in our determination to support students, including those from First Nations, Métis and Inuit communities, and through a series of stellar quality assurance reviews in Addictions Counselling and Public Health. We also received continued provincial program approval, as well as national accreditation through the Canadian Association of Schools of Nursing, for the Nursing Education in Southwestern Alberta programs. I hope you agree that the 2016-21 Plan identifies the many opportunities ahead to engage our students and serve our communities.

Sincerely,



Christopher Hosgood, PhD
Dean, Faculty of Health Sciences
University of Lethbridge



ABOUT US

We are a community of educators, researchers, and leaders committed to building a better society through better health.

Since our founding in 1980, the Faculty of Health Sciences has been dedicated to providing superb evidence-informed health education that embraces complementary approaches,

is creative in its application, and unique in its perspective.

Our student-centred approach to health education attracts students who want an educational experience unlike that offered by other health sciences schools.

OUR PAST AND PRESENT

The Faculty of Health Sciences at the University of Lethbridge has a rich history in southern Alberta. Our roots can be traced to the Galt School of Nursing, established in 1910. Nursing education in Lethbridge has been a constant since those early days, and the University of Lethbridge became a part of that educational legacy in 1980 with the introduction of a post-basic Bachelor of Nursing. Through the efforts of the faculty and the then-Dean, Una Ridley, the School of Nursing began to offer a full four-year Bachelor of Nursing program in 1994. This program is known today as the Nursing Education in Southwestern Alberta (NESA) program.

As the School of Nursing grew, a proposal for a Bachelor of Health Sciences with a major in Addictions Counselling was submitted to the Government of Alberta's Ministry of Advanced Education in 1995. The proposal was funded and classes in Addictions Counselling began at U of L in 1998. The addition of this Health Sciences program led to the later renaming of the School of Nursing to the School of Health Sciences in 2000.

In 2004, the School of Health Sciences began offering programming at the master's level. Graduate students now had the opportunity to complete a Master of Science with majors in Nursing, Addictions Counselling or Health Sciences.

Moving forward, the School of Health Sciences continued to develop programs and services best suited to the needs of its students and the community. In an effort to provide a renewed commitment to First Nations, Métis and Inuit communities, 2007 saw the introduction of the Support Services for Aboriginal Students in Health Sciences (originally named Support Program for Aboriginal Nursing Students) program. More recently, a major in Aboriginal health was introduced. Additionally, in an effort to meet the growing health needs need of the general population, in 2008 a proposal for a Public Health major in the Bachelor of Health Sciences program was submitted, approved and funded by Advanced Education. Similarly, a degree in Therapeutic Recreation was added in 2015.

With a variety of strong areas of study, a growing graduate program, and a rapidly expanding research profile, the School of Health Sciences became the Faculty of Health Sciences in 2009. Most recently, in 2010, the Faculty took possession of its new home in Markin Hall. Our new home, designed to support student and faculty success, includes a new Simulation Health Centre and Addictions Counselling labs and dedicated research space.



OUR ADVANTAGE

Our students enjoy educational programs which benefit from the expertise of our academic staff. Our faculty comprises ambitious scholars who produce relevant practice-oriented research and practitioners with years of experience in frontline health care; collectively they understand the health care landscape and appreciate the challenges of implementing their practice and policy recommendations. The practice experience we bring to our programming ensures that our students can fulfill their dreams of a career that makes a meaningful difference in the lives of others.

OUR VISION

The Faculty of Health Sciences strives to provide a rich education grounded in real world practice, drawing from the knowledge and expertise of multiple health disciplines. We aim to offer programs built upon the University of Lethbridge tradition of a liberal education, positioning ourselves as a post-secondary destination.

OUR MISSION

The Faculty of Health Sciences is an open, fair, honest, caring and collaborative community that exists to:

- Create conditions for a transformational education that is practical, credible and responsive;
- Foster a community of engaged scholars and health professionals who nurture an intellectually curious culture;
- Engage in scholarship and practice with diverse populations;
- Promote responsible global citizenship.

OUR CORE VALUES

We are committed to providing a caring, dynamic and diverse learning environment that develops principled health professionals. Our five core values inform the education we provide.

ACCOUNTABLE

We are accountable to our various communities:

- Our students: who deserve the very best inclusive educational experience from faculty who are invested in students' professional success.
- Our colleagues: who deserve a nurturing community in the Faculty of Health Sciences so that they can fulfill their potential as educators and scholars at the University of Lethbridge.
- Our professions: which provide us with grounding in ethical practice that frames both applied and curiosity driven research and scholarship.
- Our community: whose investment in education will allow for a new generation of well-grounded, well-prepared and culturally sensitive graduates.

COLLABORATIVE

We are collaborative in our approach to research and scholarship, teaching and learning, and program development.

TRANSFORMATIONAL

We facilitate a supportive teaching and learning environment where students thrive on a progressive journey of learning until they ultimately transition into professional practice as creative free thinkers who embrace reflection, imagination, commitment, action, and evaluation.

INCLUSIVE

We demonstrate an understanding, respect, and appreciation of the diversity in people, cultures, communities and populations through diverse teaching and learning practices.

VIBRANT

We support a vigorous scholarly community that facilitates lively knowledge exchange through dynamic and innovative teaching and research.

We are ACTIVE.

OUR PROGRAMS

ABORIGINAL HEALTH

The four-year Bachelor of Health Sciences major in Aboriginal Health is a unique program launched in 2015 in recognition of the vibrant and growing Indigenous populations in Canada and worldwide. This program brings together different world views and disciplines to examine factors that contribute to Indigenous health, strength and resilience in Canada. Students move through a learning journey that involves course work in traditional Indigenous health concepts, cultural safety and public health; and will gain valuable skills in program planning and evaluation, research methods, management and one-on-one counselling, among other areas. Students also develop their skills in a community setting through a health practicum placement in an area of interest.

ADDICTIONS COUNSELLING

The Bachelor of Health Sciences major in Addictions Counselling is the only program of its kind in Canada. Within the frameworks of individual, group, family and community development modalities, the Addictions Counselling Program provides students with the knowledge required to guide and support individuals through the addictions recovery process. Students learn evidence-based assessment procedures, counselling skills, theories and interventions through the lenses of both abstinence and harm reduction perspectives.

In their second and fourth year of studies, students complete a 13-week full time internship, offering valuable practice experience to prepare them for their careers. In the senior internship, students have the opportunity to secure addictions internship placements with addictions agencies in national or international locations.

Immersion into diverse populations, cultures and communities situates students in environments where life-changing learning opportunities are fostered and global understanding of addiction and recovery unfolds.

NURSING

The Faculty of Health Sciences offers two distinct nursing programs within the NESA Bachelor of Nursing Degree Programs:

The Bachelor of Nursing: Lethbridge College and the University of Lethbridge collaborate to deliver the four-year Nursing Education in Southwestern Alberta (NESA) Bachelor of Nursing program. Students spend their first two years at Lethbridge College and their last two years at the University of Lethbridge. This program prepares graduates as generalist entry-level practitioners who are committed to self-directed lifelong learning in nursing practice. Upon completion, graduates will be eligible to write the National Council Licensure Examination to become licensed as a Registered Nurse.

The Bachelor of Nursing After Degree: This program is offered over six consecutive semesters to students who already hold a university degree in another discipline; students will attend from September to August and will complete the program in approximately 23 months. Students will take two semesters of intensive introduction to nursing theory and practice at Lethbridge College and will complete the remaining four semesters at the University of Lethbridge. Upon completion, graduates will be eligible to write the National Council Licensure Examination to become licensed as a Registered Nurse.



PUBLIC HEALTH

The Public Health major in the four-year Bachelor of Health Sciences program prepares students for employment and graduate study in the field of public health. Students also have the opportunity to develop their skills in a community setting through a practicum placement in an area of interest. In addition, successful completion of a new combined degree program will earn students a Bachelor of Health Sciences (Public Health) degree/ Bachelor of Management degree.

THERAPEUTIC RECREATION

The new post-diploma Therapeutic Recreation degree program is the first and only program of its kind in Canada. Graduates of the program will meet the requirements to become a Certified Therapeutic Recreation Specialist (CTRS). In two years, students are qualified for entry level positions as a CTRS in Canada and abroad. The program is also offered using a blended-online format.

GRADUATE STUDIES

The Master of Science program has been designed to satisfy the needs of a variety of students interested in pursuing a master's degree in a health-related area. Students come from a variety of backgrounds, including public health, therapeutic recreation, addictions counseling, nursing, and psychology. Currently, students may choose a major in Health Sciences, Addictions Counselling, or Nursing (but this may soon expand to include Public Health, Therapeutic Recreation, Aboriginal Health, and Alternative Health Care). The program consists of four courses covering various aspects of research and scholarly inquiry and an independent thesis where students conduct research in an area of interest.

Students typically complete the program in two years with full-time study.

The Master of Nursing program was designed in response to the increasing shortage of registered nurse personnel educated at the graduate level in southern Alberta. With a focus on graduating nurse leaders across a variety of practice and professional settings, the two-year program offers a project and a thesis option, and is available full-time and part-time. The program is offered using a unique blended delivery format that combines on-line and face-to-face methods for content delivery. The program consists of five core courses covering various aspects of research, philosophical and scholarly inquiry, and practice. Students who choose to complete a project complete additional courses aimed at the development of their project. Students completing a thesis complete additional research and statistics courses and an independent thesis where they conduct research in an area of interest. The first cohort of students was admitted to the program in Fall 2015.

The Doctor of Philosophy in Population Studies in Health, delivered in collaboration with the Faculty of Arts and Science, offers students a broad base of options for interdisciplinary study, including life course, aging and health; intervention efficacy; diversity, disparities, inequalities and social determinants of health; policies and policy analysis; populations and demographic change; sustainability and population health; and global health.





OUR RESEARCH

Research holds a place of central importance at the Faculty of Health Sciences: it sustains our reputation as a leading school of health education, it goes hand-in-hand with quality teaching, and it provides direct value to health professionals, clients and organizations.

Our commitment to academic freedom and respect for individuals' research interests, combined with the exceptional research skills of our faculty, have given us success and recognition in research of all types — qualitative and quantitative, theoretical and applied, scientific and other approaches — across a broad

spectrum of health-related topics. At the same time, we have developed and continue to build particular strengths in research that is interdisciplinary, research with direct relevance for health professionals, and research in particular topic areas, including: Indigenous health and rural research, addictions and mental health, gambling, global health and sustainability, health education and teaching innovation, seniors' health and non-conventional research programs, including therapeutic recreation and complementary and alternative health.

OUR FUTURE | MOVING TOWARDS 2021

KEY PRIORITIES

We are working to develop new programs, enhance research and broaden our interactions with the community that will help us improve our organization and:

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- A** Improve the educational experience to encompass our five core values: accountable, collaborative, transformational, inclusive and vibrant.
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- B** Increase our reputation and profile in the markets we operate — at the local, regional, provincial and national levels; enhance external relations.
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- C** Increase funding and resources to be able to reach our vision.
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- D** Improve student recruitment and retention to ensure a supply of quality students and graduates.
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- E** Improve our connection with alumni.
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- F** Support and improve faculty research; increase our research capacity.
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- G** Build a comprehensive plan for research programming with attention to niche areas: Aboriginal health, rural health, gambling and addictions, social responsibility, health services.
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- H** Support and improve faculty teaching; promote teaching excellence.
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- I** Create and preserve our organizational culture to support our vision.
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- J** Integrate our programs and research with the rest of the U of L; enhance internal relations.
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PROGRAM KEY INITIATIVES 2016 - 2021

Aboriginal Health

PRIORITIES	INITIATIVES
A, B, C, D, H	Provide a decolonizing curriculum that honours two-eyed seeing and Indigenous ways of knowing about wellness.
A, B, D, H	Deliver courses that are culturally safe.
A, D, H	Ensure that students develop a core set of skills for work in diverse settings.
A, C, F, H, J	Establish opportunities for student community engagement and learning.
A, B, D, E, F, G, J	Establish and enhance internal and external relationships and partnerships.
A, B, D, H	Inspire students to move through a learning journey that unfolds through a set of core themes in Indigenous health.
A, B, D, H, I	Develop a rigorous evaluation strategy for the program.

Addictions Counselling

PRIORITIES	INITIATIVES
A, G	Establish a permanent full-time Master of Counselling Psychology in Addictions and Mental Health.
A, B, I	Continue to develop partnerships with community stakeholders and First Nations, Metis and Inuit (FNMI) representatives.
A, B, J	Complete third Quality Assurance Review (QAR) in 2020.
A, B, D	Increase access to the Addictions Counselling program for First Nations, Metis and Inuit (FNMI) students.
F, G, J	Build capacity for addictions, mental health, and interventions research.
A, C, D	Operate at optimal capacity of enrolment in the Addictions Counselling program.
A, B, D, I	Continue to Enhance academic support provided to 'at-risk' learners.

Nursing

PRIORITIES	INITIATIVES
A, B, F, G, J	Foster collaborative research and scholarship between academic and practice partners as well as engagement with provincial and national funding agencies.
F, G, J	Support and enhance research capacity among all nursing academic staff.
A, B, H, I	Complete external review of all NESA BN programs curricula.
A, B, J	Receive continued Nursing Education Program Approval Board (NEPAB) approval and Canadian Association of Schools of Nursing accreditation for both NESA BN Programs.
A, I	Obtain organizational membership and support FNMI students in obtaining membership with the Aboriginal Nurses Association of Canada.
A, D, I	NCLEX success; ongoing integration of NCLEX preparatory tools and resources for faculty and student engagement aimed at enhancing student success on the licensure exam.

PROGRAM KEY INITIATIVES 2016 - 2021

Public Health

PRIORITIES	INITIATIVES
A, B, C, D	Expand undergraduate public health programming, particularly on the Calgary campus.
A, D, H, I, J	Streamline/revisit the curriculum to support Council on Education for Public Health (CEPH) accreditation.
A, B, C, D, H, J	Maintain and enhance program evaluation to meet CEPH accreditation standards for public health programs.
A,B,C,D,H, J	Complete quality assurance & external review of the combined degree In collaboration with the Faculty of Management.
A, B, D, F	Promote practicum, service learning and research opportunities for students.
A, B, C, F, H, J	Establish and enhance internal and external relationships/partnerships (to support our mission)
A, C, D, F, H	Increase funding and resources to support PH programming goals.

Therapeutic Recreation

PRIORITIES	INITIATIVES
A, B, C, D, H, J	Successfully meet the requirements for accreditation through Committee on Accreditation of Recreational Therapy Education (CARTE).
A,B,C,D,F,G,H,J	Develop and establish an online-blended format of the program.
A, B, D, F	Increase provincial, national, and international awareness of the program.
A, B, D, E, I, J	Expand innovative and diverse community learning experiences for students.
A, B, D, E, J	Maintain and enhance internal and external relationships and collaborations.
A, B, C, D, F, I, J	Develop scholarly opportunities for students.
A, B, C, D, E, G, I, J	Support students to pursue further education (graduate studies).
A, B, D, F, H, I, J	Continue to advance the program as being the leader in Canada for offering the highest quality Therapeutic Recreation curriculum and research.

Graduate Studies

PRIORITIES	INITIATIVES
A, B	Engage in program evaluation for all graduate programming.
A, B, G, J	Complete development and planning of Master of Health Services Management program proposal.
A, B, G, J	Work with the School of Graduate Studies to develop a comprehensive recruitment strategy for Health Sciences' graduate programs. Develop laddering from undergraduate to graduate programming.
A, B, G	Establish partnerships with community partners to offer advanced practicum experiences.