

Bachelor of Nursing

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 (HCE) 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)

DR. MURRAY HOLTBY

Chair, SoNM

DR. CATHY CARTER-SNELL

Committee Chair, Professor, Bachelor of Nursing (BN),
Scholar in Teaching

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MS. DASHA BOSYY

BN Class of 2021

MS. JOANNE BOUMA

Associate Professor, BN

MS. ASHLEY EMERY

Assistant to the Director, SoNM

STRATEGIC PLANNING COMMITTEE

MS. JOAN HARRIS

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Nursing (ACCN)

DR. PATTIE PRYMA

Associate Professor, BN

MS. SABRINA REED

Professor, English

MS. JOCELYN REMPEL

Associate Professor, Chair in Older Adult Health

MS. ROBYN STEWART

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.

Greetings from the Chair

Oki and Hello,

Philosopher Henri Bergson wrote: “To exist is to change, to change is to mature, to mature is to go on creating oneself endlessly.” The creation of a strategic plan reflects a positive orientation toward the challenges of growth through constant renewal. The creation of a strategic plan is a means of honoring the past while simultaneously and intentionally adapting to the ever-changing circumstances of our lived environment.

In terms of honoring our past, the MRU BN has — and continues to have — a strong reputation with employers for graduating “practice-ready” nurses. Employers have consistently pointed to the MRU BN’s clinically focused curriculum as the reason for our graduates being so well prepared to enter practice as Registered Nurses. MRU graduates have long been in the enviable position of being employees of choice for many hiring managers.

In terms of our future, if we wish to maintain that “enviable position”, we must continually renew our individual and collective commitments to the program, and we must acknowledge and adapt to changes in professional practice and to societal understandings of the world in which we live. Of the many strategic commitments documented in this plan, the one of which I am most proud is our commitment to acknowledge and take seriously the Truth and Reconciliation Commission of Canada’s (TRC) Calls to Action. I am proud of the efforts we are making to engage with Indigenous elders and teachers in the processes of reconciliation and mutual understanding. I am also proud of the way we are adapting our program and our ways of being through processes of decolonization and Indigenization. I am delighted that our renewed curriculum will have as its core principle a commitment to relationality inspired by Indigenous stories and teachings.

In the spirit of ongoing creative renewal,

Murray Holtby, PhD BTh RN
Chair, School of Nursing and Midwifery



ABOUT US

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 practice nursing safely and ethically.

Mission

As both a discipline and profession, we prepare nurses for entry level RN practice through decolonial evidence-informed teaching and learning and a transformative curriculum that upholds equity, relationality, and healthy striving in nursing care that is responsive to health priorities.

Vision

Equity, relationality and healthy striving in undergraduate nursing education.

Program Accreditation and Approval

The BN program is highly experiential and includes a variety of clinical experiences.

The BN program is approved by the College of Registered Nurses of Alberta Nursing Education Program Approval Committee (NEPAC). The BN program undergoes regular internal review guided by the Campus Alberta Quality Council and is accredited by the Canadian Association of Schools of Nursing.

The BN strategic plan aligns with the School of Nursing and Midwifery and the Faculty of Health Community and Education strategic plans



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



GOALS AND OBJECTIVES

HCE GOAL: 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 (TRC) Calls to Action in our programs so our graduates are prepared to enact these calls in their future professions.

SoNM Objectives	BN Objectives
Respond to TRC Calls To Action and create or update curricula to integrate decolonization, Indigenization and inclusive language	<ul style="list-style-type: none"> • Develop and integrate strategies for decolonization into revised curriculum • Work closely with elders in curriculum development • Develop relational framework (4 Realms, All my Relations and Ani to pisi) to guide curriculum • Integrate relational framework throughout new curriculum and courses
Assess and address curricular and program changes necessary to move towards the goal for equity, diversity, inclusion and accessibility	<ul style="list-style-type: none"> • Evaluate and implement curriculum from an anti-oppressive, anti-racist, equitable, diverse and inclusive (EDI) lens using techniques such as, anti-racism audits and engagement with diverse stakeholders
Increase high impact teaching practices, including universal design, differentiated teaching, meta-cognition and simulation	<ul style="list-style-type: none"> • Complete and implement redesigned curriculum that incorporates deeper structural considerations of equitable, inclusive (meaningful inclusion) and accessible programming, as well as increased environmentally responsible practices to promote health and healing: <ul style="list-style-type: none"> • Integrate decolonization across curriculum • Expanded emphasis on clinical judgement, advocacy, social justice, planetary health/environment and self awareness/compassion • Developing program progression and courses
Expand opportunities for interdisciplinary and interprofessional education (IPE)	<ul style="list-style-type: none"> • Expand use/availability of: <ul style="list-style-type: none"> • IPE simulation • Interdisciplinary courses

GOALS AND OBJECTIVES

HCE GOAL: INSPIRE ENGAGED LEARNERS CONT.

SoNM Objectives	BN Objectives
<p>Monitor student selection, retention and success to optimize admission and support strategies</p>	<ul style="list-style-type: none"> • Expand admission criteria to use CASPer based on recent pilot in midwifery and results of Canada wide nursing study <ul style="list-style-type: none"> • Create proposal to implement for nursing student selection • Design and implement evaluation for impact of CASPer • Implement CASPer • Improve integration between theory and evidence informed practice for students, particularly in clinical <ul style="list-style-type: none"> • Develop formal mentorship and orientation program for BN prepared clinical instructors in collaboration with faculty and Scholar in Teaching • Develop unfolding case studies for year end review of application of knowledge and skills, led by the Curriculum Committee Theory-Practice subcommittee and involving contract and full time faculty/students • Work with contract clinical faculty, Older Adult Health Chair and HSLC to develop older adult simulation • Develop training package for sessional instructors being asked to teach theory – ADC support in collaboration with Scholar in Teaching and orientation module development (2022-2024)
<p>Explore strategies to increase access to scholarships and bursaries</p>	<ul style="list-style-type: none"> • Work with the Office of Advancement to identify potential sources of funds for students, with a particular focus on equity-seeking groups and students in financial need
<p>Meet or exceed health professions practice competencies and accreditation standards</p>	<ul style="list-style-type: none"> • Develop benchmarks for the new curriculum in alignment with accreditation competencies and standards (NSCSBN, CASN, CRNA)



GOALS AND OBJECTIVES

HCE GOAL: STRENGTHEN SCHOLARSHIP & RESEARCH

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

SoNM Objectives	BN Objectives
Identify and implement ways to increase student involvement in scholarship	<ul style="list-style-type: none"> • Improve integration between theory and evidence informed practice for students, particularly in clinical <ul style="list-style-type: none"> • Create strategy to link theory and clinical courses more closely as part of redesign • Encourage faculty to submit student opportunities for posting on the HCE research website and make students aware of same
Increase the number of research and scholarship activities that inform teaching, professional practice and community partnerships	<ul style="list-style-type: none"> • Create method to collect publications and external grants over past three years • Invite faculty to present research that impacts curriculum to the curriculum committee
Encourage the increase in external funding received for scholarship through training and creating connections with stakeholders	<ul style="list-style-type: none"> • Seek support from the HCE Associate Dean, Research Scholarship and Community Engagement to provide training and create connections with internal and external stakeholders • Encourage faculty to apply for grants and collaborate with stakeholders to engage in meaningful research • Increase the number of externally funded grants and peer-reviewed publications
Embed a culture of inquiry and life-long learning amongst students that embraces critical thinking and reasoning skills	<ul style="list-style-type: none"> • Explicitly embed a culture of enquiry and life-long learning in the redesigned curriculum to facilitate critical thinking and reasoning skills in learner



GOALS AND OBJECTIVES

HCE GOAL: 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.

SoNM Objectives	BN Objectives
Expand opportunities to promote and support equity, diversity, inclusion and accessibility	<ul style="list-style-type: none"> Promote use of anti-racism audits in all courses and include information on course outlines that specific courses have been audited
Expand opportunities to integrate Indigenization and decolonization, anti-racism and SOGIE (sexual orientation, gender identity and gender expression) into curricula	<ul style="list-style-type: none"> Integrate decolonization, SOGIE awareness and anti-racism into all aspects of the new curriculum, including areas of high impact teaching such as simulation
Support students in developing leadership competencies to engage and inspire others in achieving optimal health outcomes	<ul style="list-style-type: none"> Develop and scaffold leadership competencies into revised curriculum across program



GOALS AND OBJECTIVES

HCE GOAL: PROMOTE HEALTHY LEARNING COMMUNITY

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

SoNM Objectives	BN Objectives
<p>Foster a safe and healthy environment that empowers our SoNM community to fulfil our mission and vision</p>	<ul style="list-style-type: none"> • Promote student, staff and faculty health, resiliency, advocacy and innovation • Identify strategies within the curriculum, based on 4 Realms, All my Relations and Ani to pisi, to ensure spiritual, mental health and emotional health are addressed not only for clients but for students, staff and faculty as well • Expand opportunities for creativity and social innovation across curriculum • Develop pathway for students in the event of sexual or physical assault in clinical, in collaboration with Scholar of Teaching, SoNM Chair and appropriate campus services. • Audit the current courses to understand where the gaps are in relation to self care content
<p>Analyse and adjust employee and student recruitment, mentorship, and engagement plans as needed to ensure practices are socially accountable and build sustainable and relevant programs</p>	<ul style="list-style-type: none"> • Analyze and adjust strategies to foster equity, diversity, inclusion and accessibility in student and employee recruitment strategies and opportunities • Meet or exceed Mount Royal University Indigenous admissions targets • Consider 'training our own', having a program to facilitate those who want to become instructors, with experience-development of a teaching certificate in collaboration with Scholar as recruitment incentive, ongoing development • Review faculty expertise and develop an HR succession plan for hiring • Create a strategy for ongoing recruitment of highly skilled and educated instructors.



GOALS AND OBJECTIVES

HCE GOALS: CONNECT WITH EXTERNAL COMMUNITIES

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

SoNM Objectives	BN Objectives
<p>Be socially accountable to the communities we serve through meaningful and inclusive engagement with internal and external stakeholders</p>	<ul style="list-style-type: none"> • Develop and implement strategies to gather meaningful data from communities specific to BN graduates. <ul style="list-style-type: none"> • Create robust system to gather feedback from clinical sites • Incorporate recommendations from CRNA NEPAC to collect anonymous data from employers about the preparation of new grads for employment • Work with MRU Institutional Analysis to gather data from graduates about how well the program prepared them for a career in nursing
<p>Maintain and enhance the reputation of our programs through a comprehensive program evaluation process</p>	<ul style="list-style-type: none"> • Work with the Program Evaluation Committee to develop innovative ways to increase participation in student, faculty and stakeholder data collection
<p>Increase Indigenous community and land-based learning opportunities</p>	<ul style="list-style-type: none"> • Explore opportunities for Indigenous students to engage in culturally based health practices, e.g., field school, option course



A STEP TOWARDS...



ENVISIONING THE FUTURE