

**DALHOUSIE UNIVERSITY  
SCHOOL OF  
OCCUPATIONAL THERAPY  
STRATEGIC PLAN 2014 – 2019**

MARCH 6, 2014

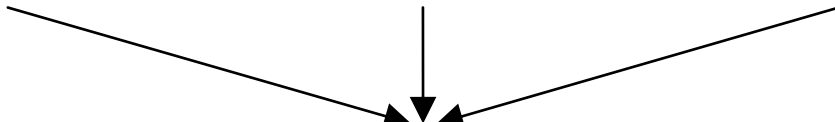
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# Situation Analysis

*OT = Occupational Therapy, OS = Occupational Science*

External Factors	Strengths	Constraints
<ol style="list-style-type: none"> <li>1. Increasing demand for OT services, esp as wellness, chronic diseases, home care &amp; mental health services continue to become more important</li> <li>2. Profession carving new niche and making inroads in non-traditional areas</li> <li>3. Continued workplace evolution (teamwork, program models, public health, ...)</li> <li>4. More restrictions in traditional funding sources</li> <li>5. High tuitions at Dalhousie, possible MUN expansion and more career options for students</li> <li>6. Proliferation of educational programs for OT support personnel</li> <li>7. Health care delivery shifting to lowest credential</li> <li>8. Profession is gaining respect/OT is more visible as a profession/OTs moving up to leadership</li> <li>9. The School will continue to be important to the development of the profession</li> <li>10. Increased expectations at Dal for research and external funding</li> </ol>	<ol style="list-style-type: none"> <li>1. A positive, responsive and dynamic organization</li> <li>2. Strong, capable, competent, enthusiastic, caring faculty, who are staying on and “moving up”</li> <li>3. Solid educational programs, with considerable strength in IPHE</li> <li>4. Faculty hold more research grant funding than ever before</li> <li>5. Strong, cohesive, hard-working staff group</li> <li>6. Work well as a team</li> <li>7. Very good involvement of practitioners as tutors in the program with strong support from the field / practitioners increasingly viewing precepting as “this is what we do”</li> <li>8. Good structures in place to have students participate in School and University life</li> <li>9. Strong Atlantic region base/focus</li> <li>10. Freeze on tuitions for three years and a payback for NS students</li> <li>11. Has an enhanced reputation for OT &amp; OS because it is successful and is recognized as such</li> <li>12. The Dal graduates – more mature, better appreciation of evidence, better able to work with other HC providers, taking more opportunities for leadership</li> <li>13. The imminent PhD program</li> </ol>	<ol style="list-style-type: none"> <li>1. A School with new researchers</li> <li>2. Decreased funding to universities</li> <li>3. Funding agencies changing mandates and decreasing resources</li> <li>4. Lack of scholarship funds</li> <li>5. Alumni financially constrained yet involved, well positioned and connected</li> <li>6. Diversity in student body and faculty still needs attention</li> <li>7. Atlantic Canada awareness of OT undeveloped beyond classic roles</li> <li>8. Health system not organized to support well-being, quality of life, equity aspects of OT</li> <li>9. Navigating four jurisdictions in the entry to practice program</li> <li>10. Faculty Contracts create uncertainty and stress and limit research and project capacity</li> </ol>

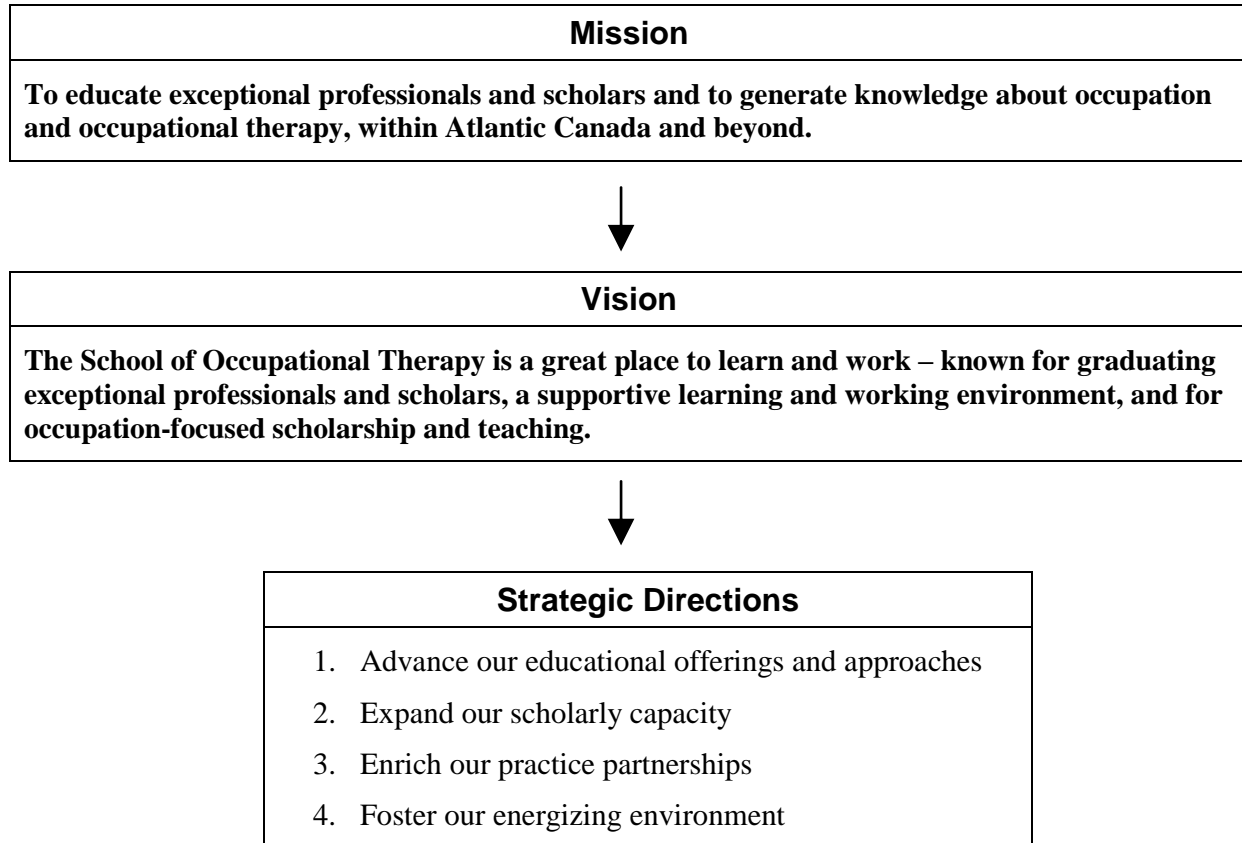


Challenges
<ol style="list-style-type: none"> <li>1. Managing and generating the resources to deal with the opportunities</li> <li>2. Maintaining quality standards during the University’s corporatization process</li> <li>3. Supporting the faculty and its scholarship growth</li> <li>4. Building strong external relationships</li> <li>5. New leadership at Dal and in the FHP</li> <li>6. Appropriately supporting the profession and the alumni</li> <li>7. Maintaining a positive and supportive environment in light of the challenges and constraints.</li> </ol>

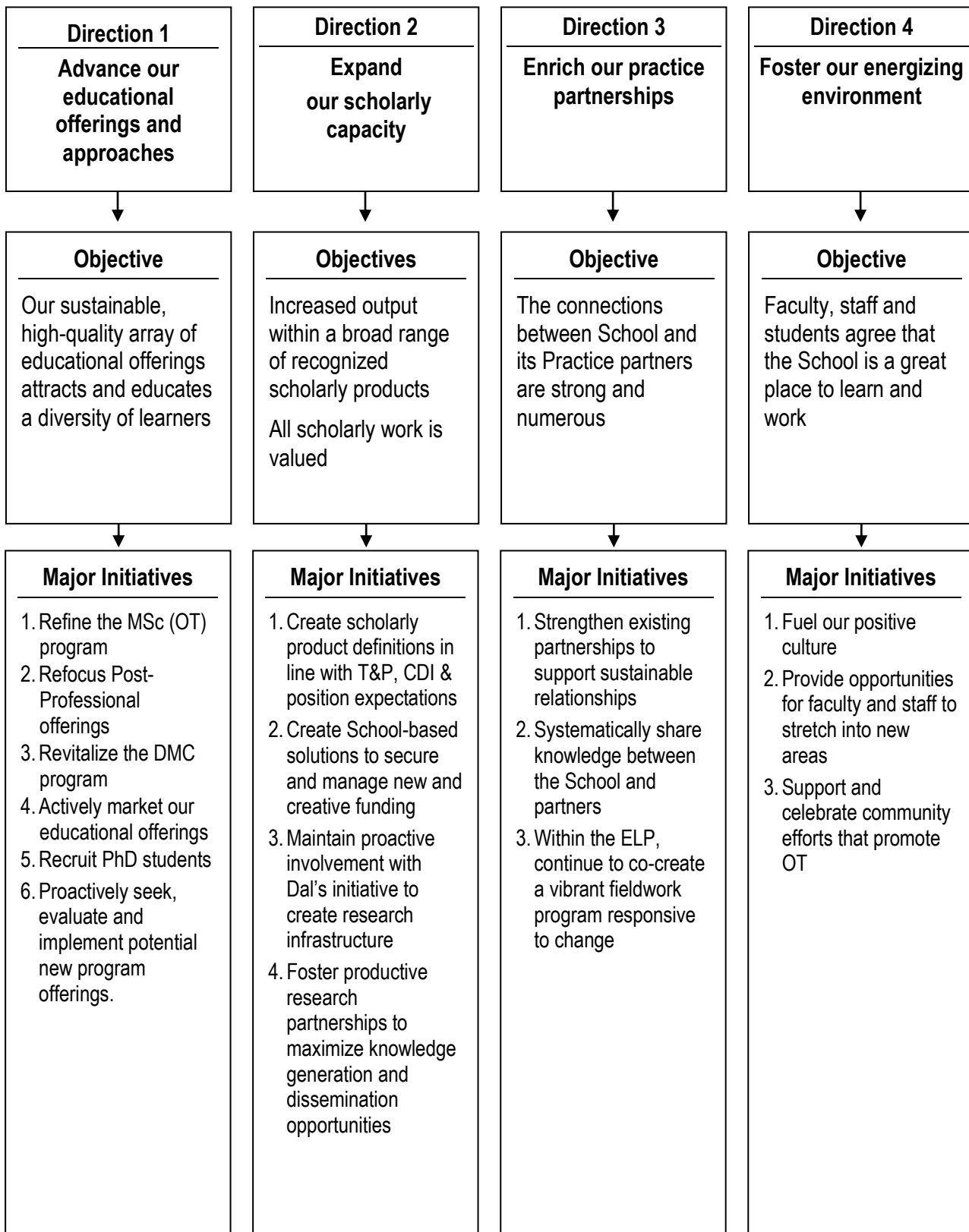
# Values

<p><b>1. Excellence</b></p>	<p><b>We strive for excellence in our work, through:</b></p> <ul style="list-style-type: none"> <li>• creating a teaching, learning, and scholarly culture that is challenging, exciting, intellectually rigorous, and balanced;</li> <li>• exceeding professional standards for educating quality therapists;</li> <li>• engaging in scholarship that is respected and admired; and</li> <li>• fulfilling our commitment to practicing therapists by providing opportunities for life long learning.</li> </ul>
<p><b>2. Collaboration</b></p>	<p><b>We actively engage in constructing a collaborative, team oriented, supportive community among faculty, students, staff, preceptors, practitioners, clients and other partners, by:</b></p> <ul style="list-style-type: none"> <li>• practicing open communication;</li> <li>• ensuring fairness in our treatment of each other;</li> <li>• respecting the contributions of all; and</li> <li>• welcoming challenges, questions and debate.</li> </ul>
<p><b>3. Justice</b></p>	<p><b>We actively pursue justice, equity and inclusiveness, by:</b></p> <ul style="list-style-type: none"> <li>• welcoming people from diverse and/or marginalized backgrounds;</li> <li>• ensuring that no one feels dismissed, especially due to status, rank, experience, or social background; and</li> <li>• attending to and speaking out about everyday life injustices.</li> </ul>
<p><b>4. Balance</b></p>	<p><b>We seek balance, individually and collectively, through:</b></p> <ul style="list-style-type: none"> <li>• managing the creative tensions between personal, professional and community commitments</li> <li>• establishing equilibrium between the academic pursuit of knowledge and the education of skilled practitioners; and</li> <li>• remembering to have fun together.</li> </ul>

# Mission, Vision and Strategic Directions



# Strategic Action Plan



School of Occupational Therapy: Strategic Action Plan		
<b>Strategic Direction 1:</b>	Advance our educational offerings and approaches	
<b>Objective:</b>	To attract and educate a diverse audience of learners by providing a sustainable, high-quality array of educational offerings	
No.	Initiative	Key Results
1	Refine the MSc (OT) program	<ul style="list-style-type: none"> <li>• The recommendations of a full scale review of the MSc (OT) curriculum are being implemented</li> <li>• Research stream educates strong consumers of the literature and evidence based practitioners</li> <li>• CAOT Certification Exam pass rates remain at or above national pass rates</li> <li>• Use of innovative educational technology and teaching strategies and approaches</li> <li>• The Program achieves an excellent accreditation review that reflects our commitment to graduating exceptional professionals and scholars</li> </ul>
2	Refocus Post-Professional offerings	<ul style="list-style-type: none"> <li>• The post-professional Masters' program attracts learners from a diverse range of backgrounds</li> <li>• Use of innovative educational technology and teaching strategies and approaches</li> <li>• All program offerings are financially viable based on university minimum enrollment numbers</li> <li>• More on-site research students work with faculty</li> </ul>
3	Revitalize the DMC program	<ul style="list-style-type: none"> <li>• Revised DMC (program) curriculum implemented; evaluation initiated</li> <li>• Use of innovative educational technology and/or teaching strategies and approaches</li> <li>• Streamlined, efficient policies and procedures integrated into School routines</li> <li>• Program recognized as meeting educational requirements for eligibility to write NIDMAR exam</li> </ul>
4	Actively market our educational offerings	<ul style="list-style-type: none"> <li>• A sustainable and strategic marketing plan implemented for all educational offerings (with professional consultation)</li> <li>• Marketing activities integrated into routine work of faculty and staff, as appropriate</li> <li>• Applicants to our programs are plentiful and diverse</li> <li>• Faculty are more confident at promoting the School</li> </ul>

5	Attract PhD students	<ul style="list-style-type: none"> <li>• We have experienced PhD supervisors and an active mentoring programme for new supervisors</li> <li>• A cohort of funded PhD students</li> <li>• Students graduating from the School have clearly articulated pathways to the new PhD and are using them</li> <li>• Our PhD supervisors encourage students in a broad range of scholarly activities (RA, grant and funding applications and peer-reviewed publications)</li> <li>• Faculty are developing skills in attracting PhD students</li> </ul>
6	Proactively seek, evaluate and implement potential new program offerings	<ul style="list-style-type: none"> <li>• There are established Criteria against which the decision to implement new programs are made</li> <li>• Potential new programs (e.g. Disability Studies, online statistics) are assessed against the Criteria and decisions based on these assessments</li> <li>• Expansion is sustainable, resourced and in keeping with the School vision and mission.</li> </ul>

## School of Occupational Therapy: Strategic Action Plan

<b>Strategic Direction 2:</b>	<b>Expand our scholarly capacity</b>	
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. Increased scholarly output within a broad range of recognized scholarly products</li> <li>2. All scholarly work is valued</li> </ol>	
No.	Initiative	Key Results
1	Create scholarly product definitions in line with T&P, CDI and position expectations	<ul style="list-style-type: none"> <li>• School CDI criteria reflect School values</li> <li>• Explicit recognition of scholarship beyond the traditional, including KT</li> <li>• All faculty have scholarly work identified in their workload</li> <li>• FHP T&amp;P criteria revised to include KT</li> <li>• School always has a representative on FHP T&amp;P</li> </ul>
2	Create School based solutions to secure and manage new and creative funding	<ul style="list-style-type: none"> <li>• School Research Coordinator with a clear mandate</li> <li>• Funded, part-time research support person on staff</li> <li>• Increased Tri-Council funding and/or increased research contracts</li> </ul>
3	Maintain proactive involvement with Dal's initiative to create research infrastructure	<ul style="list-style-type: none"> <li>• School actively participates in the Dal research infrastructure renewal efforts</li> <li>• School has consistent voice on decision-making bodies relating to space development of CHEB</li> <li>• Increased number of junior faculty on FHP/university level committees</li> <li>• Adequate, well-managed research space</li> </ul>
4	Foster productive research partnerships to maximize knowledge generation and dissemination opportunities	<ul style="list-style-type: none"> <li>• All faculty are actively involved in scholarly work</li> <li>• Increased research partnerships on and off campus</li> <li>• Increased communication of school research activities to practice community and research networks</li> </ul>



## School of Occupational Therapy: Strategic Action Plan

<b>Strategic Direction 3:</b>		<b>Enrich our Practice Partnerships</b>
<b>Objective:</b>		The connections between School and its Practice partners are strong and numerous
No.	Initiative	Key Results
1	Strengthen existing partnerships to support sustainable relationships	<ul style="list-style-type: none"> <li>• Face-to-face collaboration is routine and intentional</li> <li>• Successful fieldwork placements and scholarly projects on Dalhousie Campus (e.g. Custodian Project, AASC, Harassment/Equity, etc.) raise awareness of the School within the University.</li> <li>• CPD Certificate in Fieldwork Education Preceptorship</li> </ul>
2	Systematically sharing knowledge between the School and partners	<ul style="list-style-type: none"> <li>• A strong reciprocal connection between the School and the practice community in Atlantic Canada</li> <li>• Student-preceptor teams advance practice</li> <li>• Projects are initiated and supported, where interests intersect</li> </ul>
3	Within the ELP, continue to co-create a vibrant fieldwork program responsive to change	<ul style="list-style-type: none"> <li>• FW revisions to the ELP are implemented and evaluated</li> <li>• School and practice community share a vision and participate in the education of “professionals and scholars”</li> <li>• Plentiful array of FW opportunities</li> <li>• FW sites seek Dal students</li> </ul>

## School of Occupational Therapy: Strategic Action Plan

<b>Strategic Direction 4:</b>		<b>Foster our energizing environment</b>
<b>Objective:</b>		Faculty, staff and students agree that the School is a great place to learn and work
No.	Initiative	Key Results
1	Fuel our positive culture	<ul style="list-style-type: none"> <li>• We are demonstrably living our values</li> <li>• The School's culture supports an open and positive environment where there is comfort in raising issues, discussing them and making suggestions for change</li> <li>• Staff and faculty retention is maintained</li> <li>• Ongoing initiatives address the contributions of diverse jobs and roles within the School</li> <li>• There are increased opportunities for internal interactions and fun</li> <li>• New faculty, PhD students, Post Docs and staff are satisfied with their introduction and orientation to the School</li> <li>• The School constitutes a community that wants to spend time together</li> </ul>
2	Provide opportunities to stretch into new areas	<ul style="list-style-type: none"> <li>• More faculty on thesis committees, PhD committees</li> <li>• More faculty and staff opportunities for professional development</li> <li>• Projects enabling novel collaborations are fostered</li> </ul>
3	Support and celebrate community efforts that promote OT	<ul style="list-style-type: none"> <li>• Support and celebrate student-initiated community efforts</li> <li>• Support and celebrate other Atlantic Provinces OT organizations community efforts</li> </ul>