
Faculty of Applied Health and Community Studies Academic Plan

2019–2024

UPDATED: APRIL 2020



Summary statement

Moving forward to 2024, the Sheridan learning community will invigorate our enviable organizational **character**; maintain and intensify our pursuit of **quality**; and continue to develop, implement and deploy tools that promote individual and organizational **accountability**.

Academic priorities

- » Build community by embodying Sheridan's unique character.
- » Advance quality teaching and deep learning through inclusive, learner-focused design and academic support services that embrace the diverse strengths of our students.
- » Cement our commitment to groundbreaking education by promoting and supporting scholarship, research and creative activities.
- » Fuel academic and career success by actively supporting the potential of students and pushing for unfettered access to ongoing learning.
- » Enhance the student experience through programs, services and space design.
- » Develop an operational culture of planning, accountability and continuous improvement.



Faculty of Applied Health and Community Studies

Message from the Dean

The Sheridan College Academic Plan espouses the mission, values and goals of the institution and broader Sheridan community. The Academic Plan was developed as a result of thorough consultation and stakeholder input throughout the 2016–17 academic year. In a similar manner, the Faculty of Applied Health and Community Studies (FAHCS) engaged with professors, staff and students for input on how the Faculty views itself within Sheridan's Academic Plan. These meetings generated an abundance of valuable feedback and recommendations for ways in which FAHCS could contribute to the realization of the Academic Plan. The initial meetings were strategically designed to use an appreciative inquiry approach, which promotes our Faculty's current successes and provides opportunities for all members of FAHCS to envision a bigger, bolder future. In a transparent and collaborative manner, the feedback from the Faculty was categorized into six academic priorities, which mirror those from the Academic Plan (see the next page). Unique to FAHCS, the six academic priorities have been integrated into two vision statements to further focus our vision and guide the implementation of our plan.

Michael O'Leary

Dean, Faculty of Applied Health and Community Studies

Land Acknowledgment Statement

Sheridan acknowledges that all of its campuses reside on land that for thousands of years before us was the traditional Territory of the Mississaugas of the Credit First Nation, Anishinaabe Nation, Huron-Wendat and the Haudenosaunee Confederacy. It is our collective responsibility to honour and respect those who have gone before us, those who are here, and those who have yet to come. We are grateful for the opportunity to be working on this land.

Sheridan academic priorities

FAHCS priorities

Build community by embodying Sheridan's unique character.

Build healthy and resilient communities.

Advance quality teaching and deep learning through inclusive, learner-focused design and academic support services that embrace the diverse strengths of our students.

Be leaders in innovative and inclusive teaching and learning practices.

Cement our commitment to groundbreaking education by promoting and supporting scholarship, research and creative activities.

Cultivate a culture of scholarship, research and creative activities for students, staff and faculty.

Fuel academic and career success by actively supporting the potential of students and pushing for unfettered access to ongoing learning.

Foster and support student success through high-impact practices.

Enhance the student experience through programs, services and space design.

Co-create exceptional student experiences through purposeful design and community engagement.

Develop an operational culture of planning, accountability and continuous improvement.

Commit to integrated planning and communication related to operational effectiveness.





Strategic Priority #1

By 2024, the Faculty of Applied Health and Community Studies will be recognized as an institutional leader in providing holistic health and wellness to the Sheridan community. The Faculty will have established a Centre for Community Innovation and Interprofessional Practice (CCIIP), which will be a living laboratory of multidisciplinary health practice, a beacon of teaching and learning innovations fostering a more inclusive curriculum, a platform for Faculty and industry collaborations, and a hub of applied research.

Centre for Community Innovation and Interprofessional Practice: Areas of focus



We will know we are successful if:

- » The Faculty has established the CCIIP, which has a mission, vision and values aligned with the Sheridan values and academic planning priorities.
- » The Sheridan community proactively seeks health and wellness treatments/support from the CCIIP.
- » The CCIIP has collaborated broadly to take a detailed and inclusive approach to wellness, which includes maximizing our collaborations with other Faculties and Departments at Sheridan.
- » Curriculum from the four Schools in the Faculty (Applied Health, Community Studies, Education, Public Safety) has been integrated into the CCIIP.
- » Research (applied research and capstone projects) is actively occurring within the CCIIP.
- » Students are learning from, with and about the various community, health and allied health programs.

3-year plan: Goals to support the achievement of Priority #1

Goals

Co-create the Centre for Community Innovation and Interprofessional Practice.

Actions to achieve this initiative

Establish the mission, vision and values for the CCIIP.
 Create operating committees for the three focal areas within the CCIIP. These committees will have inclusive faculty, staff and administrative representation from the Faculty and the greater Sheridan community. The three areas of focus are:

1. Institutional Health and Wellness
2. Interprofessional Education (IPE) and Interprofessional Practice (IPC)
3. Community Innovation and Engagement

Launch the Centre for Community Innovation and Interprofessional Practice.

Launch strategic initiatives for each area of focus within the CCIIP.
 Integrate curriculum from each of the four Schools in FAHCS into activities within the Centre of Innovation.
 Proactively engage with members from the external community to assess and pursue collaborative partnerships.

Promote and strengthen the CCIIP.

Continue to seek out and support new initiatives that promote employee health and wellness at Sheridan.
 Maximize our IPC by providing opportunities for Sheridan employees to receive holistic care.
 Become a beacon of IPE within the postsecondary education system through our use of technology and virtual patients.
 Develop partnerships with external members of the Brampton community.

Metrics

Year 1

- » Completion of a guiding document that includes:
 - » The CCIIP mission, vision and values.
 - » A detailed plan for applied research.
 - » A detailed plan for capstone projects.
 - » Map of curriculum integration into the CCIIP.
 - » Development has begun on the virtual IPE experience.

Year 2

- » CCIIP is launched.
- » First health and wellness initiative is launched.
- » The CCIIP has an active steering committee.
- » Pilot version of the virtual IPE experience is completed.
- » Applied research project is underway (on topic related to health/wellness or interprofessional education).
- » Planning for additional programs to integrate curriculum into CCIIP is underway.
- » In collaboration with members of the Sheridan community, seek out strategic partnerships.

Year 3

- » Expand the impact of the CCIIP on the Sheridan community.
- » Offer a broader range of health and wellness services through the integration of more curriculum into the CCIIP.
- » Capstone research publication project has been launched.
- » Revise and launch Faculty-wide virtual IPE experience.
- » Research IPE outcomes.



Strategic Priority #2

By 2024, the Faculty of Applied Health and Community Studies will have a systematic and integrated approach to program development, planning, communication and student learning through the utilization of best practices. Professors and staff will collaborate with members of the Sheridan community to redesign our approach to the student experience.

We will know we are successful if:

- » A strategic direction for future program development has been established, with collective input from FAHCS and relevant Sheridan communities.
- » Field placement, practicums and internships within FAHCS have been reviewed and revised to meet our academic responsibilities.
- » The Work Integrated Learning hub (WIL) is operational and supports the institutional side of WIL.
- » Faculty resources, supporting overall knowledge and professional competence, have been developed in concert with colleagues from across Sheridan.
- » A revised part-time employee professional development and orientation program has been implemented and maximized.

3-year plan: Goals to support the achievement of Priority #2

Goals

Actions to achieve this initiative

Experiential Learning in FAHCS.

- » Hire a Director of Clinical and Experiential Learning.
- » Reorganize the structure and reporting of field placements.
- » Review and revise the policies and procedures associated to field placements.
- » Standardized placement agreements for all placement sites.
- » Collaboratively build a record management system to support placements and employer appreciation.

Faculty resource development.

- » Develop meaningful Faculty resources in collaboration with partners from across the academic and non-academic parts of the institution. Resources will focus in three primary areas:
 - » Intercultural Intelligence
 - » Indigenous Knowledge
 - » Academic Resources (i.e. accommodations)
- » Redesign the Faculty's approach to teaching and learning support.
- » Redesign and implement a new onboarding process for new PT faculty.
- » Engage existing PT faculty with professional development opportunities.
- » Host a FAHCS teaching and learning event for PT faculty.

Metrics

Year 1

- » Placements within FAHCS have signed placement agreements and a process for renewal.
- » Policies and procedures associated with experiential learning courses are current and support the program and course learning outcomes.
- » A comprehensive orientation is held for new and returning part-time faculty throughout the academic year.
- » Institutional partnerships and resources are allocated to develop Faculty resources in the three identified areas.

Year 2

- » Experiential learning within FAHCS has devised clear strategies to:
 - » Maximize our human and physical resources.
 - » Maintain and improve industry partnerships.
 - » Locate and secure high-quality placements.
- » A comprehensive orientation is held for new and returning part-time faculty throughout the academic year.
- » Part-time faculty Teaching and Learning Conference is established.
- » Refine faculty resources through pilot projects and stakeholder feedback.

Year 3

- » A comprehensive orientation is held for new and returning part-time faculty throughout the academic year.
- » A second annual part-time faculty Teaching and Learning Conference is held.
- » Faculty resources are launched and stakeholder feedback for continuous improvement is assessed.
- » In collaboration with Student Affairs, the WIL hub has developed and implemented an employer recognition program.

GET IN TOUCH

Davis Campus

7899 McLaughlin Road
Brampton, Ontario L6Y 5H9
T 905-459-7533

Hazel McCallion Campus

4180 Duke of York Blvd.
Mississauga, Ontario L5B 0G5
T 905-845-9430

Trafalgar Road Campus

1430 Trafalgar Road
Oakville, Ontario L6H 2L1
T 905-845-9430



sheridaninstitute



sheridancollege



sheridan_college



sheridaninstitute



snapsheridan