



UNIVERSITY OF
CALGARY
NURSING

REPORT TO COMMUNITY

2011-2012 Year in Review



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Cover photo: Announcement of the first ever research chair in the University of Calgary’s Faculty of Nursing. *Left to right: Nicole Letourneau, professor and Norlien/Alberta Children’s Hospital Foundation Chair in Parent Infant Mental Health; Elizabeth Cannon, president, University of Calgary; Dianne Tapp, dean, Faculty of Nursing.* Story continues on page 4.

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Message from the dean

Dianne Tapp, RN, PhD

THE 2011-2012 ACADEMIC YEAR was clearly one of new challenges and transitions for the Faculty of Nursing. Our very first nursing research chair was launched. The first seven semesters of the revised baccalaureate curriculum have now been implemented and changes to the clinical teaching model have attracted an exciting cohort of new instructors to the Faculty. New tenure-track faculty recruits included five instructors and one assistant professor. Renewal of the Dean's Administrative Team will offer new leadership for the implementation of the strategic plan that has been developed following completion of a consultation exercise that involved staff, students, faculty, alumni, adjuncts and external stakeholders.

We are often inspired by the fresh determination of our students, who typically

enter nursing studies with a passionate desire to make a difference in their world. This core value resonates with faculty and staff and reignites our commitment to impact the health of Albertans and Canadians and to shape and transform the health systems in which we practice. This work occurs with benefit of talented people who steadfastly press ahead with engaging and innovative ideas that address the most puzzling nursing and health care problems of the day.

We are very pleased to present you with this snapshot of people and projects that characterize the changing face of the Faculty and offer these highlights of the contribution that has been made in Calgary, in Alberta and around the globe during the 2011-2012 academic year.

Research



Dianne Tapp, dean, Faculty of Nursing; Nicole Letourneau, Norlien/ACHF Chair in Parent Infant Mental Health; Saifa Koonar, president and CEO, ACHF; and Paula Tyler, president, Norlien Foundation gather at announcement of first research chair.

ANNOUNCING FIRST EVER RESEARCH CHAIR

In January 2012, Nicole Letourneau was introduced as the first research chairholder in the Faculty of Nursing's 43-year history. Thanks to funding provided for the Norlien/Alberta Children's Hospital Foundation Chair in Parent Infant Mental Health, the University of Calgary was able to attract Nicole, a preminent researcher, to its academic fold and strengthened a core institutional research area.

A well-known nurse scientist and the leading Canadian expert in early child development, particularly with at-risk children, Nicole brings with her an impressive 15-year track record of academic research along with numerous honours and accolades. Among her many accomplishments, she is a former Canadian Research Institute for Social Policy research fellow and holder of the Canada Research Chair in Healthy Child Development. She was also named a Premier Young Researcher by the Canadian Institutes of Health Research and was inducted into Canada's Top 40 Under 40.

"We are fortunate to bring on board a scientist of the highest caliber who will build our research capacity in the area of child and youth mental health," said Dianne Tapp, dean, Faculty of Nursing, at the formal announcement. "As a full faculty member and instructor, she will also be an enormous asset to our graduate students who want to study this area."

"Starting here in Alberta, we have everything we need to be leaders in research on the effects of early life experience on children's development," added Nicole. "The Child Health Intervention and Longitudinal Development (CHILD) Studies Program I am leading will investigate tools that support the healthy development of vulnerable children, especially while they are still in an early care giving environment."

In addition to her teaching and chair responsibilities, Nicole is also a member of the Alberta Children's Hospital Research Institute (ACHRI) for Child and Maternal Health Behaviour and the Developing Brain Group. ACHRI is a

centre of excellence in research and education in maternal, newborn and child health and is a tremendous platform for Nicole to advance her research program.

DISCOVERING INTERNATIONAL CONNECTIONS

A 2009 trip to China to discuss nursing research is netting a larger collaboration for Faculty of Nursing professors and, down the road, potential graduate students.

Professor Kathryn King-Shier, an expert in cardiovascular nursing, was invited to lecture at Jilin University in Changchun, a city of about 3.5 million in northeastern China, two years ago. “They are trying to expand the role of nurses in China and enhance nurses’ role in developing evidence for practice,” she explains. In an effort to encourage collaboration and initiate projects, Jilin’s nursing dean, Dr Libin An, invited Kathryn back for a week to teach research methods to Master of Nursing students and encouraged her to bring a research colleague. Theresa Green, an assistant professor with expertise in stroke, joined Kathryn in teaching and presenting their programs of research to undergraduate students.

“The undergraduates were surprised that nurses would do the kind of research we do,” says Teri, adding that while the graduate students certainly had a basic understanding of the kinds of studies in which nurses engage and value, they welcome every opportunity to learn more about the process. “We had them produce abstracts around a research question which they worked very hard at; they are not used to thinking through the research process in this way.”

As well, both researchers have launched initiatives with their contemporaries at Jilin.

“The teaching was very important to us, but the research collaboration is a perfect scenario,” says Kathryn, who will begin a project looking at sex differences in the presentation of acute coronary syndrome and access to care. Teri will work on a similar study to one she currently leads in Canada on multi-ethnic patients with acute stroke. Both will likely return to Changchun next year.

“We hope to one day have students join us here in Calgary,” Kathryn adds.

Jilin University’s School of Nursing was one of the first nursing schools in China and the first nursing School to offer graduate programs in nursing in China’s northeast.



Kathryn King-Shier discusses research with a class of nursing students in China.

Faculty



Dave Patterson is a Nursing Practice Instructor and a Master's student in the Faculty of Nursing.

CHANGING THE CLINICAL TEACHING MODEL

According to Dave Patterson, the role of Nursing Practice Instructor (NPI) has proven to be a win-win-win for students, for faculty and for the practice partners. A recent evolution as part of the revised undergraduate curriculum, the NPI model – where a currently practicing RN teaches students on her/his unit or another suitable clinical environment – was implemented to help connect the dots between classroom and clinical, theory and practice. Dave, who has been a NPI for the past year and prior to that was a sessional instructor with the faculty, says it is a model that is working for everyone.

“The big difference is that I wasn’t part of the faculty as a sessional instructor – there wasn’t really any continuity between my clinical work and teaching,” says Dave, who worked in the NICU at the Peter Lougheed Centre and is now a peri-natal educator for Alberta Health Services (AHS) in addition to his role as NPI. “As a NPI, there is more support for me within the faculty and I can, in turn, support the students better.”

The concept for the NPI grew out of the Clinical Teaching Collaborative, a partnership with Calgary post secondary nurse educators and AHS designed to strengthen collaboration between practice settings and education. Last fall, the faculty began with 40 part-time to full-time NPIs and this year expects to have a total of more than 60 NPIs teaching in undergraduate clinical courses.

“We were learning LOTS about how to better orientate, mentor and support our clinical instructors who work with students in their practicum courses,” explains Dianne Tapp, dean of the Faculty of Nursing. “And in the new curriculum, we wanted our clinical instructors to have opportunity to engage more fully as partners in undergraduate education. The teaching teams we have developed provide opportunity

to connect ALL of the faculty members working with students in each term so the NPIs learn about what is happening in all of the courses students are taking concurrently in that term. Plus the theory instructors for non-clinical courses have had opportunity to learn from the NPIs about how things were working in clinical, and how concepts/science/interventions discussed in class could be learned in the practice setting.”

Tapp says the faculty is still refining the model, but Dave says he can already see that the currency he can bring to his instruction makes a huge difference to students.

“For the most part, I am teaching students in my area of practice so I can bring my current clinical experiences to them. I can talk about a code incident the day after it happened and bring all the immediacy to them.”

Nursing student Tyler Hume says that he greatly values having Dave as a resource. “It is very comforting to have someone like Dave, with his thorough knowledge of theoretical practice and its relation to practical skills, to rely on. He really challenges you to expand your critical thinking and allows students to grow into the best nurses we can be!”

Dave acknowledges that although the NPI model is not without struggles as instructors and AHS staff adapt to the new curriculum, the benefits are showing through.

“I see that the students are more comfortable interacting with patients,” Dave says. “They can do the task while having the necessary conversations with their patients. That allows me to evaluate their clinical judgement without interruption or distraction.

“They have really learned the bridge from the ‘what’ to the ‘why,’” he continues. “By the time they are finished, they are able to understand what we as instructors are looking for and what they as the students are doing and more importantly, why.”

INSPIRING LEADERSHIP

2011-2012 proved to be another banner year in terms of awards for our faculty community.

In September, the Canadian Association of Schools of Nursing (CASN) announced **Dr Lorraine Watson** as the recipient of the CASN Award for Academic Administrative Excellence. CASN is the national voice for nursing education, research and scholarship and represents baccalaureate and graduate nursing programs in Canada. Lorraine, who retired in June, was cited for developing and implementing new educational models for the Faculty of Nursing including, most recently, spearheading the transition to a new undergraduate curriculum.

Also in the fall, **Dr Sandi Hirst** was recognized by the Canadian Association on Gerontology (CAG) with a 2011 Distinguished Member Award. The CAG's highest honour, this award acknowledges significant contribution toward furthering the objectives and activities of the organization.

February marked the announcements of **Dr Carol Ewashen's** Nursing Excellence in Education Award for 2012 by the College and Association of Registered Nurses of Alberta (CARNA) and **Dr Nancy Moules's** Killam Annual Professor Award. Carol was one of 10 nominees demonstrating excellence in teaching students, displaying an in-depth knowledge of the subject matter and establishing a stimulating learning environment. Nancy was one of five Killam Award recipients at the University of Calgary who achieved national and/or international recognition for outstanding teaching and research scholarship over ten years or more.

The second annual **FACULTY OF NURSING COVENANT HEALTH AWARDS** recognized members of our internal community with six awards. Recipients and nominees were celebrated at a luncheon during National Nursing Week in May:

ADVANCEMENT OF NURSING RESEARCH AWARD

Recipient: Kathryn King-Shier

Nominator: Nancy Moules

OUTSTANDING NURSING GRADUATE STUDENT AWARD

Recipient: Graham McCaffrey (Doctoral)

Nominator: Shelly Raffin Bouchal

TEACHING EXCELLENCE AWARD

Recipient: Nancy Moules

Nominator: Angela Morck

OUTSTANDING NURSING UNDERGRADUATE STUDENT AWARD

Recipient: Kate Wong

Nominator: Miriam Tiemstra

Nominator: Kirby Bell

Nominee: Cameron Webber

Nominator: Caroline Godzwon

FACULTY OF NURSING TEAM AWARD

Recipient: Nursing Guys Club

Nominator: Kelsey Dorn

Nominee: Magda Skwara/Carol Sprague

Nominator: Shannon Parker

Nominee: Semester 3 Team

Nominator: Tracey Clancy

Nominee: Community Action Team 8

Nominator: Sylvia Loewen

ASPIRE AWARD

Recipient: Carol Sprague

Nominator: Shannon Parker

Nominee: Karen Benzies

Nominator: Lorraine Watson

Nominee: Judy Boychuk Duchscher

Nominator: Graham Courtney

The faculty continued the celebrations with the news that two of its professoriate received Canadian Nurses Association (CNA) Order of Merit awards and one, the highest honour CNA bestows on its members, the Jeanne Mance Award. There are six awards in total for recipients from across Canada.

Dr Dianne Tapp received the CNA Order of Merit for Nursing Administration, **Dr Nancy Moules** the Order of Merit for Nursing Education and **Dr Sandi Hirst** the 2012 Jeanne Mance Award. **Dr Kathryn King-Shier** was nominated for the Order of Merit for Nursing Research.

The awards were presented at June's biennial CNA conference in Vancouver.

The 2012 academic year concluded with University of Calgary Students' Union Teaching Excellence Awards for **Jenny Langille** and **Dr Annette Lane** (Honourable Mention) and 2012 U Make a Difference awards for **Drs Karen Benzies** and **Andrew Estefan**.



Dianne Tapp receives the Order of Merit for Nursing Administration from CNA president Judith Shamian (left) and CEO Rachel Bard; Nancy Moules receives the Order of Merit for Nursing Education.



*Sandi Hirst receives the 2012 Jeanne Mance Award.
Photos: Teckles Photography Inc.*

RENEWING THE DEAN'S ADMINISTRATIVE TEAM

Several changes this year in the Dean's Administrative Team (DAT), announced in December, will actively support the faculty's curricular changes.

In July of 2012, Dr Gayle Rutherford assumed the role of Associate Dean, Undergraduate Program, but she began to transition earlier in the wake of Dr Lorraine Watson's retirement. Gayle has been actively involved in the undergraduate curriculum development, especially for Term 4 and has served as lead for that teaching team. Her research program and scholarship has focused on interprofessional teaching and learning as well as community based research with homeless women and women transitioning from incarceration. Gayle's passion for advocacy for vulnerable populations has been a constant thematic throughout her career.

"I am excited to continue the forward momentum around the undergraduate curriculum," says Gayle, "and contribute to the strong leadership that is already in place at the senior level in the faculty."

Gayle's appointment is for five years.

In January, Martie Dobbs began a three-year term as Assistant Dean, Undergraduate Program. Martie joined the faculty in August 2011 after nursing for more than two decades in British Columbia, most recently as a nurse educator in the BSN program at Langara College School of Nursing in Vancouver.

"In my previous position I served in an administrative capacity primarily responsible for clinical placement coordination," Martie explains. "I was also involved in curriculum and program coordination and accreditation processes. I am excited to bring that knowledge to this role and to make a contribution to the undergraduate program."

Former assistant dean, Pat Rosenau, launched into a two-year appointment in the newly-created position of Associate Dean, Teaching and Learning. Pat has been a faculty member at the University of Calgary for the past 10 years and a key leader in the implementation of the undergraduate curriculum revisions. She has demonstrated scholarship in several teaching initiatives, including the Peer Mentoring project and research in hospice care, which has been the focus of her clinical expertise. In this new role, Pat will assume responsibility for oversight of the integrity of undergraduate



Gayle Rutherford
Associate Dean, Undergraduate Program



Martie Dobbs
Assistant Dean, Undergraduate Program



Pat Rosenau
Associate Dean, Teaching and Learning

curriculum implementation and evaluation as well as leadership of scholarship and inquiry related to teaching and learning innovation.

“During this first year, one of my goals is to develop a teaching and learning plan with emphasis on faculty orientation and professional development,” she says. “I’m looking forward to continuing to contribute to DAT in this new role.”

EVALUATING THE REVISED UNDERGRADUATE CURRICULUM

Program Evaluation Coordinator Colleen MacLeod is 18 months into the position and says the faculty are responding well to all the change experienced in the last two years. Colleen plays a pivotal role in her new job, created to evaluate the undergraduate curriculum implemented in 2010. Guided by advice from faculty members, students and the Programs Evaluation Committee, Colleen has developed and managed several specific surveys to ensure the faculty is responding to the concerns of stakeholder groups (students, included those involved in the Year One experience, faculty, including Nursing Practice Instructors or NPIs, and practice partners).

“I look at data for courses, instructors and the curriculum overall. I will continue to do that over time so that the faculty will be able to identify trends,” Colleen says. “Some of the information from the surveys can be used for our Nursing Education Program Approval Board review and for our report to Canadian Association of Schools of Nursing for ongoing accreditation of our program.”

While Colleen admits there is a lot of information to review, she also says the results are interesting and are giving decision-makers a good handle on how the curriculum is working. But is it important to get the students’ input and one of Colleen’s goals is to enhance and maintain their response to the

surveys. She has been accomplishing increased participation through ongoing communication and prize draws for students who complete the surveys. “I don’t want to come off as an auditor,” she laughs. “I want to encourage the students, let them know how valuable their input is and they seem to be responding.”

“The survey results also reflect a positive change from the sessional model to NPIs,” Colleen adds. “The majority of students speak very highly about their placements and instructors.”

Overall the evaluation program development is a positive change. “Our committees and administrators are able to gain a much more detailed understanding of stakeholder concerns, develop plans for addressing the concerns and then look to the next round of results to see if they have been able to resolve the issue,” says Colleen. “Often the feedback from students is they want more of this, a little less of that. I think everyone understands that we want to be responsive while keeping our curriculum strong and unique.”



Colleen MacLeod is the faculty’s first Program Evaluation Coordinator.

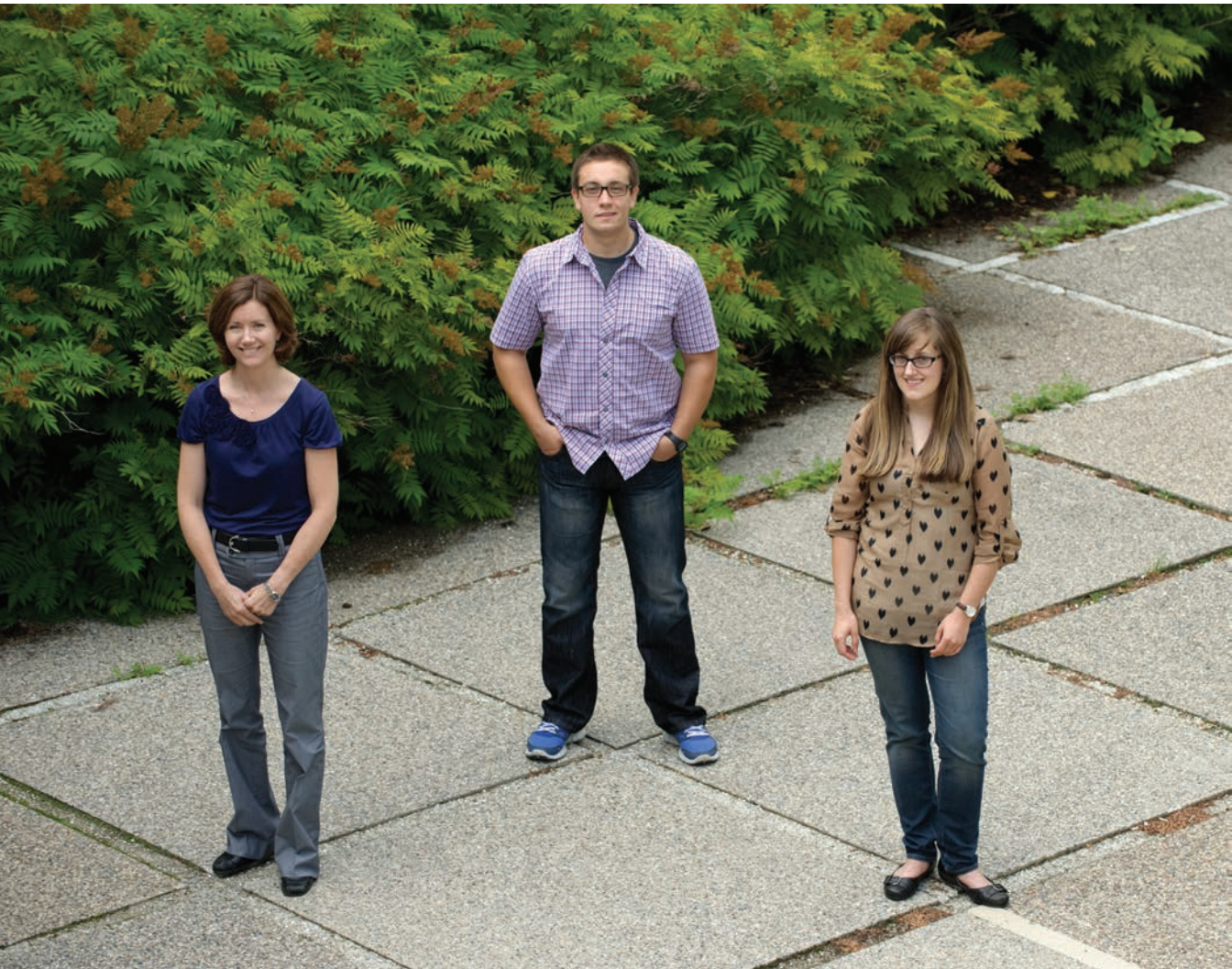
Students

ACHIEVING ACADEMIC EXCELLENCE

The second pillar of the University of Calgary 2011 Eyes High* strategy is to enhance 'the quality and breadth of learning' by creating programs made rich by research and hands on experience. The Faculty

of Nursing has always worked hard to improve the student experience, this year with some notable high-achieving students.

Fourth year student Jon Munroe was selected as one of only 30 students interviewed to be in the university's Scholars Academy Program (SAP) and is the second nursing student to have been accepted. This program offers unique and individualized support for the university's best and brightest students to work toward prestigious scholarship opportunities such as the Rhodes and Fulbright



PhD student Cathy Eastwood, undergraduate student Jon Munroe and alumna Amy Hobbs have all benefited from scholarships in their post-secondary education.

and top graduate and professional programs.

“What I appreciate about the SAP is that they assess you as a student AND a person,” Jon says, adding that this is accomplished by examining the quality and quantity of extra-curricular activities, cumulative grade point average, a personal statement of intent and – if short-listed – a panel interview. “I believe that all post-secondary students should have the opportunities that the SAP provides; everyone who has a strong desire to be successful can and should be. All it takes is passion, determination and hard work to get you there.”

Associate professor Cynthia Mannion has long championed students, especially undergraduates, in support of student awards like the Canadian Institutes of Health Research (CIHR) studentships, the Program for Undergraduate Research Experience (PURE) and the Undergraduate Student Research Program (USRP). She worked with Jon to shape his resume and frame his personal statement for application to the SAP.

“I am personally thrilled he was accepted. Jon is a mature and thoughtful student with a deep desire to learn,” says Cynthia. “Students should have all the opportunities the academy can offer, but sometimes they need help to realize they can achieve success.”

Also aided by Cynthia was Amy Hobbs (BN 2010), who received a CIHR Studentship in 2009. Amy has continued with an interest in research, currently working as a clinical research nurse for the Canadian Breast Cancer Foundation Tumor Bank and a research coordinator for two clinical trials at the Tom Baker Cancer Centre.

“Being nominated for the CIHR award allowed me to explore my passion for research from the initial stages of recruitment and data entry all the way to the dissemination of results,” says Amy. “Working with Dr Mannion provided me with the mentorship and support that allowed me to realize that I could someday pursue a career in research.”

Amy begins her MSc in Clinical Epidemiology at the University of Calgary this fall and plans to pursue a career in clinical research.

PhD student Cathy Eastwood has had a banner year, in May receiving the Izaak Walton Killam Memorial Scholarship, awarded to doctoral students of outstanding caliber, and in June, the Alberta Innovates Health Solutions (AIHS) Clinician Fellowship Award for 2012. The AIHS award allows Cathy to create a clinician-researcher role while she completes her studies.

“My awards would not have been possible without the mentorship, advice and encouragement I received from faculty members,” Cathy says. “As a graduate student, it has been so helpful to be surrounded by the wisdom, creativity and support of our faculty. Kathryn King-Shier, in particular as my supervisor, while helping me shape my program of research, is providing the guidance I need to confidently reach each goal along the way. For the first two years of my doctoral studies, I was funded by the Western Regional Training Center for Health Services Research. This studentship offered me the privilege of interacting with interdisciplinary students and an internship with researchers at Alberta Health Services. I have learned through my mentors how to shape a sound research study and to persevere to obtain funding.”

Cynthia feels that faculty members can do a lot to influence the students they teach to become more involved in research and to have the confidence to apply for awards. “Students just need a place they can go to ask someone ‘can I do this’ where they will be greeted with the response – ‘yes, you can and I can help.’”

Jon Munroe is in definite agreement. “Having access to personalized success planning with academic/occupational advisors has helped me to get my head (and heart) in the right place, prioritize my ambitions and establish concrete goals for myself, hopefully streamlining me into a career that I will be proud of and passionate about.”

**Eyes High is the vision set for the University of Calgary for the next five years. To learn more, visit <http://ucalgary.ca/eyeshigh>*

EXPERIENCING GLOBAL HEALTH



Ten nursing students travelled to Tanzania with associate professor Shahirose Premji in May.

Once again in 2011 – 2012, nursing students were able to experience health practices in another country. Fifteen travelled to the Maria Auxiliadora and Soto barrios near La Vega in the Dominican Republic with instructor Margot Underwood in February. And in May, a group of 10 nursing students, accompanied by associate professor Dr Shahirose Premji and program assistant Krystyna Ediger journeyed to Tanzania as part of the course, Global Community Health in Tanzania: Maternal, Newborn and Child Health. Through this four week intensive Group Study Program, students gained a deep understanding of advanced concepts in community health as they pertain to challenges in global maternal, newborn and child health.

“They learned so much!” Shahirose said. “The students have a different appreciation for the knowledge they have gained over their nursing program and the value of that education. They also appreciated how different the health care system is and the challenges care providers and institutions experience.”

In Tanzania, the students presented on newborn and maternal care, communication, ethics, HIV/AIDS, asepsis, personal protective equipment and jaundice and were well received and appreciated by partners. From the students’ perspective, however, much more was gained in the shared learning. As Sarah Vigar wrote in her blog: “It can be so easy for us to go in with our western values and ‘fix’ the problems we see but that does not really create a sustainable change or a shared learning between nurses. Before leaving for Tanzania, I was not optimistic in the idea that I would be helping the Tanzanian nurses much. I was for sure under the impression that Africa would change me more than I can change Africa. I was partially right in this assumption meaning that the learning I have done here has had a huge impact on me personally along with my future practice. On the other hand though, I believe that I have offered some valuable knowledge to the nurses in Dar es Salaam and Iringa just as they have shared their knowledge with me.”

ENERGIZING THE STUDENT COMMUNITY

The number of males enrolled in first year nursing at the University of Calgary reached an all-time high in September of 2011. Of the 122 students to enter their first year directly out of high school, 16 (13.1%) were men while newly admitted male transfer students – those with their optional courses completed – totaled 21.1%. The average in the past 10 years has hovered around 9% with the lowest at 6% in 2008.

That was inspiration for third year student Tyler Hume to launch a new initiative, the Nursing Guys Club (NGC), to develop community through promotion of gender equality in nursing.

“During our faculty orientation for first year nursing students, we noticed so many more males,” said Tyler, NGC’s president, in September. “I am excited to see such an influx of men entering the faculty – that guys are finally hearing that nursing is a great career and the places you can go with your degree really surpass a lot of other occupations out there.”

Throughout the year, NGC hosted events and participated in November, the hugely successful international fundraiser for prostate cancer, all designed to promote positive messages regarding male nurses and their role in health care.

For Ryan Wilkie, a male transfer student, the decision to enter nursing education was a no-brainer. “I’ve always wanted to be involved

with helping others in some capacity of health care. As I am quickly learning, nursing is not only about that, but it’s also a highly interactive, challenging and diverse career.”

Hume said many incoming students share Wilkie’s excitement. “We are pumped to welcome such enthusiastic individuals into our program and are really impressed by the courageous leap of faith taken by our incoming male students. Their determination to enter this caring role is an inspiration to our current students and those in the field of health care.”

“We need more men in nursing – they bring a unique perspective and energy,” commented 4th-year student Kate Wong, then president of the Undergraduate Nursing Society. “And these new guys, combined with some of our older students, are really getting involved in student life so we are feeling optimistic that they will just attract more men.”

According to the Canadian Nurses Association, of the 266,000 registered nurses practicing in 2009, only 6.2% are men. In the last five years, the growth rate of male RNs has been miniscule at 0.5% (Canadian Institute of Health Information, 2009).



Students Ryan Wilkie, Tyler Hume (bottom right and left) and Graham Courtney worked closely with Kate Wong, UNS president, on the Nursing Guys Club initiative.

Partnerships

COLLABORATING SIMULATION EXPERIENCES LOCALLY, NATIONALLY, INTERNATIONALLY

The faculty's Clinical Simulation Learning Centre (CSLC) continues to be at the forefront of health

care simulation education in southern Alberta and the team are sharing their knowledge with others in the simulation community, not just locally, but internationally. They have presented several times this year including at the International Nursing Association for Clinical Simulation and Learning Conference in San Antonio, the B.C. Lab Educators Conference in Vancouver, the Human Patient



The Clinical Simulation Learning Centre continues to provide students and educators with innovative learning experiences.

Simulation Network Conference in Tampa and contributed five of the 13 breakout sessions at SimuNation 2012, held in June in Calgary.

A patient simulation education experience hosted by SAIT's Centre for Advanced Patient Care Simulation, SimuNation offers opportunity for local patient simulation programs to exchange ideas and strategies for success in simulation education.

Among presentations by the CSLC team, *The Building Blocks of Understanding* outlined how a simulation to enhance student understanding of mental health challenges faced by individuals was conducted. CSLC director Pat Morgan and assistant professor Yvonne Hayne explained how incorporating the Hearing Voices™ simulation provided students the time to carefully consider implications for future nursing practice by enhancing empathetic understanding and diminishing negative stigmatization of individuals who are experiencing alterations in mental health. The importance of pre-briefing and debriefing of students was highlighted in two presentations: *The Importance of Pre-Briefing in Developing Nursing Logic* and *Two-Phased Simulations to Enhance Knowledge Retention*. Ruth Swart presented evidence on how providing students the opportunity to pre-brief contributed to a successful learning experience while Tricia Prince explored how a two-phased simulation – allowing students the opportunity to repeat the same scenario following an extensive debriefing – gave them the chance to modify and improve on aspects of patient care uncovered during the first debriefing. *Nursing Math Calculation – Traditional vs. Contemporary Edose Learning* was presented by Shannon Parker and describes how the traditional method of teaching calculation for medication was not having satisfactory results with students. When the faculty implemented METI's eDose, an online interactive program as the sole method used for student learning, the outcome proved much different. Lorelli Nowell's session on *Bringing Together*

Students with Different Clinical Backgrounds to Enrich Learning explains how students from various clinical sites were brought together in small groups to engage in simulation. The student's diverse practice backgrounds enriched learning as they were able to draw on each other's area of expertise and learn through others experiences.

An opportunity for undergraduate students to participate in “critical conversations” with families – addressing the role of the nurse in assisting clients with decision-making related to the Goals of Care Designation – was created through the adaptation of the National League of Nursing Advancing Care Excellence for Seniors simulation. CSLC team members collaborated with Alberta Health Services Advance Care Planning: Goals of Care committee to present students with the scenario of a terminally ill patient who decides to stop cancer treatment and enter palliative care. The student discussed with the patient and family members (volunteers from faculty, staff and friends) the repercussions of the decision and indicated that the ability to have those discussions significantly enhanced the reality of the simulation.

More firsts will occur this fall when undergraduates will be the first in Alberta to utilize DocuCare™, an academic electronic medical record system for on-site practice, further supporting the integration of technology and health care documentation. As well, they will work collaboratively with the Faculty of Medicine's Undergraduate Medical Education program to incorporate standardized patients into select clinical simulations.

“We are truly proud of our hard-working team,” says Pat Morgan, director of the CSLC. “We continue to develop new simulation experiences for our students that we know are giving them great confidence as they move into their future as registered nurses.”

EXPLORING THE RELATIONSHIP WITH UNIVERSITY OF CALGARY - QATAR



UC-Q students join Dru Marshall, provost (back row, fifth from left) for an open dialogue at the UC-Q campus. Also pictured: Dianne Tapp (second from left), UC-Q dean Carolyn Byrne (third from left) and Fathy Saoud (third from right). Photo courtesy of UC-Q

Ongoing collaboration was the highlight of the most recent Joint Oversight Board meeting, held in March, with the Faculty of Nursing at the University of Calgary-Qatar (UC-Q).

From March 24 to 29, UC-Q hosted Dianne Tapp, dean of the Faculty of Nursing, Shelley Raffin Bouchal, associate dean graduate programs and, for her first trip to Doha, Dru Marshall, University of Calgary Provost.

“The trip gave me a wonderful insight into the culture of Qatar and how well the UC-Q faculty and staff work with our nursing students there,” said Marshall.

Marshall and Dr Fathy Saoud, chair of UC-Q’s Joint Oversight Board and the president of the Qatar Foundation, co-hosted an open forum with students. The dialogue covered various topics of interest to students, such as space and facilities enhancement, status and recognition of nurses in Qatar and challenges and opportunities for men in nursing.

Marshall, Tapp and Raffin Bouchal visited the Qatar National Research Fund headquarters to learn about and discuss the opportunities for research partnership and funding for University of Calgary researchers. The Canadian Ambassador to Qatar, Gary Luten, gave them an impromptu embassy tour

as well. Overall, they experienced great support for the Faculty of Nursing in Qatar.

“Throughout Doha, we saw billboards promoting UC-Q’s awareness campaign – Discover Nursing – and there was a very palpable excitement on the campus about the future,” says Tapp.

In upcoming months, both the UC-Q and the University of Calgary campuses will be working hard to develop opportunities for increased

numbers of nursing student and faculty exchanges. “We were able to identify emerging opportunities for future collaboration between our faculties and are looking forward to what lies ahead,” says Tapp.

Current enrolment at UC-Q sits at almost 220 students. A new UC-Q nursing diploma program will be launched in the upcoming academic year in partnership with Hamad Medical Corporation.

ANNOUNCING NEW TEAM MEMBER FOR UC-Q

Master of Nursing alumna Kim (Robertson) Critchley (1994) will join the UC-Q leadership team in the fall of 2012 as Associate Dean Academic. Kim most recently served as professor and dean of the School of Nursing at the University of Prince Edward Island.



Kim is already hard at work in Doha and is shown here representing UC-Q in the signing ceremony of a memorandum of understanding to participate in an emergency training program with the Qatar Red Crescent and the International Committee of Red Cross. Photo courtesy of UC-Q

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