

FACULTY OF NURSING



Report to Community

Year in Review 2014-2015



UNIVERSITY OF
CALGARY

MESSAGE FROM THE DEAN

The 2014-2015 academic year represents an important turning point for the Faculty of Nursing as many of the initiatives identified in the faculty's strategic plan (2012-2016) have been implemented and are demonstrating results. In this Report to Community, we offer highlights and updates on these developments.

Our vision to "advance nursing practice and promote human health through research and learning" has provided a clear focus for our planning and energies.

The faculty is thriving as we gain experience with revised curricula, increase our research activity and focus on building community within the faculty and with our external partners. Our alignment with the university's *Eyes High* vision, academic plan and strategic research plan has ensured that Nursing is part of the exciting momentum across our campus as we anticipate the 50th anniversary of the University of Calgary in 2016.

I am deeply grateful for the talents of faculty, staff and students who have been so committed to earning the recognition that is deserving of a top Canadian nursing school.

Dianne Tapp, RN, PhD



OUR VISION

Advancing the practice of nursing and promoting human health through research and learning

PILLAR ONE

Creating a Culture of
Community

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PILLAR TWO

Excelling in Scholarship
of Teaching, Learning
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Strengthening Research
and Knowledge
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Building a Culture of Community

Faculty and staff had numerous opportunities to participate in leadership development sessions offered across campus and within the faculty. Many took advantage of courses in personal leadership, conflict resolution, team building and peer and self-assessment of teaching.

The university completed the 2015 Employee Engagement Survey in early spring. The Faculty of Nursing improved on previous survey results and consistently ranked higher than the overall University of Calgary results on all 17 factors

that were assessed. Our top rankings cited development opportunities and a clear and promising vision for the university and the faculty as important contributors to these results.

We have been determined to reach out to our alumni community over the past year. The inaugural Marguerite Schumacher Memorial Alumni lecture was launched in September 2014 and will provide an enduring legacy for alumni as this event continues each year. Alumni dinners

were hosted across the country, including events in Toronto, Victoria, Vancouver, Edmonton, Kelowna and Calgary. We have been eager to hear about the proud accomplishments of our alumni who are making enormous contributions to health care in Canada, and to hear from alumni about how we can stay connected with them over time.

Alumni who are interested in hearing about faculty events and news can update their contact information at nconnect@ucalgary.ca



From left: Teigen Welker, Alpha House outreach worker; Jonathon Paterson; Krystle Lawson; and Trish Dribnenki

Alumni help Calgary homeless

Alumni Krystle Lawson (BN'13) and Amanda Loates (BN'10) are asking Calgarians to donate new or used backpacks so the homeless have a safe place to store and carry their belongings. As mental health nurses with Alberta Health Services, the two, together with psychiatric outreach nurse Trish Dribnenki, connect this population with resources they need. They have become familiar and trusted faces to some of the 3,500 people estimated to be homeless in the city.

“I was homeless for about two-and-a-half years. Without my backpack, I would have nothing because my things would get stolen or lost,” says Jonathon Paterson, a former homeless client. “It gave me a great sense of security to know that everything I had was safely tucked away in one place.”



ASC's Unforgettable Mural is an eight-foot by 19-foot fabric display is a photographic tribute honouring Calgarians who have been affected by dementia (both living and deceased), their family members and care partners

Faculty of Nursing partnership with Alzheimer Society leaves lasting impression

Second-year nursing students in their community practice with cognitively impaired adults are learning about the power of art to open the mind. In fall 2014, a student group was placed with the Alzheimer Society of Calgary (ASC) to help launch an Opening Minds through Art (OMA) program at a number of adult day programs around Calgary. OMA began in the U.S. in 2007 with a mission to build bridges across age and cognitive barriers through art.

Before meeting their clients, the students received training from the ASC on the OMA program itself, what dementia is and also the Best Friends Approach to Alzheimer's care which suggests that what a person with dementia needs most is a friend who empathizes with their situation and helps them feel secure and valued.

Students were at three ASC sites that offer the Club 36 Adult Day Program — providing meaningful activities for people living with dementia — and worked on the art program two to six times at each site. “The results of this partnership were amazing,” says Julie Burns, nursing instructor. “This was the students’ first clinical placement in nursing. They were quite shy and hesitant at the beginning of the program, but by the end they had really developed some fantastic communication skills and a great appreciation for the clients living with Alzheimer’s disease.”

“When cognitive functioning is impaired, art provides a great medium for human connection and expression,” says Ali Cada, program manager of Club 36. “We are so grateful to the University of Calgary nursing program: the relationships built between the student and participant and the resulting benefits have left an impression on everyone involved.”

As a result of the overwhelmingly positive experience, students from this term held a fundraiser to benefit the OMA program. They also set up the ASC's Unforgettable Mural on campus in March 2015. This eight-foot by 19-foot fabric display is a photographic tribute honouring Calgarians who have been affected by dementia (both living and deceased), their family members and care partners. The mural brings real faces to the forefront, along with personalized stories, raising awareness of dementia's impact on the community.

“It’s especially important for our clients to have a safe place to store their medications, job applications, identification and other personal items including their memories and mementos,” says Lawson, a forensic outreach nurse. “Having a backpack makes it easier for them to keep track of their things and gives them a sense of security that their belongings are safe.”

Nursing instructor Kara Sealock, who taught Lawson in the undergraduate program, is not surprised by both nurses’ community work and the difference alumni are making in the city and beyond. “Krystle was an exemplar student and is a phenomenal nurse,” she says. “I am moved by her and Amanda’s passion to help others.”

Original story: Alberta Health Services Features, Aug. 25, 2015

Excelling in Scholarship of Teaching, Learning and Practice

In his second year as associate dean (teaching and learning), Andrew Estefan has continued to evolve his portfolio including working with the Teaching Development Unit (TDU) to develop a rebranding and strategic direction for teaching and learning initiatives. The TDU was relaunched in the fall as the Community of Scholarship for Teaching and Learning (CSTL).

“The CSTL is built around key domains of teaching and learning interest: cultivating and sustaining communities of teaching and learning; teaching practice development; and knowledge translation in teaching and learning contexts,” Estefan explains. “Teaching and learning education and professional development in each of these domains is geared towards our goal for excellence in teaching and learning within the Faculty of Nursing.”

The CSTL is offering a fall and winter “series” that anticipates instructors teaching development needs, responds to shifts in clinical and educational contexts and that innovates by encouraging instructors to think about novel educational approaches.

Estefan also conducted a faculty-wide survey to help define portfolio priorities. Focused leadership development continues to be offered

to help new and experienced instructors develop skills in conflict resolution and having difficult conversations. A communities of practice model has been established that makes space for instructors to come together around issues important to their teaching practice.

New faculty are a central concern, says Estefan. “In this last year, we have met with new instructors and professors to review their onboarding and integration experiences in the faculty. That has led to the development of

personalized teaching plans for new faculty and, over the coming year, additional supports will be put in place to help them in understanding and meeting the competencies of their role and to identify and access key people within and external to the faculty who can help them reach their goals.”

There has also been investment in new instructors taking the Canadian Association of Schools of Nursing (CASN) Instructor certificate. This rigorous and detailed training was taken by



Andrew Estefan

a trial group of three instructors in Spring 2015. They positively evaluated it and a further five new instructors are currently in the program.

“Within the faculty, we now have newly qualified Instructional Skills Workshop (ISW) trainers and one master trainer,” Estefan comments. “In the coming year, we will be offering in-house ISW training which is an exciting development to greatly enhance our capacity to meet faculty teaching and learning needs.”

Of particular note in this last year is the development and piloting of a self and peer assessment model in the faculty. Senior instructor Patricia Rosenau led this initiative.

“Pat and her team worked extremely hard to research, plan and trial this model to give instructors access to important developmental feedback that could be used in different ways depending on instructor need,” says Estefan. “We are looking forward to seeing this initiative — and our many others — gain momentum over this coming academic year.”

Recognizing our accomplishments

2014-2015 was another remarkable year for awards and recognition in the Faculty of Nursing community. Various members were honoured for outstanding work in teaching, learning, research and practice.

In May 2015, the College and Association of Registered Nurses of Alberta (CARNA) recognized Faculty of Nursing members in its 2015 recipients of the CARNA Awards for Nursing Excellence including:

- **Nicole Letourneau**, professor; Excellence in Nursing Research Award
- **Nancy Moules**, professor, Excellence in Nursing Education Award
- Alumni **Tyler Hume** (BN'13), Rising Star
- Alumni **Alexis Mageau** (MN'93) Excellence in Clinical Practice
- **Maureen Leahy**, former adjunct associate professor, Lifetime Achievement Award

May 2015

Shelley Raffin Bouchal, associate professor and associate dean (graduate programs), Leadership Award (Educator), Alberta Nursing Education Administrators Leadership in Nursing Education Award (ANEA)

April 2015

Zenaida Roxas, nursing instructor, U of C Students' Union Teaching Excellence Award

March 2015

Nancy Moules, professor, U of C Teaching Awards, Category: Graduate Supervision

Feb 2015

Catherine Laing, assistant professor, Canadian Camp Research Award of Excellence

The fifth annual Faculty of Nursing Covenant Health Awards, celebrated during Nursing Week in May, recognized:

- **Karen Benzies**: Excellence in the Advancement of Nursing Research Award
- **Jackie Smith**: Outstanding Nursing Graduate Student Award
- **Carol Ewashen**: Outstanding Nursing Graduate Teaching Award
- **Term 4 teaching team**: Team Award
- **Deborah Wasylenko**: Outstanding Nursing Undergraduate Student Award
- **Cydnee Seneviratne**: Outstanding Nursing Undergraduate Teaching Award
- **Helen Laqua**: ASPIRE (internal) Award
- **Ali Cada, Alzheimer Society of Canada**: ASPIRE (external) Award



Revised MN program graduates first three students

In 2013, the faculty launched its revised master's program to include projects, defined as scholarly endeavours that allow students to address a theoretical and practice relevant issue in nursing today. The goal is to demonstrate critical thinking, nursing scholarship and advanced nursing competencies while addressing a problem or issue. This June saw the first three graduates convocate with their MN degrees and we feature two of them on the following pages.

Shannon Parker's master's project aims to identify the most effective interventions for intravenous fluid infusions

Peripheral intravenous catheters (PIC) allow for the safe infusion of medications, hydration fluids, blood and nutritional supplements to patients yet, they are often poorly performed by health care professionals. Shannon Parker's master's project sought to identify the most effective interventions for increasing first attempt success with adult and pediatric inpatients and emergency department patients who required intravenous fluid infusion.

"PIC is a complex skill commonly administered by registered nurses yet there is a first attempt success rate of only 23%," explains Parker. "That can put patients at risk for pain and suffering due to multiple punctures, it can result in delayed treatment and diagnostic tests as well as increased morbidity and mortality."

Parker completed a systematic review and meta-analysis of randomized controlled trial PIC interventions in an attempt to synthesize the available evidence and identify those interventions that improve the first attempt success rate. "My ultimate goal was to provide recommendations for health care professions and hopefully inform both policy and practice," she says.

"Shannon's work is so very relevant to nursing practice," says Karen Benzies, professor and Parker's supervisor.



Shannon Parker, front, with her supervisor Karen Benzies, professor



Kirnvir, front, and her supervisor Sandi Hirst, associate professor

MN graduate Kirnvir D.
explores how advance
practice nurses care for
incarcerated patients

Kirnvir D.* became interested in forensic nursing through several volunteer activities and her post-secondary education at Mount Royal University. Although she has been in the field of provincial corrections for less than four years, she understood early on that the key component of professional nursing practice — caring — could be very difficult when working with offenders serving time in correctional facilities.

“I really wanted to understand how advanced practice nurses care for incarcerated patients without weakening the relationship between the caring principles of nursing and the correctional policies of the institutions where they live,” she says.

For her project, Kirnvir undertook a systematic search and narrative synthesis of the literature and developed three themes (the struggle between custody and caring; the need to be non-judgmental; and the importance of boundaries) which she hopes nurse leaders will use to enhance patient safety and quality of care for offenders, and improve working environments for nurses.

“Kirn has a genuine curiosity about this area: combine that with her initiative and hopefully, the results of her project will go a long way in developing some strategies around this tension between care and control,” comments associate professor Sandi Hirst, Kirnvir’s supervisor. Kirnvir’s recommendations include mentorship by nurse leaders of new forensic RNs, more clinical research in the field and increased collaboration between advanced practice nurses and correctional management for joint education.

Kirnvir’s project has been submitted to the *Journal of Forensic Nursing* and she has two poster abstracts accepted, one for October’s “Custody and Caring,” the 14th biennial international conference on the nurse’s role in the criminal justice system, presented by the University of Saskatchewan’s College of Nursing, and the other for a conference in the U.S.

“There was a fire for me to work and do research in an area that would encompass my interest in criminal justice and health care,” she concludes. “Since walking the stage in June, I already feel there has been a shift in my thinking and my practice.”

(*For privacy purposes, only a first name is being used.)

BY THE NUMBERS

Undergraduate Programs



In **September 2014**

153 students were admitted

38 were transfer students

115 direct from high school

In **January 2015**

115 students were admitted

29 were transfer students

86 were degreeholders

BN Graduates

351

1 in November 2014

350

in June 2015

Graduate Programs



In **September 2014**

23 students were admitted

14 MN course based

5 MN thesis **1** MNNP

3 Doctoral

In **January 2015**

14 students were admitted

6 MN course based

1 MN thesis **4** Post Masters NP

3 Doctoral

Graduates

31

5 DOCTORAL

8 MN THESIS

15 MN COURSE BASED

3 MNNP

Strengthening Research and Knowledge



Far left (inset):
Sandra Goldsworthy
speaks at Food for Thought
Breakfast Series in May

Left: New chairholder
Kathryn King-Shier with
graduate student
Shaminder Singh

The Faculty of Nursing continues to provide all of our professoriate faculty with opportunities to benefit from internal grants that support research establishment for new faculty members and pilot funding and demonstration projects for all. This has led to dramatically increased numbers of external grant applications and increased numbers of publications and presentations from our faculty colleagues.

We are immensely proud of the establishment of the faculty's research chairs and professorship initiative, a unique development in Canadian nursing research. Over the past four years, a total of more than \$6 million has been invested in this initiative, with \$2 million committed by the faculty, and an additional \$4 million matched by local foundations and donors.

In 2014-15, there were three nursing chairs and two research professorships, established since 2012. Over the past year, the Guru Nanak Dev Ji DIL (Heart) Chair (sponsored by the DIL Walk Foundation) was created in February to support a senior faculty researcher, Kathryn King-Shier, extending her research on ethnic differences in cardiac risk factors. This initiative also helped recruit Sandra Goldsworthy in December 2014 as a Research Professor in Simulation Education.

Research Chairs and Professorships



SHANE SINCLAIR
Research Professor Cancer Care

Over this past year, Shane Sinclair has focused on developing a program of research on compassion and investigating the impact of integration of spiritual care among a number of interdisciplinary health care teams. He concluded his CIHR-funded study about patients' perspectives and experiences of compassion and secured additional funding to replicate this study among health care providers.

Sinclair also completed a study assessing bone marrow therapy patients' spiritual wellbeing and preferences related to the delivery of spiritual care in an outpatient cancer clinic. While he has further strengthened local and provincial clinical networks, Sinclair has also been active in forging international research collaborations through his leadership as the co-chair of the Global Network for Spirituality and Health research committee.



SANDRA GOLDSWORTHY
Research Professor Simulation Education

Sandra Goldsworthy joined the Faculty of Nursing in December 2015. Since then, she has networked extensively and engaged partners from various faculties at the University of Calgary and at Alberta Health Services, along with national and international partners, in order to collaborate on a number of research projects exploring the impact of simulation.

One of the projects underway includes the introduction of critical care simulation to the orientation program for critical care nurses in Alberta. The aim of this project is to explore the role of simulation in increasing competence and confidence among nurses transitioning into critical care.

Goldsworthy also presented "Does Simulation Save Lives?" for the faculty's breakfast series Food for Thought. More than 40 community guests were in attendance to learn about her research program and clinical simulation in the faculty.



NANCY MOULES
Alberta Children's Hospital Foundation/Alberta Children's Hospital Research Institute Nursing Professorship in Child & Family Centred Cancer Care

Nancy Moules completed her five-year professorship in June 2015. Over her term, through 12 funded studies, she has developed interdisciplinary research teams that have examined the ways that childhood cancer has impact on children, families and communities. In the past year, she has concentrated on the effect of childhood cancer on the relationship between the parents of the child; on adolescents with cancer and their sexuality; on the relationship effects on romantic partners of adolescents with cancer and most recently, on the treatment implications for sickle cell disease. She has supervised three doctoral students, funded through ACHF, in examining children's cancer camps, pediatric oncology nurses experiences with deaths of children and adolescent-nurse relationships in pediatric oncology.

Although the professorship is completed, she will continue her program of research in the area of pediatric oncology and its impact on lives and relationships.



KATHRYN KING-SHIER

The Guru Nanak Dev Ji DIL (Heart) Research Chair



NICOLE LETOURNEAU

The Palix/Alberta Children's Hospital Foundation
Chair in Parent-Infant Mental Health



LORRAINE VENTURATO

The Faculty of Nursing Chair in Gerontology

Established in February, the Guru Nanak Dev Ji DIL (Heart) Research Chair represents a unique collaboration between the South Asian community and the University of Calgary. Awarded to Kathryn King-Shier, the purpose of this chair is to examine potential unique aspects of South Asians' heart disease symptoms, access to care and heart disease management.

While the chair is only in its infancy, King-Shier and her team have made strong linkages with South Asian communities in Canada and abroad, providing them with great opportunity to begin to address potential differences in heart disease symptoms. This study will be the largest of its kind. King-Shier is also examining issues in South Asians' medication adherence and disease management. She has plans to begin to examine the effectiveness of culturally-specific ways to communicate about heart disease as well as the effectiveness of a family-oriented approach to managing it.

Since becoming chair in 2012, Nicole Letourneau has been actively pilot testing a new intervention for some of Calgary's highest risk new mothers and their babies with the Calgary Urban Project Society for the ATTACH (Action Team on Triadic Attachment and Child Health) program. She has worked with 20 new mothers to help them improve their ability to reflect on their thoughts and feelings and those of others in order to improve their ability to be sensitive to their babies and promote secure mother-infant attachment. The second study began in September 2015.

Along with co-lead Suzanne Tough, Letourneau has also been following over 5,000 Alberta families on their children's development for the Alberta Births Common Dataset (ABCD). ABCD examines the countless associations between early exposures to maternal mental health problems, stress, nutrition status, etc. and children's development and health.

The Chair in Gerontology is part of a strategy to develop a world-class gerontological research program and training environment supporting gerontological workforce development and enhancing quality of life and quality of care for older people. Inaugural chairholder Lorraine Venturato, who also co-leads the Hotchkiss Brain Institute's Dementia and Cognitive Impairment Neuroteam, has developed strong partnerships with many service provider organizations across Calgary and Alberta since early 2014. She has established collaborative research projects on cultural awareness training needs for the gerontological workforce in Alberta and assessment processes in supportive living. She is also collaborating on three large national research projects in the areas of stroke and palliative care. Current projects study care for older adults in acute care, community care, supported living and long-term care settings.



The Nuts and Bolts of Compassion

Assistant professor Shane Sinclair is developing a practice-based model of compassion to inform the clinical practice of nurses, physicians and allied health professionals

Compassion, according to Shane Sinclair, assistant professor and Research Professor Cancer Care, is an essential marker of what it means to be human, a deceptively simple concept that can make an incredible impact on both the recipient and the responder.

While compassion has broad relevance across faculties, what better discipline to research the topic than nursing — a discipline that interacts with suffering on a frequent basis and is ideally positioned to study and implement compassion in an applied setting.

“I can’t think of a better profession from which to research compassion: if you think about all the components of compassion, nurses are at the epicenter. They cover all domains of care,” says Sinclair who recently completed a two-

year CIHR-funded study looking at patients’ experience of compassion. His findings resulted in the development of a practice-based model of compassion, which he hopes will inform the clinical practice of nurses, physicians and allied health professionals.

“Patients participating in the project provided details about the various facets of compassion; the ‘DNA’ or ‘nuts and bolts’ of compassion, while also speaking of its importance and impact, especially when it is absent,” he explains. “While generalized compassion had a broad effect, patients also spoke about ‘targeted compassion’ that required health care providers to understand a person’s needs and to respond accordingly, so that compassion was tailored to them.”

Sinclair joined the faculty in 2013 from the Tom Baker Cancer Centre where he was a spiritual care specialist (chaplain). After completing his PhD from the Faculty of Nursing in 2009 on the spiritual wellbeing of palliative caregivers, he completed a CIHR postdoctoral fellowship. It was then he realized there was very little empirical research that looked at what compassion is and how to identify it when it’s present.

“I wanted to go after this topic; I wanted something that was tangible,” he says. “I knew the area of compassion was important, but it is like nailing jello to the wall. I wanted to study compassion from an empirical and clinical lens,

BY THE NUMBERS

RESEARCH FUNDING

During the **2014-15** fiscal year,
the Faculty of Nursing

received **\$842,524.75** from
21 separate grants

was awarded **\$221,995.61** over
15 separate grants

submitted **40** grant applications with

34 results, a success rate of

35.3% (12)

6 decisions are still pending

“We need to bust compassion out of the academic world so that anyone can pick out the pieces and apply it to their life and career.”

to create a ‘mold’ as it were, around the jello – to study, measure and develop evidence informed interventions.”

Together with assistant professor Graham McCaffrey, Sinclair is co-leading an interdisciplinary education day on compassion on May 29, 2016 at the annual Congress of the Humanities and Social Sciences to be held at the University of Calgary. Congress is the largest multidisciplinary academic gathering in Canada, but the day on compassion will be open to the public.

“We need to bust compassion out of the academic world so that anyone can pick out the pieces and apply it to their life and career.”

OUR VISION

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