Greetings from the Office of the Dean

It has been another productive and exciting year of research here in MacEwan University's Faculty of Nursing.

As Edmonton's downtown university, MacEwan has made it a priority to build strong ties with our community, and this year, the Faculty of Nursing continued to play a significant role in carrying out that priority. From our annual Wellness Conference, to our partnerships with local organizations, we continued to work with our community to provide the best education to our students, develop innovative course materials and engage in meaningful, collaborative research.

Once again, our students continued to play an active role in research and scholarly activity, not only as part of their required coursework, but through extracurricular involvement in research projects, community involvement and international education opportunities. As you will see throughout this publication, our faculty work closely with students and provide mentorship and encouragement as they develop their own scholarly interests. We are so proud of the connection and shared dedication to scholarly pursuits by our faculty and students, and the impact their work makes on their practice and our community.

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Gamification with Internationally Educated Nurses.

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Understanding blood vessel function with a focus on the endothelium, and developing strategies to overcome vascular disease.

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The critical analysis of the philosophy/pedagogy underlying the utilization of technology-based learning tools in nursing education.

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Advancement of the nursing profession, leadership development in nursing and student career perceptions and aspirations.

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Testing the efficacies of modern educational technologies; student acquisition and application of anatomical and physiological knowledge.

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Ethical concerns in mental health nursing and optimizing the quality of nursing education.

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COLLEEN MAYKUT
DNP, BScN, RN
Student success and curricular innovation grounded in caring scholarship.
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THE WELLNESS CONFERENCE: A Positive Experience for Presenters

The Faculty of Nursing’s Department of Psychiatric Nursing has hosted an annual conference for the past seven years. The Wellness Conference brings together people with lived mental health and addictions experience and third-year Psychiatric Nursing Diploma students to allow the students the opportunity to hear the stories of people who are on the journey of recovery. Over the years, students have continued to express how valuable this day is for them and the benefits they see for their current and future practice. At the 2018 conference, we also had the opportunity to see how beneficial the day is for presenters. This was particularly true for Ginger Rudy, who has spoken at the Wellness Conference for the last three years.

Ginger was referred by a friend of a friend who thought she may want to engage with the Department of Psychiatric Nursing in this experience. At first Ginger was hesitant, as most of us would be, to share with strangers the personal details of the trauma she had lived through and her mental health experience. Once Ginger understood that the purpose of the day was for students in the Psychiatric Nursing Diploma to gain understanding about the lived experiences of a population they had a real desire to work with and serve, she readily agreed.

She felt that sharing her story could improve the care of the future patients the students will engage with. “I wanted to share my human experience, to put a face and a name to a diagnosis that may have seemed almost unbelievable, and I desperately wanted to be believed,” she said. “A room full of students that may have at least heard about dissociative identity disorder (DID), or at least showed a propensity to compassion by their choice of study, made my choice to be vulnerable that much safer. And I’m so grateful for that opportunity.”

I watched Ginger speak for the first time in September 2015 and was in awe of her strength and vulnerability in the face of her past. She was noticeably anxious to speak, reading from a prepared speech and had a support person with her; she also left immediately after her speech. When it came time to plan and organize the 2016 Wellness conference, Ginger was asked to speak again and she didn’t hesitate to say yes. She shared that participating in the previous conference had a profound impact on her own recovery journey; she felt valued and worthy of sharing her story and it had been a breakthrough in her own therapy. She was clearly more comfortable in sharing her story.

When she returned to speak for the third time in Fall 2018, she was noticeably more confident and self-assured in her ability to articulate her experience. I shared my observations with her and together we reflected on this and the growth and change in her life since first speaking at the conference. Sharing her story with the students allows her to “feel like I am part of the community outside of having an illness and only relating to other people who have a mental illness. When you have a mental illness it can feel like you’re there, but no one sees you.”

Ginger has been through many years of therapy and treatment with professionals but she, like many people with mental illness, has felt rejected and dismissed by a system that purports to protect and advocate for people. Ginger is committed to continuing to engage with the psychiatric nursing students. She hopes by “sharing my past struggles in my current state, they can see that there is hope for the people they work with in their nursing practice.” She also knows that sharing her story has been beneficial in her own life, “I’ve seen a healing in myself. I feel like I can talk freely for the first time. I still have to walk away and quiet the fear and doubt that I have something valuable to offer, but there is a desperation to be heard and understood beyond my therapist in a healing and helpful way. And the Wellness Conference gives me an opportunity to do that.”

The goal of the day is to demonstrate to students that wellness is not a destination, but rather a path people are on. The day is a demonstration that everyone’s journey is different. We are forever grateful and indebted to people like Ginger who continue to share their journey and contribute to the community of future mental health nurses.

CONTRIBUTED BY
Randi Ziorio Dunlop M.Ed. HSE, BScPN, RPN
In partnership with Everest Educational Services Inc., which promotes and recruits international students for specialized cohort programs, the Faculty of Nursing’s Centre for Professional Education offers the Post-Basic Nursing Practice: Hospice Palliative Care / Gerontology program. For this program, Everest recruits and supports a cohort of registered nurses from India for the duration of the students’ two-year program of study.

Reciprocal feedback between Everest and the program facilitates student transition to a foreign country and student success for the duration of their educational experience on campus. As a component of this, Everest hosts an annual luncheon to help students celebrate an honored Indian tradition – Diwali.

Diwali is the ‘festival of lights’ and is celebrated by Hindus, Sikhs, Buddhists and Jains across the world. It coincides with the Hindu New Year as it celebrates new beginnings and the triumph of good over evil. Observed during the holy month in the Hindu lunar calendar, individuals enjoy fireworks, gift exchanges, homes lit with candles and traditional Indian sweets. The MacEwan students truly appreciated recognition of their important tradition and a taste of home during the Diwali luncheon celebration.

CONTRIBUTED BY
Gail Couch MN, RN
Do Nurses Really Do That? An Exploratory Analysis of Students’ Perceptions and Career Goals

Health care in Canada is rapidly changing, requiring nursing practice to evolve to meet system challenges and respond to complex health conditions. In response to this change, nursing organizations and associations in Canada articulate that registered nurses (RNs) need to be leaders of system change and innovation, comfortable working within complex organizations and partnerships, generators and translators of knowledge, stewards of resources and quality improvement activists. If this is the future and requisite standard for practice, the questions become: (1) As a profession are we attracting students who want to engage in this view of nursing practice; and (2) Are we as educators preparing future RNs for career success?

There is an identified need in the literature to ascertain how nursing students perceive the role of the RN in comparison to evolving roles and responsibilities. There is currently no tool comparing perceptions of nursing with identified future roles or with students’ career aspirations. In this exploratory study a survey was created to address this gap. The survey was administered to students accepted into a Bachelor of Science in Nursing program. Preliminary results confirmed previous findings that altruistic motivation is a key factor in registered nursing as a career choice, along with a personal aspiration to help people. Achievement of career aspirations revolve around “making a difference” with patients in an acute care setting. Further exploration through focus groups identified that students do not view RNs as leaders within health-care teams or health-care systems.

While some students expressed interest in a scope of practice beyond the bedside, as envisioned by nursing leadership in Canada, most of them continue to aspire to a career focused on individualized, acute care provided in institutions. This exploratory study is the first step in a larger research program with the goal of influencing recruitment initiatives, perception and image of nursing, retention strategies and curriculum review and development.


CONTRIBUTED BY

Kathleen Miller  MN, BScN, RN
Leanne Topola  MN, BScN, RN

Kathy and Leanne were excited to present their preliminary findings at Margaret Scott Wright Research Day.

There is an identified need in the literature to ascertain how nursing students perceive the role of the RN in comparison to evolving roles and responsibilities. There is currently no tool comparing perceptions of nursing with identified future roles or with students’ career aspirations. In this exploratory study a survey was created to address this gap. The survey was administered to students accepted into a Bachelor of Science in Nursing program. Preliminary results confirmed previous findings that altruistic motivation is a key factor in registered nursing as a career choice, along with a personal aspiration to help people.
In nursing curriculum, a health assessment course is typically offered in the first or second year of the program. Health assessment courses are often mandatory, frequently involve an experiential practice lab component and have traditionally been delivered through on campus, face-to-face lectures. Recently there has been an exponential rise in blended course offerings, with a portion of the class being moved from face-to-face delivery to being offered online. This rise in blended and online learning opportunities, along with my own interest in online learning and technology, piqued my curiosity to learn more about this as an assistant professor in the Bachelor of Science in Nursing program at MacEwan University. I started by taking courses through Algonquin College related to contemporary learning practices and online learning theories. This is where I really started to further delve into the current literature about online and blended learning. I also joined a blended learning community of practice at MacEwan, with Kim Peacock as our leader.

It was clear from the evidence, and even from my own experiences taking online courses, that it is easy for the social connection that happens in face-to-face classes to be lost in the online portion of the blended learning environment. In addition, it is clear from the literature that experiential learning is vital for nursing courses. For these reasons, it was important that all course development and planning was based on theories of connectivism, constructivism and experiential learning. Following the course development, with endorsement and valued support from the program's leadership team, I began to formally plan a blended health assessment course within the BScN program. As I progressed through course development and continued to explore the literature about this topic, it was suggested that this would be an excellent project for a Scholarship of Teaching and Learning (SoTL) study. Our team successfully obtained internal grant funding through the university’s Bright Ideas Innovation Fund (Faculty of Nursing) and the SoTL fellowship fund (Research Services).

This SoTL project is a joint project between myself, Jody Nelson, Elisha Vadnais and Sharon Johnston, and we are pleased to share that a former MacEwan University mathematics and computer science student Bo Olaiya and his faculty mentor, Dr. Rui Hu have recently joined the team as co-investigators.

Since there is limited research related to student satisfaction and knowledge outcomes in blended learning courses, and the relationship between student perceptions of blended learning and student achievement is largely unexplored in the nursing education literature, this became part of what our team aimed to explore. In addition, limited research regarding blended learning and student self-efficacy has been published, all of which our team is studying through this SoTL research project. This study was developed from the redesigned health assessment course discussed above. Research questions include the following:

Question 1: Is there any difference in self-efficacy (confidence) scores between the students enrolled in the traditional face-to-face method, versus students in the online blended course over time, measured at the beginning and end of the term? This is being measured at the beginning of the course and at the end of the course and will also be compared to student marks (knowledge).

Question 2: Is there any difference in knowledge between the students in the traditional face-to-face method, versus students in the online blended course? This is being examined using midterm and final exam marks, and final course grades.

Question 3: For students in the online blended course only, what is the overall student satisfaction with the blended learning course? This will be measured using a blended learning student survey (BLSS) (Owston & York, 2013).

Question 4: For students in the online blended course only, what are students’ perceptions of their web-based learning environment activities? This will be measured using the WEBLEI tool (Chang & Fisher, 2003).

Question 5: For students in the online blended course only, is there a relationship between student perceptions of blended learning and student achievement? This will look at the BLSS and WEBLEI scores and will explore any relationships between satisfaction and perceptions and student marks.

Currently, Bo Olaiya is finalizing analysis, with support from Dr. Rui Hu and Dr. Karen Buro from the Mathematics and Statistics department. Data was collected from three separate cohorts of students. We look forward to sharing the results from our sample of almost 180 participants in the coming months.

CONTRIBUTED BY
Keri-Ann Berga MScN, BScN, RN, IBCLC, PNC (C)
As a third year Bachelor of Science in Nursing student, I attended the Europe Innovation Academy (EIA) from July 13 to August 9, 2018, in Cascais, Portugal. I was accompanied by thirteen other MacEwan University students, with the largest portion coming from the School of Business. I was unsure of how I, as a BScN student, could contribute to building a business in just fifteen days! This concept was terrifying and very challenging, but in all the right ways. Nursing teaches us that we should approach situations with curiosity and assertiveness and that is exactly what EIA placed into my personal tool box to use in the clinical setting.

Upon arrival at the EIA, all 500 students were on a mission to separate into teams of five and develop an idea that would grow a billion-dollar company. I was fortunate to have an extremely diverse team of people from five different countries – Finland, Mexico, Portugal, Spain and Canada – sitting at one table. This diversity was both an advantage and a struggle at times, however the lessons learned are priceless:

1. Nursing is about consciously communicating with people from all walks of life. I say “consciously” because the thought you must put into the words you chose, the way you say those words and understanding the message prior to sending it is incredibly important to fostering a therapeutic relational practice.
2. Our health-care system in Canada is vastly different from those around the world. When we were choosing which market to focus our business idea, we explored the health-care systems that each of our team members use back home. This allowed me to understand where I fit in the Canadian health-care system and how to fight for change.

I found my health-care background to be a valuable asset – approximately 80 per cent of the ideas at EIA were targeting international health-care systems. Nursing students are clinically placed within our health-care system and have practical and theoretical knowledge of how the system functions. We are an asset to a business team because we bring attributes of leadership, excellent work ethic, great interpersonal communication skills and a curiosity to search for answers to the unknown.

The three weeks that I spent with my team (pictured above), were the most challenging, self-improving and incredible weeks of my life. To show up to an academy Monday to Friday and attend presentations by wonderful keynote speakers who teach you how to start your life from the ground up was very inspirational; having the opportunity to pitch to investors as a CEO has transformed my life. I now have friends and connections around the world. The experiences, friendships, lessons and memories that I brought home with me have made me a better person and a better nurse. Thanks to EIA and the BScN program at MacEwan University, I am now able to step back and examine how bedside nursing can be improved with an entrepreneurial mindset.

I would like to personally thank the Bachelor of Science Nursing Program, Cheryl Pollard, Vince Salyers and Launa Linaker for this incredible, life-changing experience.

CONTRIBUTED BY
Ashley Verbeek 3rd Year BScN (student)
Dementia is a rapidly expanding global issue with over 50 million people worldwide living with this condition and 10 million new people diagnosed with it each year (World Health Organization, Fact Sheet, 2017). Given the vast number of people living with dementia and an anticipated rise in rates, it is inevitable that most nurses will work with people with dementia at various times in their career. When undertaking a review of the literature on dementia and nursing, it becomes evident that research frequently identifies a gap in nursing knowledge and attitude/interest in dementia. Common research recommendations call for more clinical experience with this population, but additional clinical time with dementia patients may not be a feasible option given competing clinical experiences, demands and priorities.

Experiential learning activities, such as virtual reality (VR), have become a more economically accessible tool to use in the classroom. Tools such as VR goggles for use with students' personal cell phones are affordable and increasingly used in higher education settings. In relation to dementia, Alzheimer's Research UK created a virtual learning app for free use that provides participants opportunities to immerse themselves in a world as "Mary," a person with Alzheimer's. I wondered if this immersive learning experience might fill some of the gap and increase participants' knowledge and change their attitudes about dementia.

For the purpose of the Scholarship of Teaching and Learning (SoTL) study, students in a first-year professional communication class and fourth-year students in the Living with Chronicity course were asked to complete two validated tools: the Dementia Knowledge and Attitude Scale and the Dementia Attitude Scale. They then participated in three virtual reality experiences, followed by a debrief of each. After the debrief, they were asked again to fill out the two scales and answer a short questionnaire about the use of virtual reality in the classroom.

Data analysis is currently underway, with one more class section yet to complete the activity. Initial observations are that students:

- Demonstrated interest in being asked to be a participant in a research study
- Reported learning by seeing research (i.e., consent procedures as an example)
- Stated they appreciated the researcher was interested in examining how effective this teaching strategy was

Students engaged easily in the activity. Some students found the VR goggle technology has room for improvement and preferred to engage by simply utilizing their phones for a less intensive experience. Overall, findings thus far indicate most students reported the virtual reality teaching strategy to be effective to extremely effective when learning about dementia. More in-depth data analysis will occur once all data is obtained.

I hope the results of this study will inform myself and potentially other educators who work with nursing students about the efficacy of using virtual reality dementia apps in the classroom. If it demonstrates positive changes in knowledge or attitude towards dementia, it may prove to be a suitable learning strategy to expand the knowledge and attitude nursing students have towards dementia. Technology, such as this VR equipment and experience, may have the potential to fill gaps in experimental clinical learning. This study may be a small building block in evidence supporting or refuting its efficacy.

As researcher, I am keen to begin a robust data analysis and dissemination of these results. I will be joined by two student research assistants in data analysis. I would like to thank MacEwan University for a SoTL Fellowship (2017-2019) that provides funding, education and support for this project.

References:

CONTRIBUTED BY
Lisa McKendrick-Calder  MN, BScN, RN
Innovating Social Change for Healthy Work and Learning Environments in MacEwan University’s Faculty of Nursing

"Together, students, faculty, and staff of the Faculty of Nursing are inspiring nurses, creating connections, and transforming lives. Collectively, we are endeavoring to cultivate a healthy work environment that fosters innovation, transformative learning, research and scholarship, leadership, partnership, and a spirit of well-being. These goals are affirmed through our shared values of integrity, respect, innovation, caring, and connectedness. Within our respective roles, we strive to uphold these values and commit to sustaining an individual and shared spirit of well-being where everyone feels valued and can flourish" (Spirit of Well-Being Commitment and Guiding Document, 2018, p. 1).

The Spirit of Well-Being Committee (SWBC) initially began as a working group within the Faculty of Nursing in the spring of 2017 to enact the Faculty of Nursing’s strategic goal of creating and sustaining a spirit of well-being within faculty, staff and students in nursing programs by celebrating diversity, promoting healthy work and learning environments and supporting professional and career development (Faculty of Nursing Strategic Plan, 2018). The SWBC aims to provide leadership, advocacy and support in the promotion of well-being for students, staff and faculty. We are proud to spearhead this important initiative and to foster new ways of being, knowing and doing within our Faculty of Nursing. Over a period of one year, the committee members enacted a strategic culture change plan using a process that honoured our collective voices. The group also worked closely with Dr. Cynthia Clark, an internationally renowned leader and advocate for civility and healthy workplaces in health-care academia and practice.

The Pathway for Fostering Organizational Civility (Clark, 2017) was adapted with permission for use by SWBC as the primary framework for enacting culture change (see diagram).

The preliminary goal was to develop a plan for building healthy work and learning environments and to sustain our collective values. The committee set out to identify priority outcomes, evidence-based metrics for evaluation and a plan for tracking, analyzing, synthesizing and evaluating findings to inform a plan of action.

The committee’s plan included:

- Generating proposals: Making recommendations to Faculty Council for initiatives that require collective decision making.
- Professional development for faculty, staff and students: Seeking opportunities for professional development, and then working to design, deploy and evaluate such opportunities.
- Promotion of well-being: Providing support, information, resources and opportunities (e.g., creating a Healthy Workplaces Online Toolkit, featuring well-being events, etc.) and disseminating these faculty-wide.
- Knowledge sharing on well-being: Facilitating knowledge translation through professional development, scholarship and/or research activities.

To date, the SWBC has successfully completed a series of extensive stakeholder input activities from which was created the Spirit of Well-being Commitment (see picture) and Guiding Document that serves as a tangible reminder of our collective commitment to foster a spirit of well-being within our faculty at MacEwan and within the communities we serve.

The Spirit of Well-Being is committed to learning about civility and gathering the best evidence to support our transformative journey. We engaged a research assistant through the Office of...
My name is Madison Seebach, and I am a first-year Bachelor of Psychiatric Nursing (BPN) student and the associate delegate for the psychiatric nursing program at MacEwan University. I initially got involved with the Canadian Nursing Students’ Association (CNSA) because I heard about it from a friend in the Bachelor of Science in Nursing program. I didn’t have many expectations about what it would be like, but I was astounded to find out that I was the only BPN student in the MacEwan chapter of the association. I later learned, at the CNSA regional conference, that I was the only BPN student involved with CNSA across Canada. Being a member has provided me with countless opportunities to engage in the nursing community, both locally and nationally. While the association is actively engaged in positively promoting nurses and the nursing profession as a whole, how can this be achieved when such a big piece of the puzzle is missing?

If we, as prospective psychiatric nurses, neglect to integrate ourselves into this community, our interests and concerns will easily be overlooked. I think it is so important for fellow BPN students to consider joining the MacEwan chapter of CNSA, not only because our voices deserve to be heard, but because we have so much to offer in terms of perspective, experience and background. As a member of the CNSA, I have been given the opportunity to attend the regional conference and will soon attend the national conference. These experiences offer so much potential for interaction with like-minded individuals on an educational, professional and social level. Being involved in conferences, volunteer initiatives and club meetings has provided me with lifelong friends, and invaluable educational and networking opportunities. I strongly encourage each and every one BPN student to join the MacEwan chapter of the CNSA. The students you will meet and work alongside are some of the most inspiring, compassionate and supportive individuals you may ever encounter. My fellow executive team and all club members will meet you with welcoming arms and a safe space to engage with other students and the community.

CONTRIBUTED BY
Madison Seebach  BPN Student

Registered Psychiatric Nursing Student Involvement in the Canadian Nursing Students’ Association: A Much-needed Perspective
Enhancing Simulation Design and Implementation Through Workload Analysis

BACKGROUND
Nursing and other health-care education programs frequently use clinical simulation (CS) to develop the skills, attitudes and behaviours necessary to deliver safe, effective and efficient patient care. During every simulation, students respond to mental, physical, temporal and performance demands. The cumulative experience of these demands is referred to as workload. Workload is a subjective experience of the learner. Workload demands, either too high or too low, that interfere with the processing of information decrease the effectiveness of the learning simulation. Disorienting dilemmas, a cornerstone of stimulation pedagogy, cause heightened perceived workloads, which can decrease the embodied learning.

PURPOSE
This study focuses on quantifying the perceived workload of nursing students participating in five different clinical simulations. We wanted to determine if mindfulness would affect the perceived workload of those clinical simulations.

METHOD
Participants were recruited from individuals enrolled in a senior nursing course. Within this course, 15 hours of simulated activities are naturally embedded (five, three-hour clinical simulation activities). Course sections were assigned to treatment and control groups, depending on faculty training in mindfulness and the ability for the last five minutes of class time be used by participants to complete the Task Load Index (TLX), developed and validated by the National Aeronautics and Space Administration (NASA) in 1988. The TLX tool measures perceived workload demands within simulation experiences by measuring workload demands in six areas: mental, physical, temporal, performance, effort and frustration. Participants in the treatment arm of this study participated in a two-minute mindfulness exercise prior to the commencement of clinical simulation learning activities. Participants in the control group did not participate in this exercise. At the completion of each simulated learning activity all participants completed the TLX.

Consent to participate in this research project was given by 107 students. A total of 411 simulation experiences were assessed.

RESULTS AND CONCLUSIONS
Analysis of the TLX in the control and mindfulness groups showed that there was a significant improvement in the domains of temporal demand and effort. This suggests that the use of a standardized two-minute mindfulness exercise prior to engaging in a simulated learning experience can decrease the perceived workload demands and improve the learning environment.

CONTRIBUTED BY
Dr. Cheryl Pollard  PhD, RN, RPN
Lisa McKendrick-Calder  MN, BScN, RN
Susan Carlson  MN, BScN, RN
Christine Shumka  MN, RN
Mandy McDonald  BScN, RN
Shelley Winton  BScN, RN
Do Nursing Students at MacEwan Retain Enough Anatomical Knowledge to Support Clinical Practice?

Anatomy and physiology courses provide the basic bioscience knowledge required to inform student understanding of pathophysiology, pharmacology, health assessment and many aspects of clinical practice. Despite the essential nature of these courses, there is growing concern that students do not retain enough anatomical knowledge to successfully apply it in future classroom and clinical settings. A mixed-methods study by Davis (2010) evaluating registered nurses in the UK, Ireland and Sweden identified that only 9.5 per cent of participants indicated that they received extensive bioscience education during their nursing program. The majority of participants felt that there was inadequate bioscience content in their nursing programs and that this lack of knowledge was detrimental to patient care (Davis, 2010). Similar studies have shown that nursing students and newly qualified nurses report being fearful of anatomy and physiology and experience difficulties in applying anatomical knowledge in the clinical setting (Jensen et al., 2018).

Numerous studies have reported similar concerns in medical and allied health programs with student loss of anatomical knowledge ranging from 30-50 per cent over the course of one year (Brunk et al., 2017; Jurjus et al., 2014). These concerns over the lack of anatomical knowledge retention and potential implications for clinical practice prompted a study to evaluate how much anatomical knowledge second-year nursing students at MacEwan retain from their first-year anatomy course, and to determine if there is a difference in level of retention based on organ system.

To address these questions, nursing students in their second-year health assessment course were quizzed on anatomical knowledge that was covered in the first year of their program. For each body system, students were asked to answer a series of nine to eleven multiple-choice questions. The scores from these quizzes were compared to their first-year examination scores on the same content to determine overall knowledge retention. Statistical analysis of these results revealed that students lost 28.7 per cent of their gross anatomy knowledge after one year with system-specific results ranging from as high as 89 per cent retention to as low as 42 per cent retention.

Even though the knowledge loss in this study is slightly less than the knowledge loss reported in previous studies of medical students, it remains a concern. Retention rates from this study were discovered to be independent from initial knowledge acquisition, indicating that interventions need to be targeted at improving knowledge acquisition and retention. Interventions only targeted at increasing retention are not necessarily effective for improving clinical practice if the basic understanding is poor. Currently nursing students at MacEwan receive less instructional time for anatomy than comparable nursing programs in Western Canada, such as the programs at Bow Valley College, Keyano College, King's University and Grande Prairie Regional College. This poses the question as to whether there are enough resources dedicated to the teaching of anatomy at MacEwan, and if the lack of instructional time has an impact on knowledge acquisition and retention.

Data are now being gathered to evaluate anatomical knowledge retention levels in third- and fourth-year nursing students with a similar study planned to evaluate the retention of physiological knowledge. Continued investigation into factors affecting bioscience knowledge acquisition and retention may assist in the development of interventions that can address these concerns in nursing education.

CONTRIBUTED BY
Raj Narnaware  PhD, MSc, BSc
Melanie Neumeier  MN, BScN, RN
Health Workforce Education and Training Resources to Recognize and Support Family Caregivers of Seniors in Care

Our team received an $18,000 Planning and Dissemination Grant from Canadian Institute of Health Research (CIHR). These funds, in addition to the cash contribution provided by Covenant Health – Network of Excellence in Seniors’ Health and Wellness, will be used to develop resources for training the health workforce to recognize and support family caregivers of seniors in care. The resources will address the knowledge-practise gap identified by family caregivers, researchers and health-care providers (HCPs). Engagement of stakeholders, particularly family caregivers, will ensure that the materials are relevant and meet the needs of family caregivers. The team expects that the use and spread of these resources will improve HCP knowledge and skills to support family caregivers. This, in turn, will address the health and well-being of both the family caregivers and the seniors in their care.

Grant funds will be used to facilitate a two-day, interactive, in-person meeting with HCPs, educators, members of care organizations, managers, international representatives and, importantly, family caregivers to validate the content of the educational and training materials, identify training formats, and plan implementation and dissemination strategies. Day 1 will focus on validating the content of the resources through a group decision-making process. The first day will also begin the process of identifying appropriate formats for the training materials, based on adult learning principles, feasibility and available assets. The result will be a final list of topics with suggested formats for presenting the content. Day 2 will focus on developing a strategic plan for implementation and dissemination of the resources. The result will be a documented plan for creation, implementation and dissemination of resources with contributions of the various stakeholders. Post-meeting activities will focus on the creation of the educational and training resources, and on completing dissemination activities. Family caregivers and stakeholders will review and validate the resources as part of an iterative process during the creation of the resources. Resources will be stored in an online open repository for easy access by educators and HCP knowledge users.

This will build on the work previously conducted by Covenant Health – Network of Excellence in Seniors’ Health and Wellness, research and educational partners, family caregivers, and other community stakeholders that clearly identifies the need to better support family caregivers. The research team identified that the stakeholders believe if HCPs better understood their challenges, recognized the value of family and community connections, and engaged them in care planning and decision-making, care would be improved. Family caregivers clearly expressed a desire to be involved in the development of education and training products, and to ensure their experiences and needs are considered and brought forward in an authentic manner. For example, stakeholders recommended that HCPs be trained to recognize and assess caregiver burden and stress, and how to support family members in providing palliative and end-of-life care.

The team represents researchers, educators, HCPs, health organizations, non-profit organizations and family caregivers. Researchers from the University of Alberta, MacEwan University, and McMaster University are established researchers in aging, health and social sciences. Educators include faculty with experience in geriatrics and care of the elderly, registered nursing, psychiatric nursing, practical nursing and unregulated nursing. The researchers and educators will support the content and format of the
education and training resources, as well as the utilization of the resources developed in health-care provider programs. Health organizations include senior management from Alberta Health Services, Alberta Health and Covenant Health. These individuals are key to the training of working professionals and will provide input into feasible training formats. Non-profit organizations are represented by senior management from the Alzheimer Society of Alberta and NWT, Caregivers Alberta and Sage Seniors Association. These organizations provide valuable insights into the content of the resources and support the promotion of the resource repository. Including family caregivers as key team members will ensure their experiences inform the education and training resources, and that those resources are relevant to caregiver needs.

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Cheryl Pollard PhD, RN, RPN

The Conundrum of Learning to Work with Older People: Nursing Students’ Perspectives

There is a taken-for-granted perspective within healthcare that working with older people is physically demanding, requires less critical thinking and is less rewarding. This perspective does not acknowledge the body of knowledge required to adequately work with the aging population. Many nurses who care for older people hold negative perspectives about older people. Student nurses acquire knowledge, skills and perceptions about working with older people through the socialization process that occurs in theory and practice courses within pre-licensure nursing programs. Little is known about the learning processes that influence how nursing students perceive older people. As a practice profession, nursing students spend considerable time in clinical areas where they are exposed to practicing nurses and their perceptions of working with older people. We theorize that the learning processes and contexts that students experience as they are socialized to become nurses are shaped by societal negative perceptions about older people. Through the use of a descriptive case study approach we will meet our objective of examining students’ perceptions, social learning processes, and institutional contexts that influence how nursing students learn to work with older people.

With financial support from a Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant in the amount of $67,400, we will first examine student nurses’ perceptions about working with older people using a validated survey. Next, we will conduct focus groups and interviews with student nurses and faculty to learn the experiences that influence students’ knowledge acquisition and perceptions about working with older people. Finally, we will conduct observations in theory and clinical, and review documents to examine the contexts of university and clinical settings that constitute the student nurses’ learning environment. Specialists in nursing care for older people and nursing education will assist in the data analysis process.

Our team is comprised of Sherry Dahlke (co-principal investigator) University of Alberta, Sandra Davidson (co-principal investigator) University of Calgary, Vince Salyers (co-investigator) MacEwan University, Cheryl Pollard (co-investigator) MacEwan University, Mary Fox (collaborator) York University, Jennifer Baumbach (collaborator) University of British Columbia, Kathleen Hunter (collaborator) University of Alberta, and graduate research assistants Maya Reshef and Uira Dwarte Wisnesky. We anticipate this research project will take approximately two years to complete.

CONTRIBUTED BY
Cheryl Pollard PhD, RN, RPN
On February 21 and 22, 2018 the MacEwan University Clinical Simulation Centre (CSC) spearheaded an innovative endeavour to empower educators and advance patient safety in organizations across Canada. The CSC was proud to sponsor the Canadian Patient Safety Institute – Patient Safety Educator Program (PSEP) for 28 participants from professional healthcare education programs and clinical practice settings, targeting medical, nursing, pharmacy, emergency medical services and allied health educators in Western Canada. This intensive two-day interprofessional education (IPE) course focuses on how to teach and implement patient safety initiatives. The PSEP program aligns with the strategic goal of providing transformative learning for students within the Faculty of Nursing by expanding IPE learning opportunities for faculty and students (Faculty of Nursing Strategic Plan, Transformative Learning Goal, 2018). This goal is first met by developing faculty as knowledgeable and informed IPE content experts and teachers.

Participants completing the PSEP program become qualified as “patient safety trainers,” having learned how to teach others core safety concepts and techniques, as well as lead quality and patient safety improvement projects using the PSEP – Canada Core Curriculum; influence others’ attitudes and behaviours toward an understanding that patient safety is essential to reducing multiple factors causing patient harm in the healthcare environment; implement organizational models of safety; and finally, contribute to a culture of patient safety of the whole workplace or organization using the different approaches to managing risks and influencing system change (Canadian Patient Safety – Patient Safety Education Program Guide, 2018).

Learning modules in the program covered a vast array of patient safety and IPE-related topics including:

- Current gaps in patient safety
- A global call to action
- Systems thinking and organizational culture
- Moving beyond a culture of blame to a safety culture
- Communication: Understanding patients and families as partners
- Human factors
Celebrating the Ruptash-Mandryk Nurse of the Year Recipient

We are delighted to share that Shawna Nelson, a faculty member in the Occupational Health Nursing program, was presented with the Ruptash-Mandryk Nurse of the Year Award by the Alberta Occupational Health Nurses Association (AOHNA).

In May 2018, Shawna received the prestigious award, which recognizes extraordinary involvement and achievement in the field of occupational health nursing. Shawna has demonstrated outstanding practice, education and leadership within her various occupational health nursing roles. In addition to her clinical practice, Shawna has served the AOHNA as education coordinator, events coordinator and executive secretary. She is currently inspiring nurses, creating connections and transforming lives in her work with Covenant Health, Nelson Health and Safety Consulting, and MacEwan University.

CONTRIBUTED BY
Cheryl Pollard PhD, RN, RPN

Shawna Nelson

Leadership

Teamwork

Taking action: How to embed and transfer patient safety and quality into curricula

Master facilitators of the PSEP course consisted of IPE experts from across Canada and included Mark Daly (McMaster University), Dr. Kim Sears (Queen’s University), Dr. Dawn Hartfield (University of Alberta), and Norbert Werner (Northern Alberta Institute of Technology). These IPE master facilitators demonstrated impressive breadth and depth of interprofessional knowledge, skill and attitudes that inspired participants to collaborate in building a pan-Canadian IPE community of practice, and to work at implementing change in their own programs. Course participants responded by fully engaging in the many interactive sessions, and the more people responded, the more everyone participated. It was evident that learners were energized and powerfully moved by the many experiential learning and didactic sessions, including guest speaker Deborah Prowse, a Canadian Patient Safety Institute (CPSI) patient safety advocate, who shared her deeply moving personal story of the death of her mother to a sentinel event. Participant evaluation feedback reflected that the PSEP course had exceeded expectations on all levels with comments that master trainers had expertise that was awe-inspiring and motivating. Others applauded the presenters for sharing their experiences, as well as their vulnerabilities, and for presenting material that will ultimately contribute to patient safety and improved teaching and learning experiences for the next generation of health-care providers.

The new cohort of patient safety trainers are poised to make an impact in health-care programs and clinical practice settings through IPE teaching and learning excellence in the years to come. Together, we can and we must move the needle in the right direction towards increasing patient safety and improving health outcomes through health-care culture transformation. I acknowledge the hard work and dedication of the CPSI staff for their efforts to bring this course to MacEwan.


CONTRIBUTED BY
Colette Foisy-Doll RN, MSN, CHSE, ANEF
Annual Texas Children’s Hospital/Baylor College of Medicine Chronic Illness and Disability Conference: Transition from Pediatric to Adult-based Care

Dr. Albert C. Hergenroeder is the founder and program director for the annual Chronic Illness and Disability Conference: Transition from Pediatric to Adult-based Care, which held its 19th annual conference in 2018. The conference is attended by a spectrum of interdisciplinary health-care professionals, including pediatricians, family medicine practitioners, internal medicine practitioners, combined medicine-pediatric physicians, psychiatrists, social workers, nurses, health care coordinators/navigators, dieticians, psychologists and counselors, hospital and clinic administrators, public health professionals and community agency representatives. Attendees can earn continuing education credits. In addition, the conference has a rich tradition of attendance by youth and their families, and one half-day has always been dedicated to patients and families as faculty speakers for the conference.

Conference attendance has grown from 52 participants in its inaugural year (2000) to an average of 211 live attendees, and 349 broadcast attendees annually, over the last five years. The conference is now broadcast live across North America, including at MacEwan University. Some sites rebroadcast the live conference to other sites. For example in 2016, the State Title V agency in Alabama rebroadcasted the conference to all the Title V regional centers in the state.

In the 2018 conference evaluation, 98 per cent of the live participants would recommend the conference to others, 98 per cent felt the learning objectives for the conference were met and 100 per cent of the broadcast audience gained knowledge and skills. Previous conference evaluation comments include:

- "Great program. I have never seen a conference address this topic so thoroughly."
- "Thank you for providing the adolescent and family perspective; this was probably the most valuable perspective."
- "At the conference I learned how to get insurance for my son. That fundamentally changed our lives for the better."
- "Our transition program is just beginning. Much of the material provided here will be very helpful in getting our program off the ground."

Since 2011, the conference has been held in conjunction with the annual meeting of the national Health Care Transition Research Consortium (HCTRC), which adds an important research complement to the conference. The 20th annual conference will be held Oct. 23-25, 2019 in the Texas Medical Center (TMC), Houston. Please see www.baylorcme.org for regularly updated information regarding the conference. For more information email

CONTRIBUTED BY
Albert Hergenroeder  MD
FACULTY ACHIEVEMENTS
Awards, Honours and Recognitions

Andrea Chute & Gabrielle Barrington-Moss
Awarded a Scholarship of Teaching and Learning Fellowship from MacEwan University. This unique Fellowship supports the design, implementation, and dissemination of a research project focused on improving student learning and teaching practice.

Colette Foisy-Doll
Acceptance into the NLN Academy of Nursing Education.

Susan Knibbs RN, BScN, CCCI.
October 2018. Successfully completed the Canadian Nurse Educator Institute (CNEI), Canadian Certified Clinical Instructor Exam. This entitles her to use the Canadian Certified Clinical Instructor (CCCI) designation. This exam is administered through the Canadian Association of Schools of Nursing (CASN).

Yuwaraj (Raj) Narnaware
Award: “Early Career Anatomist” awarded by American Association of Anatomists (AAA) at Experimental Biology (EB) conference
Date: April 09/2019, Orlando, Fl, USA
Award amount: USD 500.00 (CND 700.00)

Shawna Nelson COHN-C/OHN-C, RN, CDMP, LNC
May 2018. Shawna Nelson, an instructor in our Occupational Health Nursing Program, was recognized by the Alberta Occupational Health Nurses Association for her extraordinary contributions to Occupational Health Nursing. Shawna was presented with the Ruptash-Mandryk Nurse of the Year Award in May 2018. This prestigious award recognizes extraordinary involvement and achievement in the field of occupational health nursing. Shawna has demonstrated outstanding practice, education, and leadership within her various occupational health nursing roles. In addition to her clinical practice, Shawna has served the Alberta Occupational Health Nurses Association as education and events coordinator, and executive secretary. Shawna is currently inspiring nurses, creating connections, and transforming lives in her roles of Employee Health and Ability Manager, within Covenant Health, Nelson Health & Safety Consulting, and educator at MacEwan University.

Marcie Smigorowsky
Marcie completed her PhD through the University of Alberta Faculty of Medicine. She completed a randomized controlled trial measuring The Effect of Nurse practitioner-led Care in Health Related Quality of Life in Adult Patient with Atrial Fibrillation. She also completed a systematic review on Outcomes Associated with Cardiovascular Nurse Practitioner led-care.

The Department of Psychiatric Nursing (DPN) was the recipient of the Alberta Nursing Education Administrators (ANEA) 2018 Leadership in Registered Psychiatric Nursing Education – Team Award.

The Clinical Simulation Centre was the recipient of the Alberta Nursing Education Administrators (ANEA) 2018 Leadership in Registered Nurse Education – Team Award.

Research Funding

Andrea Chute & Gabrielle Barrington-Moss
$5000 Scholarship of Teaching and Learning Fellowship from MacEwan University.

Raj Narnaware BSc, MSc, PhD
$2000, for tuition towards dissertation (Centre for Advancement of Faculty Excellence Fund)

Raj Narnaware
$500 for attending a workshop on virtual human cadaver, Anatomage, San Jose, California, July 2018

$1560.90 for attending the Canadian Association of University Teachers’ (CAUT) “Equity” conference, funded by Faculty Association (FA), MacEwan University on Ottawa, ON, Canada, April 2018

Pollard, C., & Salyers, V.
**Publications**


**Artistic Works**


Presentations


Presentations


Nelson, J., & White-MacDonald, J. (2018, June). Rants, reflection and revisions: Faculty-librarian collaboration to improve senior BScN critical analysis learning. Poster presented at the meeting of CHLA/ABSC Annual Conference, St. John’s, NL.


Onyskiw, J. E., Dennis, D. (2018, April). Cognitive ability and exposure to violence at home: An analysis of five cohorts of preschool children in Canada. Research and Scholarship Day, Faculty of Nursing, MacEwan University, Edmonton, AB

Parker, B. (2018). Teaching on the fly: Utilizing tablet computers as a mobile teaching/learning modality in undergraduate nursing education. Poster presentation, NETNEP 2018: 7th International Nursing Education Conference; Banff, AB.

Salyers, V., & Underwood, M. (2018, April). The impact of an educational program on knowledge acquisition and teaching confidence levels in Ethiopian midwife educators. Presentation at the 2018 Research & Scholarship Day, Faculty of Nursing, MacEwan University, Edmonton, AB


Underwood, M., Parker, B., & Salyers, V. (2018, April). Global partner perspectives and recommendations for reciprocal collaboration based on multi-year Dominican-Canadian field schools. Presentation at the 2018 Research & Scholarship Day, Faculty of Nursing, MacEwan University, Edmonton, AB.


Zemrau, M. (2018, April). QR Codes: Discovery for Nursing Education. Poster presentation, MacEwan’s Faculty Research and Scholarship Day, Edmonton, AB.
From our own community to international locations, our faculty and students see interesting, moving and inspiring sights through their research and practice. We held a photo contest to capture those moments. Here are this year’s winners.

Developing a community of research and scholarship means having a little fun too! MacEwan University students at the Europe Innovation Academy in Cascais, Portugal teach 500 other international students the Cadillac Ranch.

Photo Credit: Ashely Verbeek, BScN student
It’s never too early to start! Staff at the Royal Alexandra Hospital Orthopedic Surgery Centre enjoy sharing their work with family and friends on Open House Day. Who knows what impact this opportunity will have on future generations of researchers and clinicians.

Photo Credit: Paula Henke, University Advisor