Welcome to the beginning of the second year of our newsletter *The Insider: A Look at Collaborative Research* where we share what is happening in nursing research among the partners in this collaborative venture: CNS, MUNSON, and Western. Our first issue came out one year ago and we have received a number of positive comments on the newsletter and, “When is the next one coming out?” Our newsletter has grown in size and scope, although we have many of our original features. It has become more than sharing what we are doing in research as we explore ideas on aspects of research through some of the features and offer congratulations on our many accomplishments. In looking at our various submissions for this particular edition, and of course, being excellent qualitative researchers, we began thinking about what might be a unifying theme or what we might highlight in this editorial. One concept that seemed to be the “core concept” was that of “The Other”. The Other is a concept in philosophy and the social sciences that is used to denote someone different from or not part of the mainstream of society or part of a society; often someone subordinate to or does not fit into the dominant group, society, or even idea. While this very brief description of the Other is a huge oversimplification of a very complex concept and our apologies to Hegel, the concept nevertheless seems a good fit for most of the content of this particular issue. Of course, like all good qualitative researchers, we have some variability and “negative cases” in a research sense. The project on decolonization in nursing education, research, and practice by colleagues at Western addresses how we have created an “Other” through colonizing activities or based on colonization principles in which Western thought creates some cultures and the people in that culture (or sometimes within our own culture) as secondary. In the project from CNS, the concept of the Other could be used for scholarship. To use Boyer’s terms the scholarship of discovery (research) has long been promoted as, “The Form” of scholarship and the scholarships of integration, application, and teaching, have been considered the Others. The CNS project on “Scholarship in Nursing” is working towards a balance in scholarship and emphasizing the importance of all forms. In the research project highlighted from MUN on Men in Nursing, the researchers are looking at the Other in nursing. Since nursing is still a female-dominated profession (meaning that over 75% of the members in nursing are women) it is important to research what men’s experiences are like. While this is in contrast to much of the work by feminist researchers in many spheres of life including health care, where women are the Other, it is nevertheless important to recognize and address Otherness wherever it occurs. Finally, in our section on “Let’s talk . . .“ where we discuss research with vulnerable populations we have a caution against thinking we know who the Other really is (in this instance vulnerable populations), as any research can create vulnerabilities despite the careful distinctions made by the Tri-Council. Other areas not within our main theme to look forward to in this edition of our newsletter include: caring for seniors with dementia, understanding health needs and learning preferences of students in college, and use of a narrative approach to enhance teaching in nursing. We also would like to take this opportunity to extend a Seasons Greetings and look forward to your comments and questions.
In this section of our newsletter we will highlight some of the faculty research projects that are currently being done. Each issue we will focus on a project or two from each site. This will indicate the diversity of research that we are doing. If you would like more information on any of these studies please contact one of the researchers.

DECOLONIZATION IN NURSING

In the summer of 2008 I attended the first International Research Internship in Ottawa under the leadership of Dr. Nancy Edwards. During that time I became involved with a group of nurse researchers who had similar interests in exploring the concept of ‘decolonization’ in nursing. Since that time our research group has become engaged in a project to develop trans-disciplinary and trans-national methods that examine and deconstruct colonial ideologies, values and structures that are embedded within our discipline; and to co-create, instead, multiple ways of knowing and use of knowledge that is valued for its utility in decolonizing nursing education, research and practice. We presented a paper entitled Decolonization of nursing education: A paradigm shift for the new millennium at the CASN Nursing Research Conference held in Moncton, New Brunswick this past May, 2009. More recently, on October 1st, 2009, we submitted a proposal to CIHR for a Meeting, Planning, and Dissemination (MPD) Grant to support the continuation and expansion of our research. The proposed activity is a Workshop entitled Planning for Research on Decolonizing Population Health Interventions, and it would be held in Winnipeg, Manitoba in May, 2010, in conjunction with the CASN Conference. Below is a brief summary of our paper that was presented at CASN in May 2009.

Aim: Explore decolonization and advocate for a paradigm shift for nursing education.

Background: Colonization’s legacy has significant health impacts on colonized peoples. In this project we explore how colonization has influenced nursing education and we address the urgent need to engage in a process of decolonization. As an international group of nurse educators and researchers we explore the transformative implications of decolonizing processes. We are concerned with the ‘perverse longevity’ of colonialism and persisting colonial hierarchies of knowledge and values that reinforce what Edward W. Said calls the “dreadful secondariness of some people and cultures”.

Method: Systematic literature search on decolonization, nursing and health impacts. An intersectionality lens is being used to explore interlocking oppressions such as sexism, classism, and racism.

Results: Themes include: emphasis on critical theories; race/racism; research as a method of decolonization or transformation; and nursing education as a colonizing institution.

Implications: Despite growing emphasis on these themes, real change in nursing education has not happened. Power neutral approaches to our work, and the absence of the historical contexts of colonization, combine to create and maintain inequities that are inconsistent with nursing’s professional values. Further research and praxis on antiracist and decolonizing knowledge and methods are necessary to create a paradigm shift towards decolonization of nursing.

For more information on the papers/projects outlined above or the involved authors/investigators, please contact pdidham@swgc.mun.ca.

Paula Didham
The following poster presentation was presented by Anna Marie Alteen at the 38th Annual Scientific and Educational Meeting held by the Canadian Association on Gerontology in Winnipeg, Manitoba, October 22nd -24th. The conference was titled “Where the Rivers Meet: Merging Perspectives on Aging”.

LEAVING FOOTPRINTS IN THE SAND: A CONFLUENCE OF RESEARCH AND PRACTICE IN DEMENTIA CARE IN NEWFOUNDLAND AND LABRADOR

Where there was one set of footprints, now there are two, the converging of research and practice in the introduction of a new bio-psychosocial model of dementia care for the first time in Newfoundland and Labrador. In 2008, through an Executive Training for Research Application (EXTRA) Fellowship funded by the Canadian Health Services Research Foundation (CHSRF) and Western Health, researchers, health care decision makers and clinical leaders merged to establish enhanced assisted living facilities for persons with mild to moderate dementia in the province. A demonstration project, the Protective Community Residences (PCR) are being concurrently implemented and evaluated, while grounding all decisions in best practice and evidence gathered through ongoing evaluation by interdisciplinary researchers, planners, and clinical teams. Evaluation results, successes and challenges, and lessons learned are being shared to explain the impact of this innovative person-centered care model which is steeped in culture and influenced by research. Western Health is steering upstream as other regional health authorities plan strategies and programs to care for seniors in community based settings, while enhancing the quality of life for persons and their families impacted by dementia. Kelli O’Brien Anna Marie Alteen Judith Wells Trudy Read Nicole Pollett Carla Wells Les Cake

A STUDY TO ASSESS THE HEALTH NEEDS AND LEARNING PREFERENCES OF A COLLEGE STUDENT AGGREGATE

An exploratory, qualitative design using focus group methodology was used to guide the data collection and analysis for this study that was conducted at Sir Wilfred Grenfell College (SWGC) in the winter semester of 2009. The research was supported by seed grant funds from both WRSON and SWGC. The purpose of this research was to validate and enrich previous quantitative findings related to the health needs and learning preferences of this college student aggregate. The two research questions that directed the study were:

1. What are the priority health needs of students in a small college setting?
2. What are the most effective ways to meet the identified health needs of students in a small college setting?

An independent research assistant was hired to recruit participants for the study and to conduct three focus groups sessions. A non-probability convenience sample of 19 students was stratified into 3 groups using the parameters of living off campus, living in residence, and living in chalets. The research team is now in the process of collectively reviewing the data, collapsing it into categories, and extracting the major themes and subthemes. Both manifest and latent content analysis are being performed.

The outcomes from this study will help provide clearer direction for program development and wellness initiatives at SWGC. Paula Didham Sue Froude Lisa Jesso Madonna Manuel Linda Norman-Robbins Marilyn White
SCHOLARSHIP IN NURSING: UNDERSTANDING AND RECOGNITION

Faculty members at the Centre for Nursing Studies (CNS) have consistently been involved in a broad range of scholarship activities. The discourse on scholarship challenges academia to move beyond the traditional emphasis on research and dissemination (discovery) to incorporate Boyer’s (1990) broader definition of scholarship that also include the domains of teaching, application, and integration.

In response to a government directive to consolidate nursing education in Newfoundland and Labrador, and the Canadian Association of Schools of Nursing [CASN] (2004) accreditation criteria, an ad hoc committee was established at the CNS in 2006 to explore the concept of scholarship. Using Boyer’s definition of scholarship to guide their mandate, committee members collaborated with faculty to foster and recognize scholarship within the CNS.

In addition to enhancing the understanding and application of scholarship at the CNS, the committee aimed to assess and promote how scholarly work by faculty is valued, evaluated, recognized, and rewarded. These aims were accomplished through literature searches, an environmental scan of Canadian universities and colleges, and faculty and expert consultations. Furthermore, the committee facilitated a focus group session with faculty to acquire an understanding of their conceptualizations of scholarship. During this process, individual faculty members identified their involvement in scholarly activities across all domains. A key theme from the session highlighted the importance of recognizing the domain of teaching as scholarship, and the need to “articulate and showcase our work” through a peer review process.

Moreover, to highlight faculty interests and areas of expertise, and to provide direction for future scholarly work, the following programs of scholarship were identified: Nursing Education; Quality of Life; Professional, Legal and Ethical; and Health Promotion. Subsequently, the establishment of a Peer Review Committee resulted in the development of peer review standards based on the work of Glassick, Huber and Maeroff (1997). Since September 2008, the standards are being applied in reviewing the scholarly work that faculty have submitted for inclusion in the revised scholarship inventory tool that encompasses all domains of nursing scholarship.

Upon reflection, the scholarship committee has been successful in fostering collaboration and building scholarship capacity with faculty at the CNS. Additionally, several oral and poster presentations completed at various local and national conferences have resulted in positive feedback. Future plans include research endeavors to determine faculty perceptions about the effectiveness of the peer review process for scholarly activities. As well, the impact of a broader perspective of scholarship on faculty knowledge, attitudes and practice in current nursing education environments will be explored.

Fran Abbott   Denise English   Patricia Grainger Anne Marie Lewis   Gladys Schofield   Nicole Snow   Lorna Walsh
USE OF NARRATIVE PEDAGOGY IN NURSING EDUCATION:
EMPLOYING FIRST-PERSON PATIENT EXPERIENCES IN THE CLASSROOM

Traditional pedagogies no longer satisfy the needs of today’s college and university students. The current generation expects and appreciates experiential learning and enjoys opportunities for collaboration in the classroom. Given the global nursing shortage and the need to attract the younger generation into nursing, it is even more crucial at present for nurse educators to utilize non-traditional pedagogies that engage today’s students and are responsive to their learning styles. There is an emerging body of research that focuses on the use of non-traditional pedagogies in nursing education. Narrative pedagogy through the use of first-person patient experiences is one such approach. Engaging first-year nursing students in understanding nursing concepts is a challenge for nurse educators. It is difficult for students with no prior experience caring for patients to grasp abstract concepts. As a result, students are often disconnected and unfocused. The use of first-person patient experiences related to health and illness helps students gain understanding of key nursing concepts and gives them the opportunity to share experiences and develop interpretive thinking. In the Fall of 2008, narrative pedagogy was used in an Introduction to Nursing course. At the end of the semester, a research study was conducted to explore the effectiveness of this strategy. A non-experimental descriptive exploratory design was employed using a convenience sample of students in this course. Results showed that narrative pedagogy helped nursing students understand key nursing concepts, increased student engagement, and thus supported the use of this strategy. The findings have implications in relation to nursing research, education, and practice. Vicki Earle Kathleen Stevens Lori Robbins Marlene Browne

MEN IN NURSING: THE ATLANTIC CANADIAN PERSPECTIVE,
A WORK IN PROGRESS

Creina and I are very pleased this year to be building upon our research related to the topic of men in nursing within Canada. From our initial study, looking at career choice and barriers among a group of men nurses in Newfoundland and Labrador in 2006 we have redeveloped our questionnaire for the purpose of investigating reasons why men choose nursing, barriers they experienced in practice, and information about factors that impact career path and satisfaction among men nurses in the four Atlantic provinces (NL, NS, NB, & PEI).

Our convenience sample consist of approximately 1100 men nurses practicing in a variety of clinical areas within the Atlantic provinces. Since beginning data collection in mid-October, 199 surveys have been received to date with a breakdown of the provinces:

<table>
<thead>
<tr>
<th>Province</th>
<th>Number of Surveys</th>
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</thead>
<tbody>
<tr>
<td>NL</td>
<td>40</td>
</tr>
<tr>
<td>NS</td>
<td>54</td>
</tr>
<tr>
<td>NB</td>
<td>102</td>
</tr>
<tr>
<td>PEI</td>
<td>3</td>
</tr>
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</table>

Funding to undertake this study has been received from the SSHRC/Vice-President Research Grant at Memorial University and ARCASN. Bob Meadus Creina Twomey
Ask the Researcher…

One of the questions submitted was on “Publishing research – How do you pick a journal to approach? Do you approach one at a time or multiple [journals]?

Although we addressed the main question two issues ago and in the last issue talked about the ethics of research publishing, one of our readers asked us to discuss further publishing research, perhaps from a more practical viewpoint. We were asked not so much about the need to publish or ethical concerns but perhaps more about strategies to increase success in publishing. While I would argue that all, i.e., the need to publish, strategies for success, and ethics of publishing are interrelated, there are certainly strategies we did not address that could be used and that may lead to increased success. One of the guides to help is the new Publication Manual of the American Psychological Association (6th Ed.), yes the same manual we frequently refer to as “APA”. This manual really does provide a guide to the various types of journal articles that you may wish to publish and what would be included in these various types of articles, with a decided emphasize on scientific or research articles. What is stressed is that to increase your chance of publication you need to adhere to the publication standard of your discipline and the journal that represents your discipline and where you would like to publish your work. Therefore, when you decide on the journal or journals where you would consider sending your article for review, look for any author guidelines and adhere closely to these. It might also be helpful to look at a few issues of the particular journal and to see what has been published previously in the journal. Some editors also welcome an inquiry where you describe your idea for a proposed article and they will let you know if that idea falls within the mandate or interest for the journal. However you decide to proceed, make sure you work towards the published guidelines as those guidelines, or some subset of them, are usually the criteria that reviewers are asked to assess when reviewing your article. Make a checklist for yourself that includes the key criteria. I regularly review four journals and on an ad hoc basis a few others. One of the common questions we need to answer as a reviewer is, ‘What is the importance or significance of what is contained in the article? Is there new and unique information and how original is the article?’ We are also asked to comment on theoretical significance or what it contributes to theory. For a research article we would consider how methodologically sound the research was and increasingly many journals now ask to comment on whether or not the research conforms to ethical standards. Of course the manuscript style and format as required by the journal is part of our evaluation and we evaluate writing style, organization, clarity, grammar, as well as appropriate citations. If you want to increase your chances of acceptance it is a good idea to leave time to carefully edit the work yourself or ask a colleague to read and comment – a professional editor would be wonderful and some universities and academic units have these available to faculty to increase success. One of the chapters in the 6th edition of the APA Manual that I find helpful is Chapter 8: The Publication Process because it really does cover aspects of publication that we need to know and interestingly addresses ethical aspects of publication we included last issue. Journal reviewers’ comments are very helpful either for resubmission or a quick turn around and submission to another journal.
When we were looking for a topic that our Collaborative Partners would like for our “Research Discussions,” one of the topics suggested was a discussion about research with vulnerable populations. We felt that was an excellent topic and perhaps over the next few issues of the Newsletter we can deal with different aspects of research relating to participants in general, as recruitment for research can sometimes be a challenge. So, in this Fall 2009 issue we will look at vulnerable populations and research. Our starting point will be what is covered in the *Tri-Council Policy Statement* because this policy statement is our guide for our ethical conduct in research and is where our research ethics boards (REBs) look for guidance. In that policy statement if you do a search you will find that in a number of sections (11 in our search) there are references to “vulnerable persons”, “those who are vulnerable”, “vulnerable populations”, and “vulnerable research subjects”. So how is “vulnerability” defined? On p.i.5 persons are defined as vulnerable if for some reason their competence or capacity to make a full and informed decision about the research they are asked to participate in is in any way compromised. We can thus think of a number of factors that would compromise this competence or capacity. The policy further suggests that we need to recognize the need to protect these persons and have procedures in place to do so; REBs would assess the proposed research looking for vulnerability and these protective procedures. While it may be easier to identify some vulnerable persons because of their age (i.e., children) or those with a cognitive impairment regardless of age, other vulnerabilities may be less evident. Where the potential participant is located can increase a person’s vulnerability mainly because of the power imbalances that exist between the researcher and the researched. Exploitation based on power is never acceptable. To some extent students who are asked to take part may also feel vulnerable especially if a professor asks the student to give consent. Social situations may make a person vulnerable; those living in poverty, living in abusive situations, or engaging in drugs may be more vulnerable. We consider those in institutions, such as hospitals and correctional institutions, to be more vulnerable than those in communities because they may feel less protection if they do not participate, or maybe even feel they cannot say no and to do so may jeopardize their care. The policy also acknowledges that people in emergency situations could be vulnerable in research and indeed, have suggested special procedures for protection of these individuals. While those just mentioned because of personal characteristics, condition, or location could be considered vulnerable, what about other factors? What about the type of research? Can we increase vulnerabilities? Actually we can and so, always need to keep in mind in designing, carrying out, and reporting our research that we need to look for vulnerabilities and consider ways of eliminating or decreasing them. If we think of what it means to be vulnerable, it means to be in danger, in jeopardy, at risk, unsafe, not protected, exposed to, undefended, helpless, or powerless, then we can increase our understanding of vulnerability. If we keep these descriptors in mind as we look at the stages of our research, we can do much to protect and decrease vulnerabilities. One of the ways that we can decrease any type of vulnerability is to determine the degree of risk, or perhaps the risk you may subject participants to in the course of the research, and demonstrate that the benefit or benefits of doing the research will at least balance or preferably outweigh any risks. Perhaps the very best way to protect participants and “do no harm” or minimize harm is throughout your research always keep in mind the idea of vulnerability and use that awareness in a proactive way to do quality research, and yet provide protection to all involved. Also, keep in mind that chairs of our REBs are skilled in ways of protecting human participants and are always willing to give advice should we have any concerns.

In this issue our Nursing Research Units have decided to collaborate and present our biennial collaborative Nursing Research Day conferences both past and present.

In 2001 we decided that we needed a forum to showcase our collaborative efforts in nursing research and on October 4 and 5th, 2002 our first Nursing Research Day conference was launched. On Friday, October 4th we had a poster presentation session wherein seven posters were presented. On Saturday, October 5th our first research conference took place. Our keynote speaker was Dr. Alba DiCenso, Professor, School of Nursing, McMaster University, Ontario and CHSRF/CIHR Chair in Advanced Practice Nursing. She talked about ‘Evidence-based Practice – Making a Difference in Patient Care’ and ‘NewRoles for Nursing: What is our Future?’ We had two workshops: ‘Qualitative Methods Workshop’ (facilitated by Dr. Shirley Solberg), ‘Changing Nursing Practice to Support Health Promotion and Health Prevention’ (facilitated by Joanne Rose & Gloria Rouzes), as well as a panel on international nursing, ‘Challenges, Issues and Joys in International Health Care’ (facilitated by Dr. Lan Gien, Kay Matthews, Dr. Donna Moralejo, Viola Duff, Dr. Shirley Solberg, and the late Dr. Maureen Laryea). There were three concurrent sessions wherein twelve research studies were presented. Twenty-one companies helped to sponsor our conference.

On Saturday, October 2, 2004 our second Nursing Research Day conference entitled, ‘Celebrating Nursing Research’ was underway. Our keynote speaker this time was Dr. Judith Ritchie from McGill University Health Centre. Her keynote addresses were entitled, ‘Nurses + Research = Better Outcomes for Nurses, Patients, and Families?’ and ‘Direct Practice Nurses as Investigators: Yes I Can!’ We had fourteen poster presentations and four concurrent sessions wherein fifteen research studies were presented. Twenty-seven companies helped to sponsor our conference.

On Saturday, September 30, 2006 our third Nursing Research Day conference entitled, ‘Looking Back/ Moving Forward – Nursing Research in Practice: Celebrating the 40th Anniversary of Memorial University of Newfoundland, School of Nursing’. This year our keynote speaker was Dr. Barbara Paterson, Professor and Canada Research Chair, Faculty of Nursing, University of New Brunswick. She held a pre-conference workshop ‘Meta-synthesis of Qualitative Research Studies’ and gave two addresses entitled, ‘All This and Research Too: Directions for the Future Development and Support of Faculty as Nurse Researchers’ and ‘Things I Now Know About Research That I Wished I Had Known All Along.’ We had ten poster presentations and five concurrent sessions wherein thirteen research studies were presented. Thirty-three companies helped to sponsor our conference.

On Saturday, September 27, 2008 we held our fourth Nursing Research Day conference entitled, ‘Diversity in Nursing Research’. Our keynote speaker was Dr. Kärin Olson, Professor, Faculty of Nursing, University of Alberta. She facilitated a preconference workshop entitled, ‘Mixed Methods’. Her keynote address was ‘Diversity in Nursing Research: An Invitation to Consider the Big Picture’. We had twelve poster presentations and six concurrent sessions wherein sixteen research studies were presented. Thirteen companies helped to sponsor our conference.

Our next Nursing Research will be held October 1-2, 2010. We’re hoping for it to be our best conference ever! Please consider submitting an abstract for a paper or poster presentation and mark it on your calendars to attend. It is a wonderful opportunity to meet and collaborate with other researchers. There are also some great door prizes to win! We hope to see you all there!

MUN School of Nursing   Center for Nursing Studies   Western Regional School of Nursing
Collaborative nursing partners were well represented at the recent Primary Healthcare Partnership Forum: Building Research Capacity in Atlantic Canada held November 27-28, 2009 at the Sheraton Hotel, St. John’s, NL. Anne Kearney presented a paper “Preparing health professionals to provide collaborative, patient-centered care”. Anne Kearney and Cathy Peyton presented their workshop entitled “Atlantic Regional Training Centre: A graduate training program for excellence in Applied Health Services Research”. Sandra MacDonald presented a paper on “Community health needs and resources assessment in Newfoundland and Labrador: Seniors issues;” and Shirley Solberg presented a paper on “Patterns of pain in work-related musculoskeletal disorders in crab processing: Implications for primary health care”. Karen Parsons, Anne Marie-Tracey, Amy Surprenant, and Marshall Godwin presented a poster “A qualitative needs assessment of community dwelling older adults with age associated memory impairment or mild cognitive impairment”. In addition, Sandra MacDonald presented on “The Nursing Perspective” in a panel discussion on Perspectives in Primary HealthCare.

Have a Laugh!

Be careful how you chart it...

…Occasional, constant, infrequent headaches…

…Large brown stool ambulating in the hall…

…Patient was seen in consultation by Dr. Care who felt we should sit on the abdomen and I agree…

…The patient has no previous history of suicides…

…The patient refused autopsy…

…She is numb from her toes down…

…Patient was alert and unresponsive…

Christmas Riddles

What do you call a chicken at the North Pole?
Lost!

What happened when Santa’s cat swallowed a ball of yarn?
She had mittens!
Can you solve the puzzle and find the secret message?

MEDICAL TERMINOLOGY WORD FIND PUZZLE

A L O P E C I A
B R A D Y K I N E S I A
C A R D I A C
C O C C O B A C I L L U S
D O R S A L G I A
E D E M A
F O N T A N E L
F O N T A N E L L E
H E M A N A L Y S I S
I N T E R L E U K I N
L Y M E
M Y E L O G E N E S I S
P N E U M O T H O R A X
S O N O G R A M
T E L O D E N D R O N
U L T R A S O N I C
V E N O G R A M
Z O N A L
A N A P H I A
B U R S A
C E R E B R O S P I N A L
D I S E A S E
D Y S N Y S T A X I S
E N T E R O C I D A L
F O N T A N E L L E
I L L I U M
L U P U S
M A C R O M E L I A
N E C R O S I S
I N U S
S T R E P T O B A C I L L U S
T U B E R C U L O I D
U R I C
Z I N C

S I S Y L A N A M E H M E S C L E D E
S U C U U R R Y C H R U D U V A A L O M
I U U P R S T M E B L A E I D L R A
S A N L N U I N S L M L D H N D I E S R
A P P I O L L C L A I Y N E O R C N A G
S W Y E S C S I A C E R M A G A O A L O
X I C Z I A A A Q E S Q O R C R T G N
A N S C R E B R O S P I N A L E N I O
R O I E S T O Q O T N H X D M R T O A S
O R S K N C B S E T L M M W X Z N F E K
H D O N C E M S W I P U A L O P E C I A
T N R O S A G H A I S E N I K Y D A R B
O E C N H S J O C A F K R N H F L N X F
M D E M T R I R L B O X M T I P W Z N M
U O N I K U E L R E T N I Q S Z A T C L
E L N Q C B D Y S N Y S T A X I S N Y Z
N E N D D O F D L A X M W B E S I M A O
P T D I O L U C R E B U T Y O Z E B P W N
A I L E M O R C A M F O N T A N E L K A
N Z M W Q J E B H B L P E G Q Z G H V L

I N U S
Upcoming Conferences

3rd Biennial Nursing Conference
January 30, 2010 Windsor, ON
The University of Windsor, Faculty of Nursing, in partnership with Hotel Dieu Grace Hospital, Windsor Regional Hospital, and the Sigma Theta, Tau Upsilon Chapter, invites you to attend the Faculty’s third biennial conference to be held on Saturday, January 30, 2010. The conference provides a forum for nurses researchers, graduate students, and clinicians to share and celebrate nursing scholarship through diverse clinical, theoretical, and research presentations. For registration information, please contact Ms. Susan Rotondi or Ms. Anne Dennahower by phone at (519) 253-3000 extension 6129 or 2260 or email srotond@uwindsor.ca.

Healthy Workplaces in Action: Working Together to Deliver Quality Care
February 25-26, 2010 Ottawa, ON
Be part of an exciting pan-Canadian knowledge exchange event that will provide participants with the opportunity to learn from work life champions and become inspired by successful stories and innovations. Connect with colleagues to share experiences, practical strategies, and resources that have improved the quality of work life in service delivery organizations. For more information about the event, please contact the Conference Secretariat at by email sally@f2fe.com, or phone 1-866-306-5714.

Traditions & Transitions: The Evolving Legacy of Nursing Education Scholarship.
National Nurse Educators’ Conference
May 3-6, 2010 Winnipeg, MB
There will be concurrent, round table and poster presentations scheduled over the two and a half days for participants to contribute and learn. Conference participants will more among themed tables in the large conference room of the Fort Garry Hotel to learn about innovative programs, projects, and ideas. As well, poster presentations will be displayed during the entire conference. For more conference information, please visit the CASN website at www.casn.ca

Atlantic Region Canadian Association of Schools of Nursing: 2010 Annual Conference
May 20–21, 2010 Center for Nursing Studies, St. John’s NL
The theme for this conference will be innovations and strategies in nursing education with keynote speaker Florence Myrick, RN, PhD, Professor and Associate Dean, University of Alberta. Abstracts are now being accepted for this conference and can be sent to Barbara Benson via email, bbenson@cns.nf.ca. Please hurry to submit your abstract if you are interested in participating as the deadline is January 31, 2010.

International Clinical Nursing Research Conference
June 14-16, 2010 Ottawa, ON
International experts will share their knowledge and experiences through lectures, symposia, workshops, papers and posters. Topics to be addressed will include knowledge to political action, patient care, professional education and organizational action. In addition to a strong scientific program, the conference will feature an exciting special event, a cruise on the Ottawa River. Please visit www.health.uottawa.ca/sn for more information or to register.

Advance Notice: Nursing Research Day 2010
October 1-2, 2010, St. John’s, NL
Memorial University of Newfoundland, School of Nursing, Centre for Nursing Studies, and Western Regional School of Nursing (Collaborative) Program will present their 5th biennial nursing research conference taking place at the Health Sciences Centre, Prince Philip Drive, St. John’s, NL. A call for abstracts will be sent out in January, 2010. Further details of this exciting event will be forthcoming. For more information call Joanne Smith-Young at (709) 777-7106. or email jsmithyo@mun.ca
Janeway Hospital—Child Life Program

Lynn Cooze and Darlene Osmond

Accepted an award from St. John Ambulance on behalf of the Child Life Program at the Janeway Hospital’s for the Therapy Dog Program in their facility and more specifically bringing this therapeutic and proven benefit to the children that use their programs. Therapy dogs have been visiting at the Janeway for the past three years, bringing unconditional love and acceptance to sick children. To date, more than 1000 visits have been made at the Janeway and it is only through the support of the Child Life Program that these visitations can happen. Darlene Osmond, Divisional Manager—medical and surgical units and Child Life Program, and Lynn Cooze, a Pediatric Nurse who devoted her Master Thesis to the study of Pet-Patient Interactions were instrumental in getting the program started at the Janeway. [Taken from: http://www.sja.ca/NFLD/AboutUs/NewfoundlandandLabradorCouncil/Documents/PVOT%202009.pdf]

TD Aboriginal Nursing Fund recipient

Awarded to Betty Jararuse (WRSON)

WRSON are pleased to share an announcement from the Canadian Nurses Foundation (CNF), that a WRSON 4th year nursing student, Betty Jararuse, was named a TD Aboriginal Nursing Fund recipient. This is the inaugural year of the fund and awards were granted to students at the Baccalaureate, Masters and PhD levels. “These scholarships are a direct response to the demand for more Aboriginal nurses across Canada,” said Helen Sabourin, Executive Director of the CNF. Congratulations Betty!

ARCASN Educational Development Fund

Awarded to Paula Didham (WRSON)

Congratulations to Paula Didham from WRSON and her colleague Elizabeth McGibbon from St. FXU on receiving the ARCASN Educational Development Fund Award of $2000 for the development of an innovative teaching strategy in their project entitled “Integrating Cultural Competence into Undergraduate Nursing Curricula: Principles, Strategies and Tools.”

Masters of Nursing Degree

Awarded to Nicole Lewis (MUNSON)

Congratulations to Nicole Lewis, sessional faculty member at MUN School of Nursing, who has graduated on October 17 with her Masters of Nursing degree from Dalhousie University in Halifax, NS.

Completion of PhD Comprehensive Exams

Achieved by Judith Strickland (WRSON)

Congratulations to Judith Strickland, WRSON, who recently successfully completed her PhD Comprehensive Exams (both written and oral) in Nursing at Dalhousie University in Halifax. Judith’s research is entitled “the experiences of young mothers following treatment for breast or cervical cancer.”

Publications


Nursing Research Crossword

**ACROSS**
3 A worldview or ideology
6 When a primary source is what it purports to be
9 Trait related to clarity
12 Individuals within a particular cultural group studied by ethnographic researchers
14 Symbolic representation of empiric experience in words, pictorial or graphic diagrams
16 Perspectives on how knowledge is created
17 Trait of theory that incorporates degrees of simplicity and generality

**DOWN**
1 Objectively verifiable event, object, or property
2 A structural meaning unit of data
3 Value-grounded, thoughtful reflection and action that occurs in synchrony
4 Process of creating and re-creating
5 Process of interacting with self and others
7 Theory that deals with broad goals and concepts representing the total range of phenomena of concern within a discipline (two words)
8 Theory that deals with a broad scope of phenomena (two words)
10 Theory about the nature of theory and the processes for its development
11 A process of thinking through data so that a true comprehension or accurate interpretation is achieved
13 Relationship statements that are derived from premises in a deductive logic system
15 Relationship between variables that has been thoroughly tested and confirmed

**Solution to Winter crossword**

**Check the Winter 2010 newsletter for the answers to this puzzle!**

Please send submissions for the Winter 2010 newsletter to:
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