

# Journeys in Nursing Scholarship 2022



# Welcome

As we come together today to celebrate and recognize all the great scholarship work that faculty are doing, let us take a moment to reflect on what “Nursing the World Back to Health” really means. Such a saying truly demonstrates how nurses around the globe play a central role in addressing health challenges of sorts. The world has seen first-hand the fundamental role nurses play in the delivery of health care. Along with this, the stereotypes of nursing have been shattered. This pandemic has showcased what it means to be a nurse and how fantastic nurses, globally, have led patient care during COVID-19. Every day nurses give extraordinary care, with exceptional kindness and so often go the extra mile. As we each reflect on “Nursing the World Back to Health” and the difference we as nurses make to people’s lives, let us celebrate the invaluable contribution of nurses globally, but also to celebrate the work we as nurse educators do to support the development of a new generation of nurses to the nursing family.

So, welcome to the Scholarship of Journeys 2022 and the opportunity to celebrate the wonderful scholarly activities each of you are involved in.

Thank you for being amazing.

Enjoy today’s Journey!

TRU SON Scholarship Committee

# Journeys in Nursing Scholarship

April 21, 2022

## Morning Schedule

BREAKFAST & WELCOME PRAYER (0830-0930)		
KEYNOTE (0930 – 1000)		
Presenters	Abstract/title	Timeframe
Tanya Sanders	The Social Relations of Home Care Nursing Work	Presentation #1 (1000-1025)
Shari Caputo, Candace Walker	The Necessity for Innovations in a Second-year lab class	Presentation #2 (1025-1050)
COFFEE (1050-1115)		
Wellness Committee	Embracing Wellness Collectively	Presentation #3 (1115-1140)
Melba D'Souza	Perceptions of immigrant women with breast cancer and impact on lived experience in interior region of BC.	Presentation #4 (1140-1205)
Renee Anderson, Candace Walker	Frontloading and Collective Learning through Simulation	Presentation #5 (1205-1230)
LUNCH (1230-1330)		
Arleigh Bell	Health Promotion through a Comic lens	Presentation #6 (1330-1355)
Melba D'Souza, Shari Caputo, Shalina Sarwal, Amandeep Judge	Experience Exchange in Simulation Based Teaching and Learning in Nursing Education	Presentation #7 (1355-1420)
Heather Correale, Krista Lussier, Amber Archibald, Cassandra Jurista, Tanya Sanders, Michelle Borgland	Promoting a Culture of Learning in Community Health Placements	Presentation #8 (1420-1445)
COFFEE (1445-1500)		
Melba, Lisa Bourque Bearskin Colleen Seymour, Tracy Mooney, Rose Melnyk, Leslie Bryant, Judy Sturm	An interior story of the experiences and wellness practices of Indigenous health care professionals using Indigenous Research Methodology	Presentation #9 (1500-1525)
Krista Lussier, Cassy Magliocchi	Cultivating Kindness	Presentation #10 (1525-1550)
CLOSING / WRAP UP (1550-1615)		

## KEYNOTE SPEAKER



Katrina Plamondon, PhD RN, is an Assistant Professor at the School of Nursing at the University of British Columbia Okanagan. She is a Canadian woman of Cree-Irish-Quebecois ancestry whose research focuses on *how* to advance evidence-informed equity action. Her nursing background includes critical care, street outreach, and research facilitation—working across multiple parts of health systems and in community, with a particular interest in connecting knowledge with action for health equity. Her research draws upon dialogue-based methods to examine political economy and equity, engaging people across sectors, disciplines, organizations, and communities to create collective pathways to more equitable futures. She co-chairs the Canadian Association for Global Health Research’s University Advisory Council and sits on Canada’s National Scientific Advisory Committee for Global Health. Dr. Plamondon led the development of the equity-centred CCGHR Principles for Global Health Research ([www.ccghr.ca/resources/principles-global-health-research/](http://www.ccghr.ca/resources/principles-global-health-research/)) and continuously contributes to national and international dialogue about Canada’s role in global health, amplifying issues of equity during the COVID-19 pandemic.

# Abstracts

## Title: **The Journey Continues- Preliminary Findings from my Doctoral Research - The Social Relations of Home Care Nursing Work**

**Presenters:** Tanya Sanders RN PhD(c)

**Summary:** Despite an increasing demand for home care, there is little evidence on the organization and outcomes of home care. Additionally, there are significant gaps in understanding how institutional influences organize the everyday work of nurses in home care. As nurses are the largest group of professional care providers in home care and given the increasing demands for home care services there is a need to understand the work of nurses, specifically to identify the social organization of this work. The purpose of the research was to investigate the work of home care nurses and to identify the social organization and ruling relations of nurses work in home care. Part of a larger exploration, my doctoral study used institutional ethnography as an approach to inquiry to uncover the ruling relations impacting nursing work. I will present preliminary findings that reveal the coordination of information and time management practices organizing nurses' home care work.

## Title: **Embracing Wellness Collectively**

**Presenters:** SON Wellness Committee, 2022

**Summary:** The past few years have proved to be a very challenging time in each of our lives and there are an abundance of stories outlining our experiences. The challenging, uncertain, and unprecedented time for everyone has increased stress levels, and it is essential that we as individuals and as members of the work community cultivate resilience in ourselves and support those in our community to do the same. More than two-thirds of faculty members are struggling with increased workloads and a deterioration of work-life balance (The Chronicle of Higher Education, 2020). Faculty, staff, and administration have focused on the wellbeing of their students and have at times depleted their reserves (The Chronicle of Higher Education, 2020). The current strained healthcare environment has put additional stressors on to educators. Building a culture of wellness in each of our lives and collectively in the workplace increases our resiliency and would lead to an enhanced ability to support students. Stress impacts overall physical and mental health and as such finding strategies to cope with stress helps to create balance and build resilience (Pipe et al.,

2012). This presentation will review current literature on wellness in university settings and consist primarily of a guided activity to allow individuals to define what wellness means to them, and to explore steps to enhance our personal wellness.

Pipe, T. B., Buchda, V. L., Launder, S., Hudak, B., Hulvey, L., Karns, K. E., & Pendergast, D. (2012). Building personal and professional resources of resilience and agility in the healthcare workplace. *Stress and Health, 1*, 11. DOI: [10.1002/smi.1396](https://doi.org/10.1002/smi.1396)

The Chronicle of Higher Education Inc. (2020). "On the Verge of Burnout" Covid-19's impact on faculty well-being and career plans. [https://connect.chronicle.com/rs/931-EKA-218/images/Covid%26FacultyCareerPaths\\_Fidelity\\_ResearchBrief\\_v3%20%281%29.pdf](https://connect.chronicle.com/rs/931-EKA-218/images/Covid%26FacultyCareerPaths_Fidelity_ResearchBrief_v3%20%281%29.pdf)

## **Title: The Necessity for Innovations in a Second-year lab class**

**Presenters:** Shari Caputo RN BScN MSN and Candace Walker RN BScN MN

**Summary:** In 2020, COVID-19 directly affected the ability to instruct face to face in the lab and halted clinical practice. The need to continue with lab instruction and evaluation meant faculty were required to be innovative in the delivery of OSCE's. Through the implementation of these innovative strategies, we saw the additional benefit of incorporating these strategies as a permanent part of our revised curriculum. Student feedback and faculty observations affirmed that the strategies have a positive influence on their learning and ultimately have the potential for increased student preparation and confidence.

## **Title: Perceptions of immigrant women with breast cancer and impact on lived experience in interior region of BC**

**Presenters:** Melba D'Souza, Ehsan Latif, Luciano Carnovale

**Introduction:** Intersectionality lens views the lived experiences of immigrant women with breast cancer. Intersectionality paradigm addresses the marginalised, intersecting social existence of immigrant women through the examination of identity, social class and power.

Research question: How do immigrant women with breast cancer perceive their race, gender and class have impacted their lived experience in in BC Interior Region?

Methods: This qualitative study applied a descriptive case study approach to examine the lived experiences of intersectionality among immigrant women with breast cancer. Seventeen immigrant women age above 18 years located in interior region of BC participated in semi-structured 90 minutes digitally audio-recorded interviews. Women had a self-reported diagnosis of breast cancer with varying stages. Received an institutional ethics board approval. A thematic analysis approach guided the data analysis.

Results: Six themes that emerged were lack of socializing, lack of social support, language barrier, cultural barrier, lack of choices and lack of informed decision making.

Conclusion: Immigrant women have barriers to accessing breast cancer care that stem from life within the intersection. Implications include a community based participatory action research to examine the psychosocial and emotional effects with a culturally appropriate care that measures quality of life, and a mixed methods that examine breast cancer inequities.

### Title: **Frontloading and Collective Learning through Simulation**

**Presenters:** Candace Walker RN BScN MN & Renée Anderson RN BScN MN

**Summary:** As nurses we can only contribute to healing the world if we ourselves and our students are healthy. Teaching practice in acute environments presents unique challenges in terms of rapid turn over, the need for interprofessional collaboration, high levels of patient complexity, and the need for high level critical thinking. Bringing students into that environment can create a lot of anxiety which hinders learning. To help students become more familiar with a particular patient population, and feel more prepared to provide care, faculty are challenging the 'norms' of student orientation for practice. In this presentation we will share our experience with front loading students through simulation as a practice orientation strategy. Feedback from faculty and students are overwhelmingly positive.

### Title: **Health Promotion Through a Comic Lens**

**Presenter:** Arleigh Bell, RN, BSN, MN

**Summary:** The world around us has a heavy impact on our own health promotion. First year nursing students do not always understand the impacts of world events on their own health or the community in which they live, work, play and attend school.

This year I am trying a new creative strategy using comic strips as a teaching tool. Students will be required to create a health promotion comic strip to be used for health teaching on a topic of their choice. This presentation will tap into your creative and fun side, no artistic ability required. Learn how to create your own easy, 8 window comic strip during this short presentation, stick people will be in attendance.

## Title: **Experience Exchange in Simulation Based Teaching and Learning in Nursing Education**

**Presenter:** Dr. Melba D'Souza, Shari Caputo, RN, MN, Shalina Sarwal, RN, MN, Aman Judge, RN, BSN

**Introduction:** Developing simulation-based teaching modules in nursing education is gradually growing into experiential learning through real life-like situations.

**Objective:** A critical reflection of simulation teaching learning experience was utilized to gain insight into simulation case scenario-based approach for third-year undergraduate nursing students.

**Methods:** Twelve students were registered in each section in year three of the BScN Nursing Practice course in the fall of 2021 (total of 8 sections). Twelve students were registered in each section in year three of the BScN Nursing Practice course in the fall of 2022 (total of 4 sections). High-fidelity simulation experiences were created through developing a simulation design and the educational practices in a code blue team resuscitation. Pre-briefing, simulation and debriefing were incorporated in the simulation design.

**Results:** One student expressed, "I learn best from observing, so being a helper in the scenario was really good for me rather than primary nurse". Other students expressed higher satisfaction with simulation learning. Instructors perceived better integration of concepts in the educational practices and simulation design for readiness to practice.

**Conclusion:** Pre-briefing, simulation and debriefing are expressive approaches to augment the learning of students. Creating a simulation-based teaching module will provide significant, engaging and pedagogically sound practices for nursing students.

## Title: **Promoting a Culture of Learning in Community Health Placements**

**Presenters:** Heather Correale, Krista Lussier, Amber Archibald, Cassandra Jurista, Tanya Sanders, Michelle Borgland

**Summary:** Community health nursing contributes to improving the health of individuals, families, communities, and societies through a socio-environmental lens and action on the social determinants of health. Community health nurses practice in diverse settings that provide unlimited opportunities for student learning. Nursing students in N2740 / N2840 have the opportunity in semesters 3 and 4 in the revised curriculum to learn in a variety of community health practice settings including; home health, public health, community mental health, school health, Indigenous health. Students learn about community nursing practice, apply and integrate nursing theory and concepts from theory into practice .



Students have opportunities to actively participate in the construction of their own knowledge utilizing critical thinking and reflection, decision making and journaling throughout their practice experiences. Faculty foster exploration of the role of nurses in community health practice settings and the promotion of health and healing. The depth and breadth of these community placements fosters the development of skills needed to continue to improve health for all.

**Title: An interior story of the experiences and wellness practices of Indigenous health care professionals using Indigenous Research Methodology**

**Presenters:** Tracy Mooney, Rose Melnyk, Colleen Seymour, Judy Sturm, Leslie Bryant, Melba D'Souza, Lisa Bourque Bearskin

**Summary:** The purpose of the research project was to investigate the experiences and wellness practices of Indigenous health care professionals within mainstream health care delivery. We believe that Indigenous health providers hold and understand Indigenous wellness knowledge as well as Western biomedical ways. Combining this traditional knowledge and health expertise will inform the current mainstream health care transformation to better meet the health needs of First Nations, Métis, and Inuit peoples in BC. Indigenous Research Methodology: Talking circles were conducted with Knowledge Holder support, and local Elder support where it could be arranged. The participants were presented with self-reflexive questions at each circle and discussion and sharing was guided by research team members, including Knowledge Keeper Colleen Seymour. There are five overarching themes that emerged because of: participants co-creating themes; comparison analysis of consistent themes across each of the original talking circles by the Master of Nursing Student; literature review; and final analysis via research team gathering. Each of the five parent themes had common patterns of thought and ideas that resonated throughout the sharing of experiences. The five themes are: Genocide, Anti-Indigenous Racism, Uprooting Toxicity and Inequity, Indigenous Health is a Human Right and Transformations Accountability.

**Title: Cultivating Kindness**

**Presenters:** Krista Lussier RN, MSN & Cassy Magliocchi RN, MN

Breines (2015) outlines that when our actions cause happiness in others, our happiness increases. Research is mounting in support of the positive benefits individuals will experience when kindness and generosity are abundant (Breines, 2015). Individuals that act with kindness experience “greater life satisfaction, stronger relationships, greater life satisfaction, stronger relationships, and better mental and physical health” (Breines, 2015, para 1). In our lives we may not always act the way we hope to act and at time kindness and generosity fall to the wayside; this activity is meant to remind us how easy and fulfilling

acting with kindness and generosity can be. In response to students' stress levels, we developed this activity to layer with the many other wellness enhancing strategies we threaded through weekly. Though this activity was introduced as a way to cultivate positive emotions, it was also linked to our middle childhood development section. Students completed a cultivating kindness activity and met with a local grade 6/7 class to explore kindness while observing growth and development. Students were able to practice their communication skills, observe development, all while cultivating kindness. In this presentation, we will discuss the impetus of the activity, detail the activity, and explore our reflections following.

Breines, J. (2015, Sept 15). Three strategies for bringing more kindness into your life. *Greater Good Magazine*.

[https://greatergood.berkeley.edu/article/item/three\\_strategies\\_for\\_bringing\\_more\\_kindness\\_into\\_your\\_life](https://greatergood.berkeley.edu/article/item/three_strategies_for_bringing_more_kindness_into_your_life)

## ACKNOWLEDGEMENTS

Thank you to all attendees for attending and participating in *Journeys in Nursing Scholarship*

Thank you to Dean Srivastava for financial support of this event

Acknowledgements to the Scholarship Committee, and planning committee:  
Arleigh Bell, Florriann Fehr, Tanya Sanders, Rhonda McCreight, Lynnette Fleury, Tracy  
Christianson, Allison Kouroupis, Tracy Hoot, Marina Malz – Student Rep.

