Dean’s Message

Much has happened in the Faculty of Nursing since the last edition of Nursing Transitions. In fact, you might say the Faculty is in a state of transition. I completed my term as Acting Dean in June 2005. Dr. Marlene Reimer became our new Dean on July 1, 2005. Unfortunately, Dr. Reimer passed away on November 1st after only four months in the Dean’s Office. Her presence has been deeply missed by faculty, staff, and students alike.

On a more positive note, there has been much activity in our Faculty. We have moved forward on implementing the revisions to our Four Year Baccalaureate Program. These changes will help our students and new graduates adapt to the ever shifting environment of health care. The Graduate Program (Master of Nursing) is now under review. The guiding principles behind this review are intended to make the program more accessible, flexible, and responsive to the needs of students and employers. Research activity continues to flourish in our Faculty. We are steadily improving our research productivity. Faculty members are regularly being sought out for their knowledge in their respective areas of expertise.

I am fortunate to be surrounded by an excellent administrative team. My Associate Deans include: Dr. Christine Ateah (Undergraduate); Dr. Pamela Hawranik (Graduate); and Dr. Maureen Heaman (Research).

If you are planning to celebrate a reunion this coming year, we hope you will choose the Helen Glass Centre for Nursing as a place to host an event. We can arrange for a get-together reception and tours of our Faculty. It is a wonderful way to meet your former classmates and reminisce about your days as a student.

With warmest regards.

Dr. Dean Care, RN

WINN Project: Learning more about nursing graduates and their first year in the workplace
by Lorna Guse

The WINN Project is a research project designed to learn more about nursing graduates and their experiences during their first year of nursing practice. Funded by the Canadian Health Services Research Foundation/Canadian Institutes of Health Research, the WINN (Workplace Integration of New Nurses) Project is supported by the Faculty of Nursing, the Winnipeg Regional Health Authority (WRHA), the College of Registered Nurses of Manitoba (CRNM) and Manitoba Health. With Jan Currie (BN, 1972) and Lorna Guse (BN, 1974) as co-investigators, the project brings together a team of researchers, educators and health care decision makers and includes Diane Cepane (Manitoba Nursing Research Institute), Chris Koolage (Project Manager), Susan Neilson (CRNM), Jo-Ann McKenzie (WRHA), Karen Wall (Red River College), Dean Care (Faculty of Nursing), Wanda Chemomas (Faculty of Nursing) and Helga Bryant (WRHA).

Jan Currie is the Vice President and Chief Nursing Officer for the Winnipeg Regional Health Authority (WRHA) and Lorna Guse is an Associate Professor in the Faculty of Nursing. The WINN Project (2003-2006) specifically examines the WRHA “transition facilitator” program, a strategy designed to assist new nurses during their first year of practice. A transition facilitator is a skilled clinical nurse with excellent interpersonal skills who acts as a teacher, confidant and counselor to new nurses. The WINN Project compares the “transition facilitator” strategy with the usual support offered to new nurses in the WRHA. Information has been collected longitudinally about nurses’ perspectives on their job satisfaction, work stress levels, changes in employment, use of continuing education and professional development.

continued on page 2 . . .

April 2006
opportunities, and on how they define “a fully functioning nurse”.

About 50 new nurses (graduates of 2003 and 2004) have participated in the project through taking part in interviews and focus groups. According to one participant, the transition facilitator made a dramatic difference: “[the transition facilitator] is always there to support…I wouldn’t have gotten through without her…it was just a really great program.” Sixteen WRHA nurse managers also participated by taking part in focus groups to discuss their roles in providing support for new nurses in their first year of practice and also in relation to their future career development.

In December 2005, a national symposium was held to highlight WINN Project findings and other strategies that promote a positive integration of new nurses into their initial year of practice and into the profession. Approximately 100 individuals participated in the symposium. More information on the WINN Project including the symposium is available on the Faculty of Nursing website under “research”.

University of Manitoba Faculty of Nursing in Cuba

by Judy Scanlan

Strengthening nursing practice through education and research, a Canadian International Development Agency (CIDA) funded project in the Faculty of Nursing is now in its second year of implementation. The goal of the project is to enhance the capacity of nurses through the development of graduate education at the master and doctoral levels, targeted nursing research projects, and continuing education workshops in four of the Cuban provinces.

The first year has focused on the development and implementation of the PhD program, as well as the assessment of the Master’s program at Havana Medical University. Led by team member Dr. Janet Beaton, doctoral courses in nursing have been developed and the PhD program proposal is in the final stages of approval in Cuba. Twelve PhD students were selected for doctoral studies and began full time English language training in September 2004. During the past year, Drs. Judith Scanlan (Project Director), Janet Beaton, and Annette Gupton have begun the delivery of the doctoral nursing courses.

Drs. Dean Care and Cynthia Cameron are leading the revision of the existing Master’s program and conversion of courses to distance delivery. A review of the program was conducted last April and a workshop for the graduate faculty will be held in March, 2006 to begin work on the revisions to the Master’s program.

Dr. Scanlan was honored last year at Havana Medical University. At a special ceremony held at Julio Trigo campus, the Rector of the University granted Dr. Scanlan the rank of Invited Professor, Havana Medical University. The Rector explained that this great honour was reserved for distinguished international academics associated with Havana Medical University, and has been conferred on a handful of people in the history of the university, one of the oldest universities in the Caribbean. Dr. Scanlan is the only nurse to ever have received this distinct honour.
The Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Medal
Winner: Dr. Lesley Degner
Excerpt from University of Manitoba web site for Convocation 2005

The Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Medal recognizes research accomplishments of senior faculty according to the quality of their research, the impact of the research nationally and internationally, and the distinction brought to the university by the research. The award is named after the late Dr. Bowman who was a Winnipeg pediatrician, a leading researcher into Rh Disease, and founder of the Winnipeg Rh Institute.

Dr. Degner is a internationally recognized scholar and researcher in patient involvement in medical decision making. During her career in the Faculty of Nursing, Dr. Degner was instrumental in the development and implementation of new cancer control programs and strategies, and she has shown outstanding commitment to graduate training in cancer research.

In 1987, Dr. Degner published Life-Death Decisions in Health Care, a groundbreaking book outlining the factors that influence the way treatment decisions are made for patients with life-threatening illnesses. The theory described in this book formed the basis of Dr. Degner’s subsequent development of the Control Preferences Scale and the Information Needs Scale, measurement tools which are now used by investigators internationally.

Dr. Degner’s research into informational needs, decision making preferences and the meaning of illness in women with breast cancer also included comparative studies in England and Sweden. In a paper published in Cancer Nursing in 2003, she described a new way of measuring how women with breast cancer derive meaning from their experiences. This paper won the Research Article of the Year Award, and the model it describes is an important new tool for clinicians communicating with breast cancer patients.

Dr. Degner has dedicated her career to advancing oncology nursing, including the supervision of more than 50 graduate students, and the establishment of the Cancer Nursing Research Group at the St. Boniface General Hospital Research Centre. In 2004, Dr. Degner initiated a joint PhD program in cancer control in the Faculty of Graduate Studies. This program brings together the faculties of Nursing and Medicine to provide doctoral training in oncology nursing that is unparalleled in Canada.

A graduate of the universities of Manitoba, Washington, and Michigan, Dr. Degner joined the University of Manitoba in 1973. She currently holds a National Research Chair from the Canadian Health Services Research Foundation and the Canadian Institutes of Health Research, and she is a member of the medical staff at CancerCare Manitoba.

Rh Award for Outstanding Contributions to Scholarship and Research

Dr. Roberta Woodgate was recently awarded the Winnipeg Rh Institute Foundation Award for outstanding Contributions to Scholarship and Research in the Interdisciplinary category. Dr. Woodgate is one of six researchers who were recipients of the 2004 Rh Awards, given to researchers who are cutting edge, provide leadership, and show promise when beginning their research careers. Dr. Woodgate received $10,000 that will be put toward her research program.

Dr. Woodgate’s program is directed at increasing our understanding how children of all ages and their families experience health and illness. Through her research, she hopes to improve the quality of life in children experiencing illness. Presently she is in the early stages of a research study that seeks to advance our understanding of children’s perceptions of their cancer symptoms, and includes the development and testing a computer-video game approach to assess symptoms and evaluate the effectiveness of interventions. This highly innovative and important work is continuing through recent funding awarded from the Canadian Institute of Health Research (2006-2010). Dr. Woodgate has also begun work directed on the study of the ethics of child health research and is an emerging leader in this area.
Researchers in the Faculty of Nursing (Dr. David Gregory, Dr. Lorna Guse, Mrs. Penny Davis), the Nursing Division, Saskatchewan Institute of Applied Sciences and Technology (Past-Dean Diana Davidson Dick), and the Health Science Center, University of Tennessee, Memphis (Dr. Cindy Russell) are exploring patient safety issues from an education-system perspective.

There is a need for nursing education to adopt a systems approach to patient safety (Gregory, Guse, Davidson Dick, Russell, In Press, Journal of Nursing Education). Within the health care system, addressing patient safety from a systems perspective is receiving increasing attention and action. In contrast, nurse educators and nursing programs have yet to address patient-safety matters from a systems-based perspective. Although there is curriculum content and skills-lab teaching related to patient safety, obtaining actual patient safety data, as applied to students, from the education and clinical sectors has yet to be conducted in Canadian Schools of Nursing.

To better understand the relationship between nursing education and patient safety with reference to near misses, errors, and adverse events, a variety of stakeholder groups within and external to the Faculty of Nursing (students, faculty, education administrators, registered nurses on teaching units, nursing unit managers, and hospital-based patient safety committees) will be interviewed (focus groups and individual interviews). In addition, the research team is analyzing 62 “case studies” where former students encountered difficulty in the clinical setting and entered into learning contracts (performance improvement plans). Findings arising from the study will be shared with participants, clinical agencies, the Faculty of Nursing, and Canadian Schools of Nursing (CASN).

The research team obtained funding from the Faculty of Nursing Endowment Fund and the Manitoba Institute for Patient Safety. The study's anticipated date of completion is June 2006.

---

### Revised Four-Year Baccalaureate Nursing Program

Students accepted into the Faculty of Nursing’s four-year baccalaureate nursing program for the fall of 2006 will be starting their course of studies based on a new curriculum. The curriculum was initially designed and subsequently revised to develop the cognitive, affective and psychomotor attributes required for professional nursing practice.

The past decade has seen many changes in higher education, in health and illness care, and in nursing education and practice. Some changes include a shifting emphasis in health care to a focus on the promotion of health and prevention of illness, and a growing emphasis on the care of the elderly, and on primary health care. In response to these and other changes, the curriculum includes foundation courses in the liberal arts and sciences, a focus on evidence-based practice, the development of cognitive skills for critical thinking, and the development of skills of collaboration for work in a multidisciplinary health care system.

The conceptual framework of the revised Four-Year Baccalaureate Nursing Program is based on the concept of health promotion across the lifespan. Information about the new curriculum is available at our web site.

In addition, with a new student records system being implemented this year, course numbers will also be changed. The department number (first three numbers of the course numbers) will change from 049 to NURS. The actual course number stays the same but the number ‘0’ will be added to the end, for example, course number 049.126 will be known as NURS 1260. This change affects all programs in the Faculty and the University.

Please visit our website for current information about all our programs.

---

### Graduate Programs

The University of Manitoba offers a:

- **Master of Nursing** program
  - Primary Care Nurse Practitioner
  - Community Health Nursing
  - Administration
  - Human Responses to Illness
  - Women, Child & Family
  - Gerontology

The Master of Nursing program enables the professional nurse to acquire depth of knowledge and skill through specialization in a particular field of nursing. The program is designed to prepare nurses for leadership positions in teaching, research, advanced practice, and administration.

- **PhD in Cancer Control**

The doctoral program in Cancer Control is offered jointly by the Faculty of Nursing and the Department of Community Health Sciences, Faculty of Medicine. The goal of cancer control is to prevent cancer, cure cancer, and increase survival and quality of life for those who develop cancer, by converting the knowledge gained through research and evaluation into clinical and community interventions.

E-mail nursing_grad@umanitoba.ca for more information.
The Faculty of Nursing, Brandon Site
by Kathryn Hyndman and Wendy Haidey

In response to the opportunity to offer baccalaureate nursing education in Brandon, the University of Manitoba and the Brandon General Hospital established a partnership in March 1994 to deliver the Bachelor of Nursing program in Brandon.

Our graduates have continued the UM tradition of excellence in scholarship and clinical practice. Altogether, including graduates from 2006, a total of 198 students have graduated from the Brandon site. Among the graduates, three were awarded the U of M Gold Medal in Nursing for highest scholastic achievement in the provincial UM graduating class: Jodie (Stuart) Gompf in May 2001; Carisa Ewanyshyn in October 2002; and Nichola Scale in October 2003. Many of the Brandon site graduates continue to live and work in western Manitoba.

Success comes from many sources: dedicated and strongly committed faculty and staff from both the Brandon and Winnipeg sites, the students and their families, and the faculty’s clinical partners.

The Brandon site established the Champions of Student Learning recognition for Registered Nurses and Registered Psychiatric Nurses who, through their leadership and mentoring, provide positive learning environments for students. The number of nurses and clinical agencies has grown over the years and, in 2005, students nominated 174 nurses who contributed positively to their clinical learning. To recognize student achievement, the Brandon site held annual student award ceremonies and continued with the student “pinning ceremony”. Brandon site students received support from UM scholarships and bursaries, the Brandon Regional Health Centre, Brandon Service Clubs and Community Organizations, Individuals, and Corporate donors.

The University of Manitoba collaboration will continue the tradition of excellence in nursing education until its final graduating class in 2006. A new four year Bachelor of Nursing program will continue to be offered in western Manitoba by Brandon University.

News and stories from our Alumnae . . .

Kathy Tschetter, RN, Brandon Site Class of 1998

In 1998, Kathy Tschetter was one of the graduates from the first class of the new U of M Brandon site Bachelor of Nursing program. As a mature student she recalls the challenges of balancing school with a growing family. Her daughters were 3 (Kailey) and 7 (Christie) then. “Oh yes, I’ll never forget we had to have Chemistry then, and Med Micro. It was interesting with the labs on top of things. It was fun, a bit of a struggle, but we got through it for the better. You get such a different bond with classmates at university compared to high school.”

Kathy was the first UM Brandon site student to complete her senior practicum in public health and within one year, was the first Brandon site graduate hired into a full-time position as a public health nurse with the Brandon RHA. The year before moving into her position as public health nurse, she worked as a public health nurse in Minnedosa and Neepawa, as supervisor for the VON, and as a casual RN in mental health in the Crisis Stabilization and the Mobile Crisis Unit. Her current public health role involves working with Aboriginal children and families in the Little Teaching Lodge, through the Friendship Centre in Brandon. Kathy offers prenatal teaching and runs a child health clinic, with an immunization component. A Families First Home Visitor assists her in the clinic. Kathy started a family planning clinic and now offers counselling services on a regular basis at the Friendship Centre. Kathy is also serving a 3-year term on the Nursing Advisory Committee to the Brandon University Bachelor of Nursing program. She is pleased to see the emphasis on community and public health nursing in the undergraduate program. Kathy lives in Brandon with her daughters and her husband, David, who owns and operates a family photography business.
It has already been two years since I graduated from the University of Manitoba with a degree in Nursing. Two years! During that time so much has happened and so much has changed. I began the accelerated option for the Bachelor of Nursing degree in 2002. What a thrill to complete an educational program and then to land a job in the area I wanted! But it is not what I had in mind when I entered the nursing program at U of M’s Faculty of Nursing.

I decided to become a nurse when I was in my late teens. I had done some volunteer home care for a family friend, 12 hours a week with an elderly woman who had Alzheimer’s. I interacted with the home care nurses when they came to take over from my volunteer shift and thought that I would really like to have a career in nursing, specifically in geriatrics or palliative care, both of which I thought would be a good fit for me. But of course after high school I did not go into nursing, but started out by taking some courses in general arts, philosophy and religion. But the idea of nursing came back to me, and it still had a strong appeal. So, in September 2002 I began the BN program at the U of M.

What an exciting feeling to decide what you want to do with your life, and to work toward it, knowing that an academic and a professional qualification is the goal of what seem to be an endless series of papers, projects and exams. The goal is eventually reached, and it came quickly for me.

My plans for work in geriatrics and palliative care changed during my second year when I learned about Community Health. I was unaware that the scope of nursing practice extended so far. One class in particular introduced me to what was for me an unknown aspect of nursing. There was a thick reading package and one article captured my interest. It was about Street Nurses in Vancouver who provide health care, i.e., health promotion, illness prevention, and harm reduction, for people living in Vancouver’s Downtown Eastside. Many of these people are Injection Drug Users (IDUs), living on the streets and back alleys or in seedy hotels in the nation’s poorest neighborhood. Wow, what a job!

This work presents so many challenges to health care and nursing practice, and challenges to my own thinking. How I would love to face those challenges. What a wonderful thing it would be to provide health care to persons who are often turned away from conventional health care services, those who are marginalized and stigmatized and often treated poorly by the public and by the health care system.

I moved to Vancouver right after completing the RN BN program in 2004 and landed a job working at a Detox Centre, located right in the Downtown Eastside, in the “War Zone,” the few blocks surrounding the corner of Main and Hastings Streets. It was a casual position, but I got a lot of hours and the learning curve was steep—very steep. I really did not know a lot about street drugs, but I learned the basics very quickly.

The detox centre is located one block away from Canada’s only Supervised Injection Site (SIS) that opened in September 2003 as a three year pilot project. I applied for a job there, and got it. So I had a 0.5 FTE position at the SIS, a casual position at the Detox Centre, plus another casual position at Dr. Peter Centre, a Hospice dedicated to the care of AIDS patients. I went from being a fresh grad, to, well, still being a fresh new grad, but using nursing skills for, among other things, those who overdosed on street drugs like heroin, crack and cocaine. The clientele involves addicts, drug dealers and street workers, but the demographic range also includes business people, occasional users and binge users. Harm reduction education and health teaching come with the job, and allow for opportunities to engage with clients or “participants” as they are called at SIS. These teaching opportunities allow for building of therapeutic relationships and trust. A huge part of the job, and of harm reduction is psychosocial interaction with this difficult to reach population. These features point to reasons why the SIS project, and why harm reduction is such an effective approach to health care. I have learned that people must be accepted regardless of the activities in which they engage. They must be accepted as people and empowered to make decisions about their own health, and to reduce the harm caused by their behaviours by utilizing safe and clean practices.

A big part of my job is wound care. I have seen so many horrible wounds and infections. Chronic infected open wounds that have gone untreated for months, even years, are being treated at SIS. Wound care, harm reduction education, provision of sterile equipment, and therapeutic relationships have demonstrably reduced the spread of infections, and infectious diseases, and other harms associated with injection drug use. Several hundred overdose deaths have been prevented at SIS (there has not been a single death at SIS), many of which I have been involved with myself. I clearly remember the first person I resuscitated from a heroin overdose. It was one thing to know what to do, but when it happened and I actually had to do it, it was scary and I think I barely breathed until it was over.

Currently I hold full time position with an interdisciplinary team of nurses, doctors, program workers from the Portland Hotel Society (PHS), and peer workers from Life Is Not Enough Society (LINES). The project has expanded and a Community Transitional Care Team (CTCT) has been operating for almost a year. It is located in an old hotel in the Downtown Eastside and is dedicated to the treatment of IDU’s on long-term IV antibiotics for infections like osteomyelitis and endocarditis and septic arthritis. CTCT provides treatment to those who are at risk for not completing their course of antibiotics in hospital for various reasons, one of them being addiction, which for some overpowers the desire to be healthy and receive treatment. CTCT’s location is practical for clientele to return for IV antibiotics while having the freedom to come and go without threat of discharge, as would normally happen in a tertiary setting. The success rate for completion of IV antibiotic regime is very high, while the success rate for treatment completion for this clientele in hospital is much lower.

I enjoy my work but it does not come without challenges. First there is the challenge of dealing with people who are difficult to reach. This is where
relationships and building trust comes in. There are also a great number of mental health issues, and overdose and drug induced psychosis are particular challenges. Another challenge that I face is being part of the initiation of a new health service. CTCT has greatly expanded the scope of nursing practice for me and I have learned and am still learning a great deal from it. I have been fortunate to have such a wide scope of practice that includes both clinical and psychosocial and relational nursing skills.

The U of M Bachelor of Nursing program prepared me for my Nursing career in that it introduced me to what is now my passion. I plan to return to school within the next three to five years to work on a Masters degree in order to expand on the knowledge and expertise I already have. UofM Nursing provided me with the academic and clinical skills necessary to perform my job well, and the confidence to take initiative and make decisions as often necessary when working in the community where nurses have increased autonomy, but also a high level of responsibility.

Recently I read a paper I wrote in a second year course about my goals for my Nursing career. It was very cool to read it and realize that I have reached, and am reaching my career goals. I am working in the exact area of health care that I wrote about and it is so exciting to look back on the journey to where I am today.

Annual reports and reviews of SIS and CTCT are on the Vancouver Coastal Health Authority web site (www.vch.ca). In addition to my full time position with the SIS/CTCT team, I currently hold casual positions at Vancouver Detox, Vancouver Jail, and with the North American Opiates Medication Initiative (NAOMI) program.

Kathy Doerksen, RN, MN, CNN(c), Class of 1991

The University of Manitoba has been instrumental in developing my nursing education and career. In 1991 I completed my Bachelor of Nursing Degree and then graduated from the Master of Nursing Program in 2001.

Since graduating from the masters program I have been the Clinical Nurse Specialist for Neurosurgery at the Health Sciences Centre in Winnipeg, Manitoba. In this leadership role I have a clinical focus, active involvement in research and education, with the emphasis on best practice for nurses.

I am pleased to continue working with my Program and Thesis Chairperson from the Master’s program, Dr. Barbara Naimark. With Dr. Naimark’s encouragement I have published the results from my thesis. Together we were successful in obtaining a grant from the Health Sciences Centre Foundation and have recently completed the study titled “The association of non-specific behaviours with the incidence of cerebral vasospasm”. The results will soon be published in the American Association of Neuroscience Nurses journal.

Learning is a lifelong process, and recently I finished one course on Biostatistics and another on Research and Advanced Practice Nursing Roles through McMaster University. In collaboration with Ms. Debbie Fraser Askin, we are conducting a study to determine the professional development and mentorship needs of Advanced Practice Nurses at the Health Sciences Centre.

Spending time with nurses on the unit provides those teaching moments that are a snapshot in time, yet have the impact of transferring theory into practice. I also enjoy formal teaching opportunities such as lecturing the neuroscience component of the Intensive Care Course for nurses in Winnipeg.

For several years I have participated on the National Board of the Canadian Association of Neuroscience Nurses and am currently the national Research Chair. My experiences with committee work such as this, and others like Co-Chairing the Advanced Practice Nurse Committee at the Health Sciences Centre, have taught me a great deal about teamwork and effective communication skills. I have recently had the privilege of being nominated for President-Elect of the College of Registered Nurses of Manitoba.

I am fortunate to be married to a wonderful husband. We have a son who is 13 and daughter 11, who bring us joy and excitement. I volunteer by helping coach my daughter’s basketball teams. I am an avid runner. I love running outdoors, summer and winter, being able to clear my mind, think, and listen to nature.

In 2005, there were 374 graduates from the Undergraduate Programs (338 from the Four-Year Baccalaureate Program and 36 from the Baccaluareate Program for Registered Nures). There were 20 graduates from the Master of Nursing Program.
Class of 1980 and 1985

On Friday, September 23, 2005, nursing alumni from the Classes of 1980 and 1985 gathered at the Helen Glass Centre for Nursing as part of Homecoming Weekend. Alumni were given a tour of the Helen Glass Centre for Nursing, and welcomed with a wine and cheese, hosted by the Faculty.

Want help planning your next reunion? Visit www.umanitoba.ca/alumni for details or call (204) 474-9946 or toll-free in Canada, 1-800-668-4908. Homecoming this year will be celebrated September 13-17.