

Journeys in Nursing Scholarship: The Long & Winding Road



April 22, 2021

Welcome

Oh, what a year it has been! Just over a year ago the World Health Organization declared the Covid Pandemic and the world came to a halt. In higher education, this meant there was a need to do things differently. Administration, students, and faculty were all shifting, juggling, and yes, pivoting to a new way of learning. Looking back after all the uncertain moments, technical glitches, and computer screen burnout, the pandemic has proven to be a hidden gift to the 'way we do things'. Here is why:

We are more aware of exclusion – To be inclusive one must be aware that exclusion occurs (intentionally and unintentionally). This unprecedented year has shown us just how learners (and academics) engage in the learning environment. With the abrupt transition to the only way to delivery our programs was via online, issues of accessibility and barriers some faced became apparent. The first step on the road to inclusion is to recognize the exclusion that happens in the first place. The awareness of such challenges can help us create more inclusive learning opportunities for all.

We are more creative- We have bent our creative minds in ways some of probably did not think was possible. We have tried teaching and learning strategies that were beyond our comfort zones. Maybe it was a Jamboard, student developed skill demonstration video, or a trivia party. Some of these were successful and positively received and some were not. But we did not give up. We have expanded the ways that we engage and connect with our students online in ways we never thought possible. And now that we have new tools in our teaching tool belts, we can incorporate these strategies into our future curricula and teaching.

We are more adaptable- Oh boy, are we ever! The dreaded BlueJeans or Big Blue Button crashed again, or your mic wasn't working, or your dog/kid/partner/cat just walked in front of the camera. Or all the above! Such scenarios capture the experiences all of us working or learning or teaching online over the past year and have made for some very funny social media posts. We were forgiving of such events and didn't lose our jobs because Milly the cat put her hind-end in the camera! And in fact, we became more comfortable and tolerant in the virtual space which created more authentic and relatable moments, helping us break through the boundaries that our screens create. And we are all still here.

We have a stronger growth mindset- We have taken a huge leap in not only adapting but also learning how to adapt to the new virtual reality of teaching and learning. Through the shifts, swerves, and bumps along the road, we have all had to adjust and change our old ways as individuals and as a team. Being pushed out of our comfort zones has created new paths for how we approach obstacles. The pandemic has given us pause to reflect on what, why, and how we offer our programs; and hopefully, strengthen confidence to explore these long after we are required to – we have opportunity.

With all these experiences and newfound tools to enhance future virtual and in-person design and teaching, we are positioned with the prospect to enrich and deepen the ways in which we teach, and students learn. This has been very enlightening and empowering year (and counting!) of imposed experimentation, or "a long and winding road" of discovery, but we hope and pray that after everything we have been through, we emerge stronger, more tolerate, and resilient.

Enjoy today's Journey!

TRU SON Scholarship Committee

<https://bluejeans.com/446305596?src=calendarLink&flow=joinmeeting>

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Morning Schedule

0900	Welcome – Housekeeping	Arleigh Bell
0910	Welcome by Elder	Teresa MacIsaac
0925	Keynote speaker-Patricia Benner "Reflections on my Academic Journey"	
0955	Quick break	
1000	Indigenous Health Research in Nursing: Co-Creating Indigenous Wellness Support Networks by and For Indigenous Healthcare Professionals in Interior BC	Colleen Seymour Tracy Mooney Hesley Callison Hanna Amisha Patel Melba D'Souza Lisa Bourque Bearskin
1020	Learning through simulation: A positive fallout of the pandemic	Renée Anderson Kristin Plowe Candace Walker
1040	Access to health care for people who are homeless in central interior region.	Melba D'Souza
1100	TRU Care Super Sim 2021	Lisa Dyck Jenni Mason Rhonda McCreight Cheryl Pflanz Lisa Jo Russell
1120	Rural Youth and Climate Anxiety	Tracy Christianson Bonnie Fournier Pranita Bhushan Udas Shannon Desbiens
1140	National Study Part 2-Follow up Survey to New Graduates Post-Cognitive Rehearsal Training (CRT) as an Anti-bullying Strategy	Florriann Fehr Michelle Seibel Shalina Sarwal Haley Panchuk
1200	Nursing the future: building pathways to practice	Judy Duchscher
1220	Wrap Up	Rani Srivastava
1230	Lunch Break	

KEYNOTE SPEAKER



Dr. Benner is a professor emerita at the University of California School of Nursing. She recently completed a nurse faculty survey on transition to online teaching and learning during the COVID-19 Pandemic. She is a noted nursing educator and author of *From Novice to Expert: Excellence and Power in Nursing Practice*, which has been translated into twelve languages. She has directed over 50 doctoral dissertations. She pioneered the use of Interpretive Phenomenology in Nursing. She is the director of this Carnegie Foundation for the Advancement of Teaching National Nursing Education Study, *Educating Nurses: A Call for Radical Transformation* which is the first such study in forty years. Additionally, she collaborated with the Carnegie Preparation for the Professions studies of clergy, engineering, law, and medicine. Dr. Benner is designated as a Living Legend of the American Academy of Nursing. She was elected an honorary fellow of the Royal College of Nursing and Danish Society for Nurses. Her work has influence beyond nursing in the areas of clinical practice and clinical ethics. She has received two honorary doctorates. She is the first author of *Expertise in Nursing Practice: Caring, Ethics and Clinical Judgment* (2010) with Christine Tanner and Catherine Chesla, and she has co-authored twelve other notable books including a 2nd Edition of *Clinical Wisdom and Interventions in Acute and Critical Care: A Thinking-In-Action Approach*. She is Executive Director of *EducatingNurses.com* and a Co-Founder of *NovicetoExpert.org*.

Abstracts

Title: Indigenous Health Research in Nursing: Co-creating Indigenous Wellness Support Networks by and For Indigenous Healthcare Professionals in Interior BC

Presenters: Colleen Seymour, Tracy Mooney, Shesley Callison-Hanna, Amisha Patel, Melba D'Souza, and Lisa Bourque Bearskin

Aim: To explore the experiences and wellness practices of Indigenous healthcare professionals (IHP) and the development of an Indigenous Wellness Network (IWN) in Interior BC. Indigenous Research Methodology (IRM) was used by and for Indigenous peoples³ drawing from the Indigenous knowledge and methods^{1,2} centered on relationality and reciprocity as the foundational⁴ pillars. The research team includes a Secwépemc Knowledge Holder Indigenous and non-Indigenous academicians, nurses, students, and Interior Health employees. Three talking circles⁵ were hosted across the Interior Region with IHP to gauge the experiences and wellness practices of Indigenous services providers within the IH region. Face to face and virtual sharing circles/talking circles^{6,7} was co-facilitated in a way that upheld Indigenous knowledge by honouring Secwépemc protocols, ceremony, and cultural relational and ethical protocols of co-researchers in the local communities.

Results: The early findings and the integrative review identified themes like lack of cultural safety, need for Indigenous healthcare professionals, experiences of Indigenous health workers, racism, and supporting Indigenous peoples. Indigenous themes will be drawn from participants contextual quotations and content for identifying patterns and meanings from a rights-based approach to complement the role and efforts of Indigenous community-based health services and programs in BC.

Conclusion. The findings will advance the recommendations for action and the cocreation Indigenous Wellness Support Networks by and for IHP in Interior BC and leverage to the Indigenous Health Chair program in Nursing through the advancement of Indigenous nursing research scholarship in the ongoing development of Indigenous Health Nursing (IHN) as a professional practice. To uphold a rights-based approach to complement the role and efforts of Indigenous community-based health services and programs in BC.

Acknowledgement. Health Research Cluster Fund-Indigenous Health by Interior Health and Thompson Rivers University and Research ethics approval certification and the Canadian Institute of Health Research-Institute of Indigenous Peoples Health.

Title: **Learning through simulation: A positive fallout of the pandemic**

Presenters: Renée Anderson RN MN CCSE, Kristin Plowe RN MN, Candace Walker RN MN

Abstract: The cancellation of spring practicums due to the COVID 19 pandemic amplified the reality that BScN students would have fewer experiences to transfer theoretical knowledge learned in school to situations involving direct patient care. The presence of a new nursing building filled with simulation technologies and 3 faculty whose workload included developing and hosting simulation learning provided the ideal opportunity to support student learning, to grow simulation expertise among faculty, to test equipment and to learn more about the student's perspective of learning through simulation. In Fall 2020, Semester 5 students were organized to attend 4 different simulations. Each simulation was 3-4 hours with approx. 6-8 students in each session. Students were given case study information prior and were required to research the case study using their nursing process framework as if preparing to care for the client in practice. Data about the student's learning experience was collected using a simulation effectiveness tool adapted from Leighton, K., Ravert, P., Mudra, V., MacIntosh, C. (2015).

Title: **Access to health care for people who are homeless in central interior region**

Presenter: Dr. Melba D'Souza

Abstract: Access to healthcare is a challenge for homeless adults in cities, who often receive fragmented health care services, resulting in increased foot problems, health complications, hospitalisation, limb removal, and disabilities. Among the social determinants of health that negatively affect the homeless, health is essential, but often neglected. This study employed a descriptive, cross-sectional research design for access to healthcare of homeless people and to develop recommendations for practise. Using questionnaire survey and Inlow's 60-second foot screening methods, a purposive sample of 65 homeless adults were examined in British Columbia, Canada, in 2019-2020. Descriptive and inferential statistics were used to analyse the data. Determinants, such as sex and years of homelessness significantly contributed to homeless individuals' risk of developing foot problems. Differences in perceived and observed problems were influenced by equitable access to social health and health care services. Foot assessment is not well-covered by homeless health services and should be implemented as part of the standard clinical assessment and review of homeless patients. Assessment should be conducted by health care professionals, rather than relying on the standard practise of service users' self-report. Health care should be

based on tailoring assessments and interventions for the individualised needs of homeless people.

Title: TRU Care Super SIM 2021

Presenters: Lisa Dyck, Jenni Mason, Rhonda McCreight, Cheryl Pflanz, Lisa Jo Russell

Abstract: TRU SON Williams Lake is grounded in the practice of delivering innovative experiential educational opportunities that will assist future nurses in developing a strong evidence-based nursing practice and critical thinking skills. The integrated simulation experience is an essential part of the contemporary nursing educational experience. The TRU CARE SUPER SIM's academic formative assessment experience is vital for growth to both of each individual student and the group of disciplines working together; in a safe, low stakes, learning space.

The goal of the simulation was to work collaboratively as interdisciplinary teams early in their education; learn to optimize the skills of their team members and share client care in long term complex care setting, ultimately leading to improved health outcomes in their future nursing practices. The simulation format consisted of a 3 one hours shifts. There were 13 BScN students, 17 PN students, 4 complex long term care clients and a few creative faculty.

Title: Rural Youth and Climate Anxiety

Presenters: Tracy Christianson, Bonnie Fournier, Pranita Bhushan Udas, Shannon Desbiens

Abstract: To understand and strengthen positive youth development, the research team worked with rural youth in two B.C. communities over two years applying art-based research methods using photovoice, paintings and recording an original song. (<https://www.youtube.com/watch?v=1vHRsyKAqcY>). Youth discussed the issues that mattered to them and through creative collaboration, worked towards finding solutions. Environmental issues surfaced as an issue of concern. Environmental pollution and Climate change events such as fire and flood were unsettling to youth. Moreover, they expressed confusion based on incidences they observed on implementing green initiatives. Youth expressed anxiety, stress, dilemmas, and a great sense of responsibility with respect to climate change and environment. In this presentation we highlight the voices of rural youth in the context of a changing climate and the resulting 'climate/eco anxiety' as a real and growing health issue. We conclude that involving youth as an active force in climate action requires careful consideration of their psychosocial development; for youth may feel overburdened to fix a climate crisis that was shaped by previous generational actions.

Title: **National Study Part 2-Follow up Survey to New Graduates Post-Cognitive Rehearsal Training (CRT) as an Anti-bullying Strategy**

Presenters: Dr. Florriann Fehr (Co-PI, TRU Associate Professor), Ms. Michelle Seibel (Co-PI, TRU Retired Faculty), Ms. Shalina Sarwal (TRU MN Student, RN, and Ms. Haley Panchuk (TRU BScN Student)

Background: New graduate nurses are most at risk for being bullied in health care, a well-documented phenomenon. Cognitive Rehearsal Training (CRT) as an anti-bullying intervention is a novel approach using role-play to respond to scenarios involving bullying.

Method: This small study was funded by WorkSafe BC, and the goal was to gather a comprehensive understanding of workplace bullying concerns, what workplace services are accessed, and additional insight on barriers preventing positive workplace environments for new graduate nurses. New graduate nurses (N=15) who had previously attended the CRT workshop answered an in-depth survey as to how they had used the training 18-24 months post-workshop.

Results: Results show that new graduates support the CRT approach while in nursing school and are requesting further support and training while in the workplace. Bullying dynamics occur in staff rooms, nursing offices, and often includes bystanders, and is not being reported to management. Although none of the new graduates have quit work, several that have experienced bullying have considered or have moved to a different workplace.

Conclusion: Although the sample number was small (potentially related to pandemic conditions) new graduate nurses are reporting bullying in the workplace and are using the first few steps of CRT as a first response to bullying. The original CRT workshop is being recommended to be expanded throughout BScN curricula and beyond to new graduate training for higher level upskilling against bullying.

Title: **Nursing the future: building pathways to practice**

Presenter: Judy Duchscher

Abstract: *“The best way to predict your future is to create it” ~ Abraham Lincoln*
In March of 2020, the landscape of healthcare in Canada was drastically altered by the global COVID-19 pandemic. With this change came a dramatic surge in intensity, uncertainty and instability within both the culture and context of nursing practice. Prior to this event, studies had identified serious issues related to the work experience of newly graduated nurses (NGN) in this country: 1) horizontal aggression amongst nursing staff, 2) the reduced professional self-concept and self-confidence of the NGN, 3) hospitals struggling to maintain staffing levels commensurate with rising patient acuity and workload levels, 4) inappropriate utilization of nursing knowledge, clinical judgement and decision-making ability, 5) misappropriation and underutilization of nursing roles

and scopes of practice, 6) a workplace culture that is burdened by negative and subversive attitudes about nursing, 7) graduates that feel inadequately prepared to deal with the realities of practice, and 8) a perception by NGNs of a lack of support for their transition experience.

This presentation will offer insight into the development of ***Nursing The Future***, a web-based platform that offers: a network of information and social connection for students and new nurses moving into professional practice for the first time; a knowledge-generating and initiative-sharing platform profiling the latest educational preparation advances, research and workplace innovation related to professional role transition; a source of information on contemporary nursing issues, professional leadership and workplace culture that will help us all understand and optimize the nursing workforce.

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