

Our Time to Lead

Contributions to knowledge building & professional development from the Daphne Cockwell School of Nursing

June 2018

Message from the Director

This issue of our newsletter, as you can see, highlights a wide array of incredible achievements of our faculty, staff and students - in engaging in exciting activities and initiatives, in being nominated for honours and in being recipients of awards at Ryerson and beyond! This not only demonstrates our engaged capacity, our reach and our engagement with the university and our communities, but also speaks to our commitment to each other and our collegiality. Congratulations to all award winners, and to all those highlighted here for making their very significant and meaningful contributions to the School!



Message from the Associate Director, SRC
Generosity to share knowledge, audacity to challenge the *status-quo* and freedom to define our individual pathways and implement our collective successful strategies...we are together in this very productive journey!

Awards



Suzanne Fredericks is the recipient of the Usha George Faculty Recognition Award 2018.

Nominated by her colleagues Jasna Schwind, Heather Beanlands, Jennifer Lapum, here is what her colleagues had to say ...

“**Suzanne Fredericks** demonstrates a high caliber of performance and success in both administrative and service roles. She is a leader with vision, passion, commitment, intelligence and heart. Within the relatively short time-frame, in her role as Graduate Program Director in the DCSN, she has made tremendous strides in enhancing the quality of the MN program. Suzanne demonstrates innovation that leads to transformative changes within the School, across the Faculty, and into the greater community. As a leader, one of many Suzanne’s achievements is leading the development

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of a PhD program, which will focus on urban health and be housed in the DCSN. Suzanne, an accomplished researcher herself, supports research capacity among faculty and students. Her efforts in profiling thesis students' work at Orientation and Information Night sessions, as well as highlighting faculty research work on the MN website, have led to an increased number of thesis student applications. In the fall of 2017, Suzanne launched a Professional Development series with the main intent of raising monies to be used for student engagement events and student funding initiatives. Suzanne's innovative and inclusive approaches to profiling the graduate program and engaging our various communities have enhanced its reach and reputation within and beyond the University."

Congratulations to Jasna Schwind and Oona St-Amant, who received the Dean's Teaching Award!



The following quotes from the nominator and students speak to **Oona St-Amant's** amazing quality as a teacher.

"Dr. Oona St-Amant is an outstanding teacher who exemplifies teaching excellence, positive regards for students and colleagues, genuine commitment towards equity, and strong scholarship on innovative pedagogy. She is highly respected and admired by her students. In Spring 2015, less than two years since she joined the Daphne Cockwell School of Nursing, she was nominated for numerous awards by her students, including the prestigious Prof Who Made a Mark Award, and the Sue Williams Excellence in Teaching Award. In Fall 2015, she received the Mentor and Preceptor Award, given by the Canadian Nursing Student Association, in recognition of her significant contributions in mentoring and supporting students to excel." (nominator)

"Oona is one of the best professors I've ever had at the several universities I've attended. She is so incredibly supportive of all her students... She makes it clear from her very first lecture that no answer is a stupid answer, no question is a waste of time. She creates a positive learning space, and always seems genuinely interested in the subject material to encourage us to want to come to class, participate, and learn. She stimulates such great discussion in this class that helps us learn so much! I actually try to do especially well in Oona's classes because she just makes us want to do the best for ourselves." (student)

"Oona has outstanding patience for her students, and it is so reassuring as a learner to know that a professor is not going to reprimand you for not getting something right the very first time. When mistakes are made, she gently corrects you in a way that is conducive to learning. Oona never told a student their answer or opinion was wrong, or made students feel like they did not matter. In the Perspectives course, several viewpoints were brought to the table, and Oona was excellent at navigating the class discussion while not negating anyone's views, no matter how different they may have been from hers." (student)

In support of **Jasna Schwind**, Kateryna Metersky, a PhD candidate at Western University, wrote: "On a fall morning in 2007, as I was heading into the first class of my nursing degree, I encountered Dr. Schwind. Little did I know at the time that this professor would influence my future career as a nurse and a scholar, like no one else. From the very first word of that lecture, I could tell that Dr. Schwind is an exceptional educator. The way she presented the material made me feel like she was lecturing only to me, but I soon realized that every student felt the same. She was able to draw students into the subject through

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her passion for education and practice. Dr. Schwind was not only an exceptional professor in the classroom, but she had shown dedication to her students outside of lecture. Her office doors were always open and she always provided very prompt email replies. Dr. Schwind helped every student approaching her for advice, whether academic or to discuss personal problems that may affect their success in the classroom. I was delighted to learn that this past June Dr. Schwind obtained her certificate to be a Facilitator for the Instructional Skills Workshop approach to teaching-learning. To me she is an inspirational role model for lifelong learning and development.”



Oona St-Amant, Kateryna Metersky, Jasna Schwind

From Suzanne Fredericks nomination letter for **Jasna Schwind**: “Dr. Schwind’s philosophy of teaching-learning focuses on humanness of care and holistic approach to education, which she lives out in her teaching-learning contexts. Her students describe her as “embodying humanness of care as an Educator” who is “able to foster a safe, comfortable, and welcoming learning environment, [which] allows for dialogue while emphasizing respect and compassion”. Her warm, respectful and inviting manner

allows students to be at ease, so they feel safe to take intellectual risks, to learn, and to expand their knowledge.

Dr. Schwind’s passion for holistic, creative and mindful education has become recognized by her students and colleagues throughout the university and within the greater community. She has been invited to guest speak on numerous occasions, more recently by YSGS, LTO, CNSA Conference, International Mindful Society Conference, Reflective Practice Symposium, Ireland, and at Qualitative Health Research conference, UK, as well as by not-for-profit community organizations COSTI Immigrant Services, Sister2Sister. She was also invited to offer mindfulness for self-care four-session series, she developed, at TRSM and OVPRI.”

Congratulations to Janet Yamada, who received the Dean’s SRC Award 2018

The following excerpt from the nomination statement provides a glimpse of **Janet Yamada’s** impressive SRC achievements.

“Dr. Yamada’s ability to identify and synthesize existing evidence into integrated knowledge to guide future research designs and practice development is incredible. Most recently, she led and completed a systematic review, ‘The Effectiveness of Knowledge Translation Toolkits for Integrating Evidence into Clinical Care,’ which was used to inform the development of a successful CIHR project grant and foundation grant application.

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Dr. Yamada's research funding/scholarship track records are impressive. Since her appointment as Assistant Professor at the Faculty of Community Services in Fall 2015, she has led 2 research projects and is currently engaged as a co-investigator in 7 funded projects (totaled over \$6.6 million), published 7 peer review articles, 2 book chapters (4 as lead author, and 3 as second authors), presented at many research conferences and taught 4 research courses."



Congratulations to our student winners of RNFOO Awards!

James Callahan	Regina Borowska Scholarship	\$1,000
Renee Shugg	TGH SoN Alumnae Association Scholarship	\$1,000
Shawna McIntyre	Dorothy Monteith Scholarship	\$2,000
Jill McKinlay	TGH SoN Alumnae Association Scholarship	\$1,000
Damara Nickerson	Regina Borowska Scholarship	\$1,000
Logan Tullett	Sonia Varaschin Award	\$1,000
Annita Velasque Moreira	RNFOO Tribute Award	\$1,000
He (Angel) Wang	PNEIG Research Award	\$5,000
Claudia Williams	Regina Borowska Scholarship	\$1,000

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Kristine Newman was awarded the 2017 Canadian Nurses Foundation Certification Award - Rehabilitation Nursing Certification.

Kateryna Metersky has won the Canadian Nursing Students' Association Award for the Recognition of Preceptors and Mentors, Fall 2017.

Samantha Zacchinga, a year 4 Collaborative Nursing Degree Program student, has been awarded a 2018 Sopman Humanitarian Award. Samantha was nominated by her Faculty Advisor **Wendy Garcia**, and won the award based upon the following criteria:

- Demonstration of excellence in the art and skill of humanistic care
- Above-average interpersonal skills shown through interaction with patients and families
- Evidence of the characteristics of compassion and support while providing patient care
- Both clinical and academic excellence

The Sopman Humanitarian Fund seeks to encourage characteristics of humanity, compassion, understanding, and the ability to communicate amongst nurses and doctors in training at University Health Network.

Margaret Verkuyl (pictured below, with Jennifer Lapum) has won the Council of Ontario University Programs in Nursing (COUPN) 2018 Award for Excellence in Collaborative Education! This award recognizes excellence in college-university collaborative education. The winner must be a college faculty member who teaches in a collaborative program.

Photo courtesy of Council of Ontario Universities



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Margareth Zanchetta was elected Ontario representative to Canadian Association of Nursing Research
Margareth Zanchetta as selected as an External Associate Editor. Latin-American Journal of Nursing. (September 2017 to September 2021).

Congratulations to 2018 MITACS Globalink Research Award recipients!

Thanks to this award, **Stephanie Lucchese, MN Student**, will conduct research in Brazil for 3 months (September to November 2018). The title of her research project is *Local stakeholder consultation in developing multi-level intervention strategies to address violence against women in São Luís, Maranhão*. The research will be conducted in collaboration with Universidade do Ceuma, under the supervision of Dr. Ligia Leite at the university. **Dr. Sepali Guruge** is Stephanie's the home supervisor and thesis supervisor here at Ryerson University. **Dr. Margareth Zanchetta** is the home co-supervisor.

Alana Ferguson, Year 4 undergraduate student

Alana will implement the study *Canada- Brazil insights for global nursing: An exploration of cultures of community health nursing*, under Dr. Rafaella Queiroga's supervision (Department of Nursing-Federal University of Paraíba, Brazil) starting July 2018. **Dr. Margareth Zanchetta** is the home supervisor.

Annita Velasque, Year 4 undergraduate student

This award allows Annita (photo, right) to implement the study *A community capacity-building approach to educate mothers about toddlers' & children's oral health: An impact evaluation study* under Dr. Wilson Galhego Garcia's supervision (Faculty of Dentistry-UNESP-Araçatuba-São Paulo-Brazil, pictured, right). **Dr. Margareth Zanchetta** is the home supervisor.



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Congratulations to 2018 Ryerson International Experiential Learning Funds recipients!

Christina Usanov, Christine Moniz, Hannah Stahl, Raima Lohani and Sharrmini Chandrasegaram Undergraduate nursing students, with Dr. Ingrid Ventura, Research Associate (photo, below), will implement the community outreach project *Local stakeholder consultation in developing multi-level intervention strategies to address violence against women in João Pessoa, Brazil*. The project leads are **Dr. Sepali Guruge** and **Dr. Margareth Zanchetta**. This project is within the scope of a MOU between



Ryerson and Federal University of Paraiba. Brazil Ministry of Education-Languages without Borders is providing language training and support.

Emerging Leaders in the Americas Program (Government of Canada)

Andrea Rosane Silva, PhD candidate (Nursing), Federal University of Pernambuco-Brazil arrived in February 2018 for a 5 months research stay for the project *Health program in a school setting to promote a culture of peace and prevention of violence*. **Dr. Margareth Zanchetta** is the dissertation's co-supervisor.



Andrea Rosane Silva

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Knowledge translation

In celebration of International Disability Day (December 3, 2017), **Coralee McLaren** hosted Heidi Latsky (New York-based choreographer) and Fanny Ghorayeb (Ambassador / Toronto dance educator) and the world-wide movement installation entitled **ON DISPLAY** in the SLC amphitheater. The mission of Latsky's project is to create an invigorating worldwide network of diverse individuals who proudly exhibit who they are. **ON DISPLAY** is a deconstructed art exhibit/fashion show and commentary on the body as spectacle and society's obsession with body image. It turns a cast of diverse and extreme bodies into a sculpture court where the performers are the sculptures. **ON DISPLAY** began as a simple human sculpture court and is now a movement, a growing portfolio of works that explore and demonstrate inclusion through art.



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On April 6, 2018, **Coralee McLaren** returned to the SLC amphitheater to host two groups of Ryerson undergrad students enrolled in different programs of study. 1st year Nursing students observed a short, Graham-based modern dance demonstration performed by 2nd year Performance (dance) students. This was followed by a private, student-led discussion focused on how we learn, perceive and unite across disciplinary boundaries. This creative and non-traditional 'coming together' of minds-and-bodies was enhanced by the open and inclusive architectural features of the amphitheater. Drawing on the high-traffic and visible location of the

event, Ryerson students across disciplines, faculty, staff and community members were able to watch and enjoy the dance demonstration, accompanied by live music. Highlighting Ryerson University's academic priorities, this event aimed to engage students through an exceptional experience, promote interdisciplinary education, and embrace diversity and inclusion at school.



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Margareth Zanchetta was on OMNI TV's *Focus Portuguese* for an interview on Breast cancer awareness month. Oct 6th.

Retrieved from <http://www.omnitv.ca/on/en/videos/breast-cancer-awareness-month/>

Building Capacity among Mental Health Service Providers in Hong Kong: Intensive training on acceptance and commitment therapy

Josephine Wong and colleague, Dr. Kenneth Fung (UHN & U of Toronto) were in Hong Kong, building capacity among mental health practitioners and service providers to apply Acceptance Commitment Therapy (ACT) to reduce stigma of mental illness and promote optimal mental health among youth and adults.

After delivering a successful full-day introductory training on ACT to researchers, psychologists and mental health practitioners at Hong Kong Polytech University in December 2016, Josephine and Kenneth were invited by Baptist Oi Kwan Social Services in Hong Kong to provide intensive training to the agency's mental health practitioners.

The training at Baptist Oi Kwan Social Services began with an introductory workshop that was attended by over 50 service users, family members, and mental health professionals,

The workshop was followed by a series of intensive



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training sessions that integrated theories and experiential learning. The intensive training was attended by 25 clinical psychologists, social workers and mental health practitioners. Participants appreciated learning how to apply and integrate ACT in their current practice, especially in ways that are relevant to their local culture and context.

In addition, Josephine and Kenneth provided consultation to the organization and specific teams on how to integrate collective empowerment and capacity building strategies to meaningfully engage individuals and families living with and/or affected by mental illness.

Linking Hearts – Bringing Canadian and Chinese interdisciplinary researchers together!



Josephine Wong, Mandana Vahabi, Janet Yamada and a team of over 40 interdisciplinary researchers in Canada and China have successfully secured a highly competitive team grant (\$1.075 million from CIHR, and ¥5 million from NSFC) to carry out a 5-year implementation research to promote mental health among university students in China.

Their innovative project, *Linking Hearts - Advancing Mental Health Care of University Students Through Interdisciplinary Collaboration: An Implementation Research at Universities in*

Jinan, Shandong, China, is one of the seven projects selected by an international review panel out of 28 submissions. The Linking Heart project team will work with six universities and three hospitals. The goal is to promote students' mental health literacy, access to mental health care and interdisciplinary collaboration, and contribute knowledge to implementation science in the field of community mental health.

During the first week of April 2018, six principal investigators from the Linking Hearts Chinese team came to Toronto for a week-long operational planning with the Canadian team. The Chinese delegates were welcome by Dr. Anver Saloojee, Assistance Vice-President of Ryerson International and Todd Carmichael, Director of Ryerson International.

In addition to engaging in team meeting and planning, the Chinese team members visited agencies that serve university students, including the Asian Initiative in Mental Health (AIM) Clinic; Hong Fook Mental Health Association; and Student Success Centre at University of Toronto.

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The Chinese team members also had a campus tour. Some were quite impressed with Ryerson's innovative use of space as a downtown university. Most of all, they had a chance to experience Toronto's lingering cold weather and gusty wind!!

After a long week of intensive planning, the Linking Hearts project team had achieved what they set out to do. Governance structure, implementation clusters, and an operational plan were established. The team is ready for action!

Out of Tanzania: Using theatre and performance to prepare students for global health work

On April 12th, **Oona St-Amant** treated her NSE112 class to special interactive performance on international volunteer health work. The performance, titled *Out of Tanzania*, translates Oona's own qualitative health research on the experiences of Canadian volunteer health workers who traveled to Tanzania. This interdisciplinary arts-based knowledge translation project started in 2015, with plans for re-mounting the performance for the upcoming World Cities World Class (WC2) conference in August 2018. Oona's research team also plans on expanding the project to produce adaptable e-Learning modules for teaching across disciplines.



Link to video: <https://www.youtube.com/watch?v=Wldo7OtUNq4>

Collaborative Storytelling: Raising Youth Awareness on Dementia

How can we raise awareness on dementia, reduce stigma, and create a supportive and inclusive community for young carers for persons living with dementia? This past semester, Kristine Newman became a "client" for a team of students enrolled in the School of Professional Communication's CMN324: Strategic Storytelling class. Kristine worked with a team of students to develop a 3-minute video to tell the story of #T4Dementia. Check out the final video, presented on April 10th, here: <https://www.youtube.com/watch?v=v-pmvY8nC9Q>

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Student-Sibling Initiative (SSI)

On March 13th, **Kristine Newman** and a team of undergraduate Nursing students hosted the Active Student Citizenship half-day workshop at Ryerson University (photos, below). The workshop introduced DCSN students, their friends and family members to the idea of knowledge mobilization through community collaboration. Participants formed teams and worked with MindFest and Paul Lea, both members of the community, who challenged and guided teams to reconceptualize issues in Stigma and



Mental Health. The workshop was hosted in co-facilitated by Jacky Au Duong and his team at the Centre for Communicating Knowledge. The event was funded by the DCSN Student Engagement Initiative.

Link to video: <https://youtu.be/Vx7bKdDLkp8>



Thoughts for Dementia (T4D) Raises over \$1,500 for the Alzheimer's Society of Toronto

This past February, Daphne Cockwell School of Nursing's Thoughts for Dementia (T4D) team, led by Kristine Newman (photo, left), saw tremendous success with 24 participants walking in the 2018

Walk for Memories event in Downtown Toronto. The team raised a total of \$1,540.00. Our success would not have been possible without the support of the Daphne Cockwell School of Nursing, and 4th year student, Andy Mok, who helped plan, recruit, and coordinate the team.

Link to website / blog post: <http://thoughtsfordementia.com/t4d-makes-impact-at-walk-for-memories/>

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Nursing Scholars of Tomorrow (NSOT) – Student engagement project

NSOT is an advanced “journal club” for students to meet twice monthly to discuss a peer-reviewed scientific journal. A small group of student leaders, alongside faculty, will facilitate decision-making re: selection of articles and will co-lead the discussions. Through the faculty support, we will aim to invite authors to join the group virtually to discuss the article and engage in the student group discussion.



Front Row (left to right): Nicole Baker (Year 3), Annita Velasque (Year 3). Back row (left to right): Andy Zhang (Year 3), Raima Lohani (Year 3), Christina Usanov (Year 3), Hannah Stahl (Year 3), Rezwana Rahman (Year 3), Dorin D'Souza (Year 2), Wilfred Querobin (Year 3)

Supporting Expressions of Youth Experiences

Raquel Vassell and Sylvia Sulaiman collaborated with the Yonge Street Mission to deliver their mental health literacy workshop for youth through the expression of modern batik art. Supporting Expressions of Youth Experiences (S.E.Y.E) aimed to increase the mental health literacy of youth and used art as a medium to engage the youth. The art was used as a therapeutic self-care method, where the participants were able to integrate their learning from the workshops into their art piece. The goal was for the youth to better understand mental health and coping strategies, as well as self-care strategies. The creation of the art pieces allowed for them to demonstrate their understanding of mental health and use art as a form of self-care. Another objective of the workshop was to share resources available within the community that the youth are able to gain access to that related to mental health. Foad Karimian, the community capacity builder-youth leadership, allowed for this collaboration to occur with the youth he meets with twice a week. Additionally, Elaine Paz (mental health coordinator), was our initial point of contact with the organization and allowed for this workshop to take place.



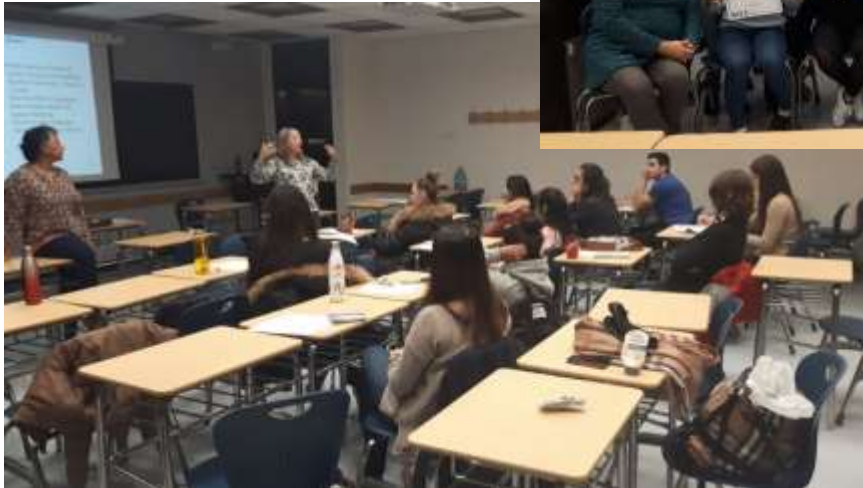
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Knowledge Translation Workshop Series - Highlights

Over the 2017-2018 academic year, more than 130 people participated in the new KT Workshop Series. Attendees of 10 workshops have included undergraduate students, graduate students, CUPE instructors and RFA faculty.

Communicating in Plain Language, facilitated by Ferzana Chaze (September 2017)



Not New Phenomena: Horizontal Violence and Incivility, facilitated by Cheryll Sweetnam, special guests: Rhonda Seidman-Carlson and Justinae Marks (November 2017)



Teaching-Learning in the Context of Healthcare Education and Practice, facilitated by Jasna Schwind (October 2017)

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Writing an Abstract for Conferences, facilitated by Elena Blackwood (November 2017)



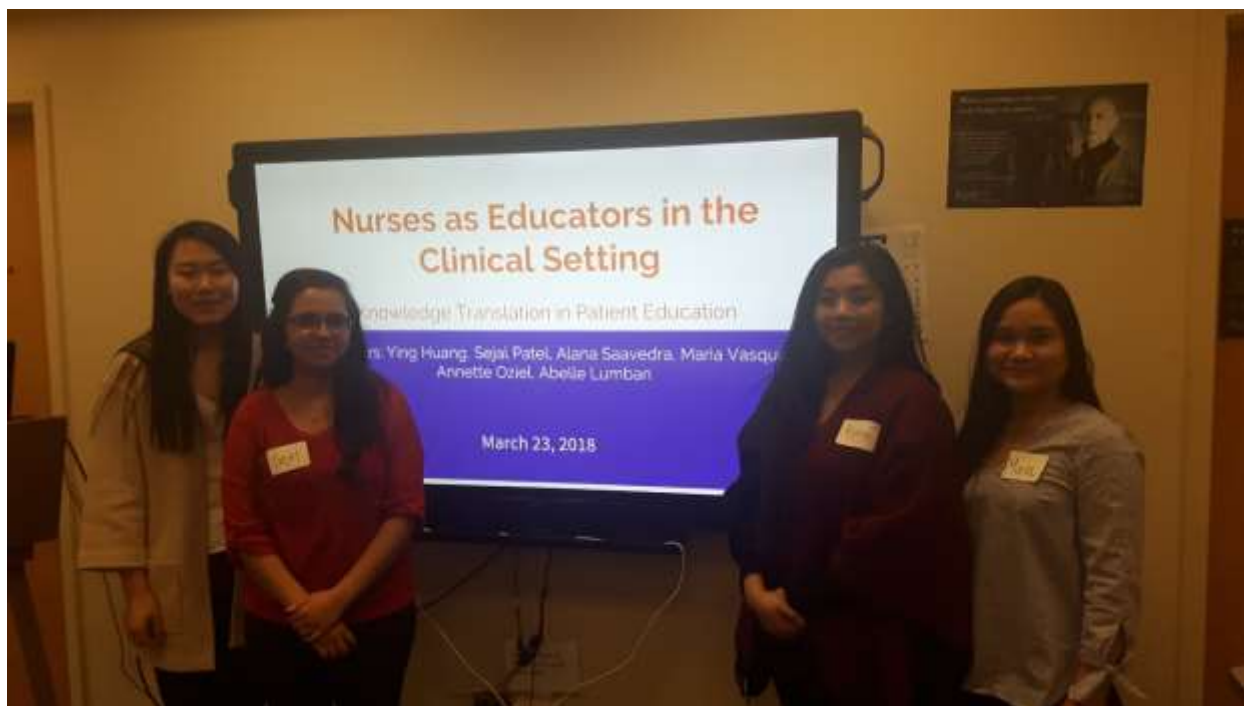
Entrepreneurship for Nurses – Design Thinking, facilitated by Steven Gedeon at DMZ Sandbox



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Nurses as Educators in the Clinical Setting, facilitated by Sejal Patel, Maria Vasquez, Abelle Lumban, Xiao Ying Huang, Alana Saavedra (Year 4 Students)



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Reconceptualizing Knowledge Mobilization in the Online World, facilitated by Jacky Au Duong, Centre for Communicating Knowledge (March 2018)



Esthetic Knowledge with Colour in Movement, facilitated by Selma Abreu (February 2018)



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Knowledge Translation Workshops 2017-2018

September 30	Ferzana Chaze: Communicating in Plain Language
October 28	Jasna Schwind: Teaching-Learning as KT
November 11	Cheryll Sweetnam: Horizontal Violence
November 13	Elena Blackwood and Margareth Zanchetta: Tailoring abstracts for conferences based upon clinical experiences
January 15	Angel Wang and Charlotte Lee: Self-Care for Nursing Students: Alleviating Anxiety
February 10	Selma Abreu: Esthetic Knowledge with Colour in Movement
March 6 & 27	Jacky Au Duong: Reconceptualizing knowledge translation in the online world, parts 1 and 2
March 23	Sejal Patel, Maria Vasquez, Abelle Lumban, Xiao Ying Huang, Alana Saavedra & Annette Oziel: Nurses as educators in the clinical setting
March 28	Steven Gedeon: Innovation in Nursing – Design Thinking (with SandBox)

Publications

Lee, C. T., Bristow, M. (2018). Emotional Intelligence and Teamwork Skills Among Undergraduate Engineering and Nursing Students: A Pilot Study. *Journal of Research in Interprofessional Practice and Education*, 8(1), 1-16.

Lee, C. T., Lapum, J. (2018). Student-guided, theme-based post-clinical conference to enhance student involvement in clinical learning. *Journal of Nursing Education*. In press.

Lee, C. T., Arellano, K., Lovold, L., Mesaglio, V., & Kaas-Mason, S. (2018). A student-led interprofessional workshop on conflict management style. *Journal of Nursing Education and Practice*, 8(7), 38-43.

Lee, C. T. Doran, D. M. (2017). The role of interpersonal relations in healthcare team communication and patient safety: A proposed model of interpersonal process in teamwork. *Canadian Journal of Nursing Research*, 49(2), 75-93. doi: 10.1177/0844562117699349.

Miller, K., Hamza, A., Gaffney, D., & **Metersky, K.** (in press). Transfer of Accountability: Piloting a new initiative in rural Ontario Hospitals. *Journal of Nursing Care Quality*.

Romaniuk, D., Chu, S., D'Annunzio, D. & Garvey, G. (2017). A healthcare-academic partnership: developing pediatric nursing education. *Journal of Continuing Education in Nursing*, 48(12), 557-562. doi:10.3928/00220124-20171115-07

Santa Mina, E. (2018). Self-harm and Suicidal Behaviour, Chapter 19. In *Psychiatric and Mental Health Nursing for Canadian Practice*. 4th ed Austin, Kunyk, Cindy Peternelj-Taylor. Wolters Kluwer Publishers: Philadelphia.

Stevens, B., **Yamada, J.**, Campbell-Yeo, M., Gibbins, S., Harrison, D., Dionne, K., Taddio, A., McNair, C., Willan, A., Ballantyne, M., M., Widger, K., **Sidani, S.**, Estabrooks, C., Synnes, A., Squires, J., Victor,

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C., Riahi, S. (February 2018). The minimally effective dose of sucrose for procedural pain relief in neonates: A randomized control trial. *BMC Pediatrics*.18:85 <https://doi.org/10.1186/s12887-018-1026>.

Verkuyt, M., Atack₁ L., McCulloch, T., Lui, L., Betts, L., **Lapum, J.L.**, Hughes, M., Mastrilli, M. & **Romaniuk, D.** (in press). Comparison of Debriefing Methods Following a Virtual Simulation: An Experiment. *Clinical Simulation in Nursing*.

Yamada, J., Potestio, M., Cave, A.J., Sharpe, H., Johnson, D.W., Patey, A.M., Presseau, J., Grimshaw, J.M. (December 2017). Using the Theoretical Domains Framework to identify barriers and enablers to pediatric asthma management in primary care settings. *Journal of Asthma* DOI: 10.1080/02770903.2017.1408820

Zanchetta, M. S., Byam, A. A., Solomon, D., Jalili, K., Haag, C., & Tallarico, S. (2017). Reports on boys', youth's and men's health in Canadian newspapers: Now what? *Health Promotion Perspectives*, 7(3), 145-154. doi:10.15171/hpp.2017.27.

Grants

Kateryna Metersky (PI): 2018 Research Grant Award, Sigma Theta Tau International, Iota Omicron Chapter. \$500. Project Title: *Patient roles within interprofessional collaborative patient-centered care teams: The patient and HCP perspective.*

Kristine Newman (Co-I): 2017-2018 eCampusOntario Digital Inclusion Research. \$20,000. Project Title: *Digital Inclusion for unpaid caregivers,*

Kristine Newman (PI): Fall 2017 FCS Travel Grant, Principal Investigator. \$750. Presentation: *Canadian Conference on Dementia, Toronto, Ontario, November 2-4, 2017.*

Elaine Santa Mina (Collaborator): 2018 Ontario Ministry of Labour Grant, Principal Investigators: Hanna, D., Lam, E. \$149,000.00. Project Title: *Ontario Health Safety Prevention Innovation Program 17-M-032, Online Modules to Support Workplace Mental Health for First Responders and Management.*

Janet Yamada (PI): 2017-2018 Faculty of Community Services Seed Project Grant. Ballantyne, M. (Co-PI), Sidani, S. \$4,910. Project Title: *Engaging families in the selection of evidence-based interventions. Improving transition to developmental/rehabilitation services for parents of children born preterm and with a disability.*

Janet Yamada (PI): July 1 2018-December 30, 2018 Canadian Lung Association. The Lung Association Provincial Grant-in-Aid/National Grant Review competition. Gupta, S. (Co-PI), Straus, S., Goel, S., Kaplan, A., Boulet, L.P. \$44,520. Project Title: *A Theoretical approach to identifying the barriers and enablers to using an electronic asthma management system in primary care.*

Janet Yamada (Co-I): 2018- 2020 CIHR Catalyst Grant: Personalized Health Catalyst Grants. Gupta, S. (PI), Foran, V., Goel, S., Hayes, A., Kaplan, A., Madeley, C., Sutherland, J., Boulet, L.P., Chignall, M., Licksai, C., Straus, S., Wilkinson, A. \$197,559. Project Title: *A novel asthma eHealth application for self-management, improved health literacy, and shared decision making.*

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Presentations

Beanlands, H. McCay, E., Fredericks, S., Newman, K. Santa Mina, E., Schindel Martin, L., Schwind, J., Sidani, S., Rose, D., Aiello, A. Lynch, J. Wang, A & Danaher, A. (2018). *Developing capacity for patient-centered care in nursing students: Implementing and evaluating an evidence based intervention to decrease stress and support emotional well-being.* Sigma Theta Tau International, Region 10 Conference 2018 Bridging Nursing Leadership, Research & Practice, March 23-24, 2018, Eagle Crest, Michigan, USA

Bhatti, A., Bradley, P., Ormiston, A., Patrick, P., **Santa Mina, E.**, & Woodend, K. (2017). *A consortium response to IEN educational needs in Ontario.* Partners in Integration & Education of Internationally Educated Nurses: Halifax, Nova Scotia, April 27, 2017.

Bhatti, A., Bradley, P., Ormiston, A., Patrick, L., **Santa Mina, E.**, Woodend, K. (2017). *A University Online Consortium Approach to Meet the Educational Needs of Internationally Educated Nurses (IENs).* World Digital Learning Conference, Toronto: October 16, 2017.

Côté J., Cossette S., Ramirez Garcia P., Worthington C., de Pokomandy A., **Miranda, J.**, Auger P., Rouleau G., Leblanc J. *Smoking rates, physical activity level, diet quality and perception regarding health behavior change.* 27th Annual Canadian Conference on HIV/AIDS Research, April 26-29 2018, Vancouver, Canada.

Ekpa, D. & **Santa Mina, E.** (2017). *Meleis' transition model: A program evaluation framework to explore IENs experiences of transition to Ontario BScN education.* Partners in Integration & Education of Internationally Educated Nurses: Halifax, Nova Scotia, April 28, 2017.

Kent-Wilkinson, A., Blaney, L., Groening, M., **Santa Mina, E.**, Rodrigue, C. & Hust, C. (2017). *Destigmatization of mental illness and addiction: Increased content needed in undergraduate nursing curricula.* WNRCSAN Conference: Victoria, British Columbia, February 17, 2017.

Khan, S., Zhu, T., Ye, B., Mihailidis, A., **Newman, K.**, Wang, A.H. & **Schindel Martin, L.** *DAAD: A Framework for Detecting Agitation and Aggression in People Living with Dementia using a novel multi-modal Sensor Network.* In Proceedings of the 1st Workshop on Data mining for Aging, Rehabilitation, and Independent Assistive Living, IEEE ICDM, November 18, 2017, New Orleans, USA.

Metersky, K., & Orchard, C. (June 14th, 2018). *Consumer health: Fad, or the natural evolution of health care?* (Oral Presentation). 2018 Health Equity Action and Transformation Conference. Association of Ontario Health Centres, Richmond Hill, ON.

Metersky, K., & Orchard, C. (November 29, 2017). *A constructivist grounded theory on patient roles in interprofessional teams: Preliminary findings.* (Virtual Poster Presentation). Qual-World Interactive Virtual Conference. University of Alberta, Alberta, ON.

Metersky, K., Orchard, C., & Hurlock – Chorostecki, C. (November 10, 2017). *Patient roles within interprofessional patient-centered collaborative teams: The patient and health care provider perspectives.* (Oral Presentation). 30th Annual STTI Research Conference: Closing the gap: Research and Scholarship in a Clinical World. Western University, London, ON.

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Metersky, K. (June 14-16, 2017). *Patient roles within interprofessional patient-centered collaborative teams.* (Oral Presentation). 4th Canadian Doctoral Nursing Network Conference: Global Innovation. University of Regina, Regina, Saskatchewan.

Newman, K., Au Duong, J., Iaboni, A., Khan, S., **Schindel Martin, L.,** Mihailidis, A., Wang, A.H., & Ye, B. (2018). *Detecting and Predicting Instances of Agitation and Aggression in Persons Living with Dementia (DAAD),* Gerontological Nursing Association of Ontario – GNAO 2018 Conference, Niagara Falls, Ontario, April 12-13, 2018.

Newman, K., Au Duong, J., & Kahlon, P. (2018). *Spare a Thought for Dementia: Your Story My Story Campaign,* Gerontological Nursing Association of Ontario – GNAO 2018 Conference, Niagara Falls, Ontario, April 12-13, 2018.

Newman, K., Au Duong, J., Mok, A. & Wang, A.H. (2017). *From academic symposia to local youth initiatives: The Spare a Thought for Dementia campaign.* 9th Canadian Conference on Dementia, November 3, 2017, Toronto, Ontario

Newman, K., Bookey-Bassett, S., Armstrong, G., Wang, A.H. (2017). *Recalling: Experiences, awareness and supports for adolescents who have older relatives living with dementia.* 46th Annual Scientific and Education Meeting of the CAG, October 19-21, 2017, Winnipeg, Canada.

Newman, K., Schindel-Martin, L., Laboni, A., Mihailidis, A., Wang, A.H., Khan, S., Ye, B. (2017). *Dementia Assessment tools and observational approach for subtle physiological and behavioural patterns associated with agitation.* 46th Annual Scientific and Education Meeting of the CAG, October 19-21, 2017, Winnipeg, Canada

Newman, K., Wang, A.H. (2017). *Outcomes of Youth Dementia Awareness Symposium: Mobilizing Knowledge.* 46th Annual Scientific and Education Meeting of the CAG, October 19-21, 2017, Winnipeg, Canada.

Orchard, C., & **Metersky, K.** (April 2-4, 2017). *Challenging existing assumptions about patients with chronic diseases' self-care: A theorized approach.* (Poster Presentation). Global Alliance for Leadership in Nursing Education and Science, Miami, Florida.

Santa Mina, E. (2017). *Canadian Federation of Mental Health Nurses Standards of Practice 4th ed.: Overview of Standards for Implementation in Practice.* Canadian Federation of Mental Health Nurses National Conference, Workshop. Niagara Falls, Canada: November 1, 2017.

Santa Mina, E., Castillo, R., & Hanna, D. (2017). *Misery to Mastery: Online B.Sc.N. Statistics Course Provides 'Any-Time' Audio-Visual Labs to Support Student Success.* World Digital Learning Conference, Toronto: October 19, 2017.

Santa Mina, E., Castillo, R., **Vahabi, M.,** Hanna, D., Labib, J. (2017). *Positioning IENs for success: A pilot program for BScN part-time delivery.* Partners in Integration & Education of Internationally Educated Nurses: Halifax, Nova Scotia, April 28, 2017.

Santa Mina, E., McCay, E., Rose, D., & Hamer, B. (2017). *Suicide Risk Assessments: A Mixed Method Study of Nurses' and Patients Experiences with Evidence-Based Practice.* Sigma Theta Tau International Conference Dublin, Ireland: July 27, 2017.

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Santa Mina, E., McInnis-Perry, G., & Greene, A. (2017). *Canadian Federation of Mental Health Nurses Standards of Practice 4th ed.: Knowledge Mobilization that Supports the Recovery Philosophy*. Waypoint Research Conference, Barrie, Ontario: May 16, 2017.

Schindel Martin, L., Woo, P., Cowan, D., McLelland, V., **Newman, K., Rose, D.,** Miller, P., Ashbourne, J., Ashley, M., Julian, P., McNee, M., Vieira Zamora, F. (2017). *Responsive behavior: Meeting the learning needs of inter-professional post-secondary healthcare students*. Canadian Conference on Dementia, November 4, 2017, Toronto, Ontario.

Schindel-Martin, L., Woo, P., Cowan, D., McLelland, V., Miller, P., **Newman, K., Rose, D.,** Ashbourne, J., Ashley, M., Julian, P., McNee, M., Vieira Zamora, F., Bliss, M., & Boucher, P. (2017). *Evaluating the eLearning format of the Gentle Persuasive Approaches dementia education curriculum with interprofessional post-secondary health care students*. 46th Annual Scientific and Education Meeting of the CAG, October 19-21, 2017, Winnipeg, Canada.



Zanchetta, M. Presentation. Panel: *Global Health Night*. Friends of Médecins sans frontières-Ryerson, Ryerson University, Toronto, ON. March 23rd. (Pictured, left)

Zanchetta, M. Presentation. Panel: *Scholarly of teaching and learning: Doing research with our students*. Faculty of Community Services, Positioning for success. Ryerson University, Toronto, ON. March 22nd, 2018

Zanchetta, M. Presentation: *Past deeds and prospective work with new Canadian and Brazilian stakeholders*. Session "Partnerships in Academia and

Research". Brazil-Canada Chamber of Commerce-Education Committee & Languages Canada. Forum of Education, Toronto, ON, February 23rd.

(Pictured, right)



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International Visitors

In May 2018, the Daphne Cockwell School of Nursing hosted a research meeting with visitors from Artevelde University College, An Raes and Pascale Vander Meeren. It is hoped that a follow up meeting can be scheduled this Fall, this time in Brussels.



Pascale Vander Meeren, An Raes, Margareth Zanchetta, Michelle Hughes, and Daria Romaniuk



Saras Henderson (left), Associate Professor at the School of Nursing and Midwifery at Griffith University, Australia, visited the School in May and delivered a talk entitled “Using Qualitative Research Methods in Cross-Cultural Groups.”

ALAMUS

Nourish. Strengthen. Heal.

In the fall of 2015, a small group of faculty and staff from the Daphne Cockwell School of Nursing (DCSN) invited students to join them as they formed a unique choir. Calling themselves Alamus, Latin for “to nourish, strengthen, and heal”, it was the group’s desire to strengthen the DCSN community by highlighting one of Ryerson University’s (RU) core values, “people first”. They also wanted to enhance student (and faculty and staff) engagement in order to mitigate increased stress and anxiety, often associated with the demands of higher education.

More recently, in the spirit of inclusivity, Alamus choir membership has expanded to include all members of the Faculty of Community Services (FCS). It is their hope to further contribute to the health of the whole FCS community, as a means of bringing unity and strengthening relationships.

Research shows that students, teachers and staff in higher education contexts increasingly experience stress and anxiety, with resultant decrease in personal wellbeing and sense of community. A supportive and collaborative community has been shown to support general wellbeing of all individuals, particularly fostering students who are more engaged in the school community, and who express a greater sense of wellbeing, which further supports academic success. Student choristers say that their involvement in Alamus gives them a much-needed opportunity to practice self-care, so that they can better tackle the demands of their professional education, which includes both academic and clinical/community placements.

Individuals of every level of vocal and musical ability are welcome to participate, and greatly benefit from the expert coaching of our choir conductor, Leanne Piller. Leanne meets weekly with the choristers from September through April. During the fall term the choristers prepare for the winter term, when the choir goes into the broader community to sing. Performances take place at local long-term care facilities, hospices and other community partner agencies, where our FCS students are often placed for the practice component of their education. These performances incorporate a sing-a-long portion, which allows for interaction and expression among audience members, and extends to them the uplifting and calming benefits of music. Throughout the academic year, the choir also sings at various school and departmental events.

How you can help:

Alamus relies upon goodwill donations to cover expenses incurred by the choir, including travel to and from performances at community partners and enlisting the expertise of a choir conductor. *Please consider making a tax-deductible contribution to support this initiative that **nourishes** our students, faculty and staff, **strengthens** the FCS community, and brings **healing** to the greater community.*

To make a contribution, please visit: <http://supportryerson.ca/ALAMUS> or contact Claudia Hughes, Development and Alumni Officer, FCS, at claudia.hughes@ryerson.ca or (416) 979-5000, ext. 543505.

