

Faculty of Nursing and Healthcare Research Report 2020



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GREETINGS



Dr. Robin Evans
Interim Dean

This year has been momentous for the profession of nursing. The World Health Organization designated 2020 the International Year of the Nurse and Midwife to coincide with the 200th anniversary of Florence Nightingale's birth and to celebrate a century of nursing leadership in education, advocacy and research. At almost the same time, the COVID pandemic was declared, creating significant challenges to programs of research for faculty members

Now that the undergraduate and graduate programs have matured, faculty members are able to focus more time and energy on research. The last few years are evidence of this commitment. Faculty members have carried out groundbreaking research around medical assistance in dying (MAiD), ageing, disability in children, breastfeeding, ethics, and working with Indigenous community partners. A number of scholars are looking at the experiences of Black faculty members. Our faculty is at the forefront of research aimed at promoting healthcare, shaping policy, and improving patient outcomes, and adding to the ever-growing body of evidence-based knowledge upon which the practice of nursing is based.

As a result of the significant work being done by members of the Faculty of Nursing, research funding increased from \$36,500 in 2018-2019 to \$380,000 in 2019-2020. This represents the biggest increase at the university over this time period. I'm incredibly proud of our faculty and their accomplishments.



Dr. Joan Wagner
Associate Dean
Graduate Programs &
Research

This report is a celebration of our faculty's groundbreaking research, a vital resource to the ever-changing landscape of nursing. It's a recognition of the strength and skills of our faculty members who continue to engage in meaningful research programs while at the same time fostering that same passion for inquiry in the minds of our undergraduate and PhD-level students. Nursing is very much an evidence-informed practice. I like to look at it this way: the patient is at the centre of the circle and the nurse is right there by their side, advocating on the patient's behalf and ensuring the best possible patient interventions whether the interventions are related to preventative care, acute care, rehabilitative care or health promotion. Our nurse researchers are at the forefront of studies that improve patient outcomes and impact the healthcare system as a whole.

COVID-19 has had a significant impact upon research and education conducted by the U of R Faculty of Nursing during 2020. It led us to use and in some cases develop, innovative technology that assists faculty to both conduct research and educate the next generation of nurse researchers.

It's important to note that our research has benefitted from the spirit of cooperation and collaboration embodied within the Faculty of Nursing. This collaboration has led to innovative research that meets the needs of our diverse Canadian population.

UNIVERSITY OF REGINA



Vision, Mission and Values

Vision, Mission, and Values

Vision Statement

The University of Regina seeks to reflect the world in which we want to live – a world that values empowered citizens, generates high-impact scholarship, and embraces Canada's diversity.

Mission Statement

The University of Regina's vocation is to explore unanswered questions. We provide high-quality and accessible education, influential research, creative endeavours, and meaningful scholarly experiences in pursuit of local and global contributions to knowledge. Investigation of and reflection upon varied intellectual pursuits is fundamental and we engage our students in these pursuits, seeking to instill in them a lifelong quest for knowledge and understanding.

Values

Mutual Respect, Integrity, and Honesty

Our treatment of each other is principled, open, transparent, and respectful. We are a safe, healthy, and supportive community that prioritizes the well-being of our students, faculty, staff, and community partners.

Equity, Diversity, and Inclusion

We are committed to creating and promoting equitable systems that foster diversity and inclusion for students, faculty, and staff. Through our adoption of a mainstreaming approach to equity, diversity, and inclusion (EDI), all people – including women, Indigenous peoples, persons with disabilities, visible minority groups, and members of LGBTQ2S+ communities – are integral members of our community.

Indigenous Ways of Knowing and Being

We are committed to Truth and Reconciliation. We aspire to walk together in a good way and strengthen our relationships which are based on mutual respect and accountability. Ongoing and emerging activities will be accountable to future generations.

Community and Social Responsibility

We employ our expertise to serve each other, the environment, and society. We nurture our reciprocal relationships with our communities by being committed to vibrancy, inclusivity, and demonstrating social, environmental, and economic responsibility.

5 Areas of Focus

5 Areas of Focus

5 by 2025 Framework and Implementation

The University of Regina is committed to the following 5 Areas of Focus and aims to accomplish the 5 specific goals related to each area by the conclusion of this Strategic Plan in 2025.

This sets an ambitious but achievable agenda that can be accomplished only through a united effort from the University community. Each goal encourages the University community to work together and to break down and challenge conventional divisions between faculty and staff, departments and units, student and instructors, communities and the University. The aim of this Strategic Plan is to inspire bold and unconventional thinking. It is essential that the goals portrayed here respect, honour, and foster the strengths of individual units and faculties such that they are able to set their own goals that engage and align with this Plan and, in turn, collectively contribute to the University's overall success.

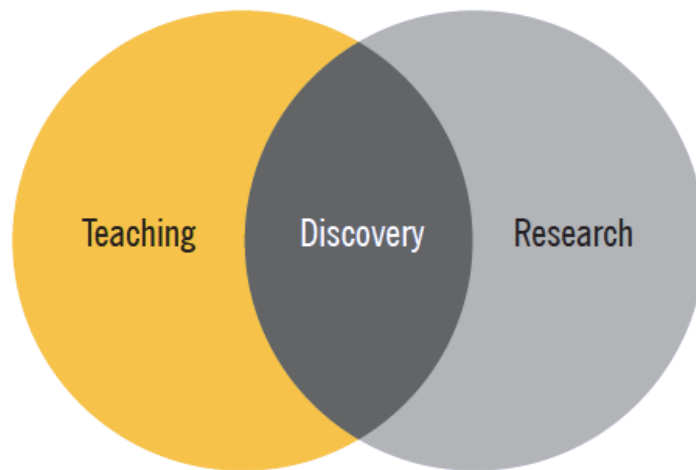
The implementation of this Strategic Plan, *All Our Relations*, will include the University of Regina's Performance Measurement Framework (PMF), a variation on the balanced scorecard methodology. In this process, the University of Regina's Board of Governors uses the PMF to set specific targeted annual indicators to measure progress towards achieving the broader goals outlined in this Plan. This PMF is included in the University's annual report, which is a primary external reporting instrument.



FACULTY OF NURSING



The 5 Areas of Focus, identified within the U of R strategic plan (2020), are embodied within faculty research and teaching activities presented within this 2020 Faculty of Nursing and Health Care Research Report. Special emphasis is placed upon “Discovery”, where “research and teaching come together and daring discovery occurs” (U of R Strategic plan, 2020). As defined in the U of R Strategic Plan (2020): “Discovery includes the development and dissemination of new knowledge, as well as the personal insights that arise from active learning”.



Consulting for Success

In late 2019, the U of R Faculty of Nursing engaged in a comprehensive review of faculty research strengths, weaknesses, opportunities and threats. This review was followed by a consultation with a leading Canadian nurse researcher, Dr. Donna Murnaghan, in early 2020. Dr. Murnaghan’s review culminated in the following recommendations for future research success that focus on University/Departmental Support and Faculty/Departmental actions.

University/Departmental Support

1. Build a support system for Nursing Research through strategic hiring processes.
2. Establish a Master of Nursing Thesis Stream to open the opportunity for graduate studies with a research focus.
3. Create a specific mentorship program that includes strategic support for grant development.

4. Establish a network of research mentors who will provide constructive feedback for improving grants with the aim of increasing grant success.

Faculty/Departmental Recommendation

1. Engage each Professor in mapping out their individual program of research from overarching topic, research methods and data analytical techniques. Match the program with a plan for funding over a 5-year period.
2. Build a culture of research by creating work plans for faculty that address timelines for dedicated research throughout the year. When all faculty commit to support one another as researchers, there is much greater productivity and culture for research.
3. Build a culture of scholarship that supports excellence in teaching for instructors who are conducting research, professional leadership and/or evaluation mechanisms to test best practices in teaching scholarship.
4. Host and/or attend workshops on grant crafting, methodology development (qualitative, quantitative, mixed), data analysis training, knowledge translation training, fund announcements, peer review opportunities.
5. Build a culture of celebration of research and teaching. The challenge of talking about success as well as failures in research becomes an integral part of the process.
6. Prepare a Faculty of Nursing Annual Report of Nursing and Health Care Research.

Research Grants Received in 2020

External Grants



Arries, E. J. (PI), Luhanga, F. (Co-I), Davies, S. (Co-I), Chipanshi, M. (Co-I) & Cosford, K. (Collaborator)--*An Integrative Review on Ethical Challenges Related to Promising Emerging Digital Technologies: Best-practice Ethics Supports and Strategies to Prepare Nurses for Transition to a Digital Workplace*. Knowledge Synthesis Grant. Social Sciences and Humanities Research Council (SSHRC).

Awarded grant amount: \$28,159 (Received January 2021).

Arvidson, S.—*Exploring Social Isolation and the Impact of Health & Wellbeing Among Indigenous Seniors*—CIHR/SCPOR stipend for trainee (Jennifer Fatunwase)--\$5,000.

Arvidson, S., Daschuk, J. & Graham, H..—*Suicide Prevention in Cote, Keeseekoose and Key First Nations*—FMHRN Community Partnership Grant--\$9,985.

Hirani, S., & Bukola Salami, B.—*Breastfeeding Practices of Immigrant Mothers in Saskatchewan, Canada*—SHRF--\$120,000.

Hirani, S. Wagner, J., Lanoway, A. Shanchez, M., Amyotte, J., & Sabawi, S. —*Breastfeeding Practices of Refugee Mothers Accessing and Utilizing Healthcare Services in Saskatchewan, Canada*--Jim Pattison Children's Hospital Foundation--\$120,000.

Hirani, S., Lanoway, A., & Pearce, M.—*Development of a Knowledge Mobilization Tool to Promote, Protect and Support Breastfeeding*—SHRF--\$10,000; U of R startup funds--\$5,000; SCPOR--\$5,000.

Hunter, P.V. (Principal Investigator), Cammer, A., Stewart, B., Goodridge, D., Compton, R. & **Wickson-Griffiths, A.** (Co-Applicants). *Establishing a Patient-Oriented Research Network to Support Knowledge Mobilization During the COVID-19 Pandemic*. Funded by Saskatchewan Health Research Foundation, Research Connections: Covid-19 Rapid Response Grant--2020-2021--\$10,000.

Kaasalainen, S., McCloskey, R., **Wickson-Griffiths, A.**, Neil-Sztramko, S., Baxter, S. (PIs); Dobbins, M., Boamah, S., Durepos, P., Hunter, PV., Markle-Reid, M., McCleary, L., Sussman, T., Siu, H., Arya, A., Holroyd-Leduc, J., Thompson, G., & Venturato, L. *Implementing and Scaling Up the Palliative Care Toolkit in Long-Term Care During COVID*. Canadian Institutes of Health Research, Implementation Science Teams: Teams Strengthening Pandemic Preparedness in Long-Term Care Funding Opportunity. 2020-2021--\$149,998.

Matthews, E., Gelech, J., M. Desjardins, M., Montgomery, H. M. & Beatty, B.—*RRUN- Recognizing Resilience and Understanding Needs: Family Experiences of Childhood Disability in Indigenous Communities in Saskatchewan*—Partnership Development Grant, SSHRC--\$200,000.

Mulattris, P., **Mvumbi-Mambu, L.**, & Mamadou, K.--*Les besoins en santé des immigrants francophones : expressions, tendances et enjeux systémiques en Alberta, Saskatchewan, Terre-Neuve et dans les Territoires*-- Réseau Santé en français d'Albertain—\$142,481. This project aims to identify the health needs of Francophone immigrants living in Francophone minority contexts in the provinces of Alberta, Saskatchewan, Newfoundland and Labrador, and Nunavut.

Puplampu, V., White, J., Weeks, L. E., Oba, O. A., Ogurlu, A., & Steward, L. J., Saskatoon Council on Aging—*Strengthening the social capital of older Black adults in Canada in the era of COVID-19*—SSHRC Partnership Engagement Grants--\$25,000 (Received January 2021).

University of Regina and Collaborative (U of R Faculty of Nursing and Sask. Polytech) Grants



Arvidson, S., Daschuk, J., Davies, S., Delorme, C., & Tanner, A.--*Exploring Social Isolation and the Impact of Health & Wellbeing Among Indigenous Seniors*—Heritage Grant, Humanities Research Institute--\$2,000; Faculty of Nursing--\$2500; Vice President Research--\$10,000.

Arvidson, S.—*Developing Community Partnerships: Indigenous Knowledge and Western Views*—Humanities Research Institute Fellowship--\$4,993.80.

Hirani, S.—*Development of a Knowledge Mobilization Tool to Promote, Protect and Support Breastfeeding*—U of R--\$10,000.

Hirani, S.—*Breastfeeding practices of immigrant and refugee mothers in Canada: Scoping review*--VPR funding U of R--\$2,000.

Hodson, A., & Dykhuizen, M.—*Nursing student lived experiences of COVID-19 pandemic*—Collaborative Research Grant--\$5,000.

Puplampu, V.—*Older Adults' Living Environment: Do they Promote Healthy Aging during Pandemic*—Humanities Research Institute Fellowship--\$5,000;

Puplampu, V., & Luhanga, F.—*The Experience of Black Faculty Members in Academia*--President's Seed Grant--\$5,000.

Urban, A., Dupuis, J., Reimche, R., Brown, J., Devitt, J., Dyck, H., & Skrapek, C.—*Determining the Feasibility of Engaging Patients as Partners in the SCBScN Program Curriculum*—Collaborative Research Grant--\$5,000.

Other Research Projects (2020)



Arries, E., Dr. Wickson-Griffiths, A. & Meisenberg, N.---*Moral distress in Family Caregivers' of Residents/Friends in Residential Home/ Assisted-living Environments of Long-term Care (LTC): A Pilot Study.*

Domm, E. & Verville, F.-- *Exploring how the COVID19 Pandemic Impacts Access to NP Care in Saskatchewan.*

Domm, E. & Bassendowski, S.--*Nursing Education in Saskatchewan During Pandemics: 1919-1922 and 2019-2022.*

Mvumbi-Mambu, L.--*Challenges of Implementing a Collaborative Bilingual Nursing Option in Western Canada within a Francophone Minority Context: Exploring Challenges and Solutions.*

Faculty Programs of Research

Sherry Arvidson, RN PhD – Dr. Arvidson's research program includes the Living Heritage cluster. She has been awarded two grants that will enable her to better understand living heritage and what it can mean in Saskatchewan. Working with Indigenous communities will provide opportunities to create awareness and break down barriers to reconciliation. Collaborating with community members and academic researchers will foster an environment of mutual benefit and reciprocity to individuals and populations. Dr. Arvidson has expanded her research to various

Indigenous communities in Saskatchewan with the hope of creating partnerships that demonstrate ongoing growth and sustainability.

Laurie Clune, RN PhD – Critical feminist and anti-oppression theory inform Dr. Clune’s research. Her work foci are in the areas of 1) the sociopolitical organization and contextual factors surrounding nursing (and nursing students) experiences of health and work, and 2) using community-based participatory research to understand and find solutions to homelessness and under-housing. In 2020, Dr. Clune was asked to become a member of the Community Research Ethics Office which conducts ethics reviews of projects throughout Canada and internationally.

Shauna Davies RN PhD – Dr. Davies recently completed her Doctorate of Philosophy in Nursing at the University of Saskatchewan and explored the use of social media for patient and caregiver education and support. Her research interests include the use of technology in health care, specifically in the areas of nursing informatics, misinformation and disinformation on social media, the use of high-fidelity simulation and artificial intelligence and other emerging digital technologies in health care. Dr. Davies has recently completed studies exploring perceptions of nursing professional presence on social media and will be exploring ethical challenges for nursing practice related to emerging digital technologies.

Liz Domm, RN PhD – Dr. Domm is interested in and conducted studies into the effects of identified clinical healthcare practices and approaches on patient health outcomes. In 2020, Dr. Domm collaborated with research partners to complete previously funded research projects including a review of evidence about RNs’ clinical reasoning for patient care decision making in acute care hospitals, an exploration of senior nursing students’ clinical reasoning to advance medication safety in final practica, and an exploration of the impacts of implementing an emergency physician lead position for emergency department patient outcomes, and clinician provider experiences in Alberta hospitals. Currently, Dr. Domm is working on two unfunded projects focused on nursing care and patient outcomes in Saskatchewan.

Dr. Shela Hirani RN PhD – Dr. Hirani’s research looks into *breastfeeding advocacy in diverse care settings* and *health promotion of the vulnerable and marginalized population*, specifically women and young children affected by the pandemic, disaster, forced migration, and homelessness. Her research focus aligns with the Sustainable Development Goals, 2015-2030, with a special focus on goal 3 that aims at reducing preventable deaths in newborns and children under 5 years of age. Dr. Hirani has sound experience in undertaking scoping reviews, retrospective reviews, concept analysis, instrument development and validation studies, qualitative studies (critical ethnography and descriptive design) and quantitative research (cross-sectional, cohort, randomized control trials).

Florence Luhanga, RN PhD – Dr. Luhanga’s research has been focused on field teaching and unsafe student clinical behaviours. She was the principal investigator on two multidisciplinary research projects exploring the issue of “failure to fail” related to underperforming students in professional programs. She has explored evidence related to clinical teaching models in nursing education from a patient safety perspective. She has also studied bullying during clinical experiences. Other research interests relate to recruitment, retention and success of ethnic minority students’ success. With funding from a Mitacs, Dr. Luhanga is currently exploring

public perceptions about paramedic care in Saskatchewan, as well as supervising a post-doctoral research fellow. She is an applicant/co-applicant on two projects, a SSHRC IGD grant, *“Experiences of Racialized Students in Education, Nursing, and Social Work”*; and a U of R President’s Seed Grant project exploring experiences of Black faculty members in academia.

Elise Matthews RN PhD – Dr. Matthews’ research is focused primarily on family experiences of childhood developmental disabilities and mental health disorders in various cultural contexts. She explores individual family and community perceptions of childhood and disability, and the creative strategies of resistance and adaptation they employ in everyday life. The ultimate goal of her research is to improve children’s and families’ quality of life and access to services and supports through culturally safe services pathways in health, education, and social service systems. Dr. Matthews is conducting and publishing her research with Indigenous, refugee, rural, and urban populations in Saskatchewan. She also has an interest in culturally immersive experiences in nursing education, experiences of family violence, and the impact of childhood exposure to mental health and substance use disorders on reproductive decision-making in adulthood. Dr. Matthews conducts community-based, participatory, qualitative and mixed methods research from a critical interpretivist perspective informed by scholarship in the fields of nursing, anthropology and psychology.

Léonie Mvumbi-Mambu RN PhD – Dr. Mvumbi-Mambu’s research focuses on the French populations in Saskatchewan, across Canada and internationally, with two main foci for her research: 1) Healthcare access research where she has explored: Factors that can influence trajectories among African immigrants living with HIV in Quebec; Home Care and service needs of minority French in rural and urban Saskatchewan; identifying health needs of Francophone immigrants in Alberta, Saskatchewan, Newfoundland, Labrador and Nunavut; and, the impact of confinement on health status as perceived by Francophone seniors in minority situations. 2) Education research, where she has studied the challenges of implementing a Collaborative Bilingual Nursing program option.

Vivian Puplampu RN PhD – Dr. Puplampu’s research focuses on older adult populations. She is interested in their quality of life, healthy aging, and social connectedness, particularly in racialized older adults. Her other research interests lie in nursing education as it pertains to student-centered learning, specifically context-based learning, and faculty members’ experiences in academia.

Ann-Marie Urban RN PhD – Dr. Urban’s research focuses on what influences nurses in their work as well as the impact of these influencing factors. She uses Institutional Ethnography and Discourse Analysis methods. Her other research interests include self-care, and the health and well-being of nurses.

Joan Wagner RN PhD – Dr. Wagner is interested in creating and maintaining healthy workplaces. She used a wholistic research tool – Spirit at Work – to measure health care provider morale across healthcare workplaces in Alberta and Saskatchewan. Dr. Wagner also investigated the impact of a patients’ need assessment (synergy) tool that provides real time patient data on emergency department nurses’ perceptions of quality, safe care delivery and

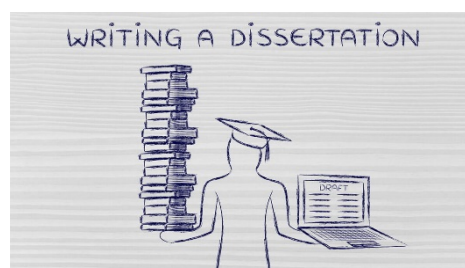


morale. She was the editor and co-author for the nursing open access textbook “Leadership and Influencing Change in Nursing” published in 2018.

Abigail Wickson-Griffiths RN PhD – Dr. Wickson-Griffiths’ research focuses on promoting the quality of care for older adults living in long-term care (LTC), especially those with dementia, with primary interests in palliative and end-of-life care. Along with a pan-Canadian team of interdisciplinary researchers, Dr. Wickson-Griffiths is committed to collaboratively developing, implementing, and evaluating the Strengthening a Palliative Approach in Long-Term Care (SPA-LTC) model. The SPA-LTC model includes a program of interventions aimed at building staff capacity to deliver a palliative approach to care for frail residents and their family care partners. In response to the COVID-19 pandemic, Dr. Wickson-Griffiths is leading the Saskatchewan arm of a project aimed at implementing and scaling up a LTC palliative toolkit to support staff, residents and their family care partners.

Faculty PhD Research

Janine Brown RN © – Janine Brown, a member of the U of R Faculty of Nursing, is pursuing her PhD research: *A qualitative exploration of non-participation in medical assistance in dying*. Her supervisors are Dr. Donna Goodridge RN Ph.D and Dr. Lilian Thorpe, MD PhD, College of Medicine, Health Sciences, University of Saskatchewan.



Jaime Mantesso RN© – Jamie Mantesso, a member of the U of R Faculty of Nursing, is pursuing her PhD research *Understanding how parents promote their children’s mental health: A grounded theory inquiry*. Jamie Mantesso’s research uses the constructivist grounded theory methodology as proposed by Charmaz (2014). She is focusing on mental health promotion within the family unit, specifically with regard to how it is enacted with pre-adolescent children. Jamie Mantesso is using a salutogenic lens to better understand how parents/caregivers conceptualize mental health and foster its promotion with their children. Her supervisor is Dr. Marc Spooner PhD, and her advisors are Dr. Twyla Salm PhD, Dr. Val Mulholland PhD, and Dr. Kristi Wright PhD, University of Regina.

Student Research

Student PhD Research (2020)

Delasi Esssien© – Delasi Essien, a U of R Faculty of Nursing student, is pursuing her research on *Indigenization in nursing education programs in Saskatchewan: A Critical Discourse Analysis*. Delasi plans to study “how indigenization is deconstructed within nursing education in Saskatchewan” (Essien, 2020, p. 44). This knowledge will assist faculty to meet the unique

needs of Indigenous nursing students. Her supervisors are Dr. Elizabeth Domm, RN PhD, (Faculty of Nursing) and Dr. Ann-Marie Urban, RN PhD, (Faculty of Nursing).

Beverly Balaski—Beverly Balaski, a U of R Faculty of Nursing student plans to study “how are organizational processes and ruling relations affecting RN decision-making and critical thinking”. As RNs have a significant impact on patient care decisions and outcomes it is vital to understand if this group of professionals is being supported to utilize their knowledge and abilities to the fullest extent. It is therefore important to understand how the introduction of industry processes affects RN practice and their ability to effectively utilize critical thinking and decision-making skills. Her supervisors are Dr. Joan Wagner, (Faculty of Nursing), Dr. Ann-Marie Urban (Faculty of Nursing).

COLLABORATIVE NURSE
PRACTITIONER PROGRAM



Collaborative Nurse Practitioner Student Research (2020)

Ten students graduated from the Master of Nursing CNPP program in 2020. Findings from students' final publishable papers, focused upon an important research question within their chosen clinical area, were disseminated as poster presentations. These advanced student inquiries were also shared with invited dignitaries, family and faculty/staff at the annual Graduation Pinning Ceremony. Student publishable papers included:

Eric Creo – *The Effectiveness of Group Diabetic Education and Follow-up Sessions in the Glycemic Control of Adults Aged 18 Years and Older: A Systematic Review.*

Shantel Dyck – *The Effectiveness of Total Contact Casting Compared to Traditional Dressings in Treating Diabetic Foot Ulcers.*

Lana Moffat – *Antibiotic Associated Diarrhea: Co-prescribing probiotics and antibiotics to mitigate gastrointestinal side effects in children.*

Shelby Moser – *Advanced Practice Nurse Role in Urinary Incontinence Management: A Systematic Review.*

Evalina Prangle – *Nurse Practitioners Should Not Be Working at the Same Pace as Doctors.*

Megan Pugsley – *Exploring the Value of Communities of Practice as a Mechanism to Alleviate Barriers to Nurse Practitioner Role Integration in Practice Settings: An Integrative Review.*

Marcia Robinson – *Adolescent Suicide in Oceania, Asia and North America and its Relationship to Rural and Urban Regions.*

Emily Ruddick – *Topical Application of Human Breast Milk for the Treatment of Infantile Dermatitis: A Systematic Review.*

Jestoni Tinio – *Effects of Medication Reviews on the Health Outcomes of Older Adults.*

Christina Zuleta – *Prevention Strategies for Decreasing Rapid Repeat Teen Pregnancy Rates: A Scoping Review for Nurse Practitioners.*

Building Future Researchers: Nursing Undergraduate Research Internship Program (NURIP)



The arrival of COVID-19 in Regina created the need to reschedule many summer clinical classes. This rescheduling had a substantial impact upon the students participating in the Nursing Undergraduate Research Internship Program (NURIP), usually held over the summer months. NURIP pairs undergraduate students with members of the faculty, giving the students an opportunity to be involved in the research programs of faculty members. Despite increased summer clinical

workload, three students – Jennifer Fatunwase, Omowumi Obafemi, and Huiyuan Gao – applied to NURIP and were paired with U of R Faculty of Nursing Researchers for 12 weeks during the summer of 2020. NURIP takes a hands-on approach, strengthening the research skills of the interns as they learn from and work alongside Faculty conducting research.

NURIP Gives Student Nurses a Taste for Research

By Iryn Tushabe

(Abridged version of article) posted: August 17th, 2020

“Only three months into NURIP and Jennifer Fatunwase is about to become a published researcher. A project the third-year nursing student contributed to as an assistant researcher has been accepted for publication in the Journal of Nursing Education and Practice. “I was really excited when the paper was accepted for publication,” she says, adding she was doubly excited when the second project she helped Dr. Arvidson on, this one exploring ways of eliminating the gap of othering among culturally diverse populations, was also recently accepted for publication in the International Journal of Advance Nursing Education. These early successes, she explained, have strengthened her conviction that research, which she’s always been interested in, is one of the areas where she belongs as a nurse.”

It’s a sentiment that resonated with third year nursing student Huiyuan Gao who is assisting Dr. Ann-Marie Urban with her research on self-care of nurses in the workforce during the COVID-19 environment. “Before, I didn’t realize how important research was,” admits Gao, saying that now she understands how nursing research is always changing and reshaping the face of healthcare.

Omowumi Obafemi assisted Dr. Shela Hirani in her research on refugee mothers and breastfeeding during the pandemic. “The faculty has been very supportive, giving us feedback on the work in a way that’s constructive,” she explained, adding that being able to make a meaningful contribution to her professor’s research boosted her confidence. While getting paid is a bonus, Obafemi says the opportunity to learn hands-on has been more important.

Faculty Publications (2020)



- Arries, E. J.** (2020). Professional values and ethical ideology: Perceptions of nursing students. *Nursing Ethics*, 27(3), 726-740. 10.1177/0969733019889396.
- Arvidson, S.A.,** Desnomie, C., Davies S., & Luhanga, F. (2020). Exploring factors influencing the retention rates of Indigenous students in post-secondary education. *Journal of Nursing Education and Practice*, 10(11), 24-30. <http://www.sciedu.ca/journal/index.php/jnep/article/view/17306>
- Arvidson, S.,** Desnomie, C., & Fatunwase, J. (2020). Removing the gap of othering: Building a bridge of belonging. *Journal of Advanced Nursing Education*, (accepted for online publication July, 2020).
- Domm, E, & Urban, AM.** (2020). Public health nurse perceptions of evolving work and how work is managed: A qualitative study. *Journal of Nursing Management*, 28(6), 2017– 2024. DOI: <https://doi-org.libproxy.uregina.ca/10.1111/jonm.13058>
- Brown, J.** Goodridge, D., & Thorpe, L. (2020). Medical assistance in dying in health sciences curricula: A qualitative exploratory study. *Canadian Medical Education Journal*. DOI: 10.36834/cmej.69325.
- Brown, J.,** Goodridge, D., Harrison, A., Kemp, J., Thorpe, L., & Weiler, R. (2020). Care considerations in a patient-and family-centered medical assistance in dying program. *Journal of Palliative Care*. Advanced online publication. DOI: 10.1177/0825859720951661.
- Brown, J.,** McDonald, M., Besse, C., Manson, P., McDonald, R., Rohatinsky, N., & Singh, M. (2020). Anxiety, mental illness, learning disabilities, and learning accommodation use: A cross-sectional study. *Journal of Professional Nursing*. Advanced online publication. DOI: 10.1016/j.profnurs.2020.08.007.
- Brown, J.,** McDonald, M., Besse, C., Manson, P., McDonald, R., Rohatinsky, N., & Singh, M. (2020). Nursing students' academic success factors: A quantitative cross-sectional study. *Nurse Educator*. Advanced online publication. DOI: 10.1097/NNE.0000000000000882\
- Clune, L.** (2020). Advanced Practice Nursing Role Competencies in Canada: A Case Study Approach Chapter 14: Direct Comprehensive Care Competencies 14A Clinical Nurse Specialist. In E. Staples, R. Pilon, & H. R.A. (Eds.), *Canadian Perspectives on Advanced Practice Nursing*, Second Edition. Toronto, Ontario Canada: Canadian Scholars.
- Hirani, S. A.** (Accepted, 2020). A policy brief on promotion, protection and support breastfeeding practices during disaster and displacement. *Clinical Lactation*. [Indexed in Google scholar and Web of Science Emerging Sources Citation Index (ESCI); Publisher: Spring Publishing Company].
- Hirani, S. A.,** Richter, S., & Salami, B. (2020). Humanitarian aid and breastfeeding practices of displaced mothers: A qualitative study in disaster relief camps. *Eastern Mediterranean Health Journal*, 26. <https://doi.org/10.26719/emhj.20.087>
- Luhanga, F.L.,** McCrystal, S., & Domm, E. (2020). Evaluating preceptor perception of role development and support initiatives in a Collaborative Bachelor of Science in Nursing Program. *Quality Advancement in Nursing Education*, 6(3), Article 2, 1-18. DOI: <https://doi.org/10.17483/2368-6669.1241>.

- ## Scholarship of Teaching

A chalkboard filled with mathematical formulas. The central equation is $E=mc^2$. Other formulas include the Pythagorean theorem $a^2+b^2=c^2$, binomial expansion $(a+b)^2=a^2+2ab+b^2$, and trigonometric identities like $\sin^2\theta + \cos^2\theta = 1$. A person is writing on the board, and a stack of books is on the left.

According the CASN Position Statement on Scholarship among Nursing Faculty, the Scholarship of Teaching must meet the following criteria:

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4. Dissemination of peer reviewed innovative clinical or preceptorship modalities. (CASN, 2013, p. 4).

COVID-19 has had a significant impact upon both teaching and learning during 2020. Faculty are to be commended for their quality innovative transformation of both theoretical and clinical courses to online delivery during the pandemic. The following stories, featured on the University of Regina website, showcase how quickly and effectively the Faculty of Nursing developed innovative new processes that support excellence in scholarship and teaching.

In crisis or calm: U of R Faculty of Nursing reimagines programs; celebrates profession

By University Advancement and Communications

(Abridged version of article) posted: May 15, 2020

In many ways, the COVID-19 pandemic has pushed the restart button on major plans in the Faculty of Nursing at the University of Regina. This includes everything from Spring, Summer, and Fall program delivery to celebration of the World Health Organization's International Year of the Nurse and the Midwife, which marks the 200th anniversary of Florence Nightingale's birth.

With the announcement that the University would not be offering face-to-face classes, in short order, members of the Faculty of Nursing at the University of Regina and their program partners at Saskatchewan Polytechnic embraced the challenges of program delivery posed by COVID-19. "Working with our colleagues at Saskatchewan Polytechnic, the Faculty has been really creative and come up with alternative ways for delivering our programming," emphasized Dr. Robin Evans, Dean, Faculty of Nursing.

In partnership with Saskatchewan Polytechnic, the Faculty of Nursing at the University of Regina offers two collaborative nursing programs: the Saskatchewan Collaborative Bachelor of Science (SCBScN) program and the Collaborative Nurse Practitioner (CNPP) graduate program. As of 2018, 50% of the SCBScN program is also being offered in French for students wanting to take part of their undergraduate nursing degree in the French language.

"The collaborative partnered with La Cité universitaire francophone to create the province's only French/English bilingual option for students," said Evans.

Both programs include hands-on clinical practice in various areas of the health care sector as a requirement of obtaining nursing degrees. With COVID-19, the implementation of clinical placements has been disrupted and has caused program administrators to change course alignment and consider alternative ways to accomplish many of the program objectives virtually.

Thanks to their hard work and the guidance of the Saskatchewan Health Authority, nursing students in the two programs are more closely on track to finish their course requirements. It's required more than a little leadership, flexibility, and ingenuity by instructors, especially when it comes to lab work.

"The University of Regina's Faculty of Nursing is honoured to be part of creating nursing professionals who have the theoretical knowledge and clinical experience to lead the way – putting the needs of the patient front and centre during crisis or calm."

Since its creation in 2009, the U of R's Faculty of Nursing has been demonstrating leadership in nursing research, education, and practice, helping to build future generations of nurses. In 2020, the Faculty of Nursing celebrated its 11th anniversary and has almost 1,600 undergraduate, masters, and doctoral alumni.

Democratizing education: Challenging times can present an incredible opportunity

By University Advancement and Communications

(Abridged version of article) posted: July 16, 2020

The Spring 2020 semester marked the first time Melissa Hrebenik, an Instructor in the Faculty of Nursing, taught CNUR 301, Leadership and Influencing Change at the University of Regina. This was also the first time Hrebenik used an open textbook in her class, and if she has anything to say about it, it won't be the last.

Amidst the immediate demands caused by the COVID-19 pandemic to deliver all courses remotely, Hrebenik and her colleagues at the U of R and Saskatchewan Polytechnic in Regina and Saskatoon quickly pulled together to condense the 12-week nursing leadership course into six weeks and bring the course to life – virtually.

“It was amazing to work with everybody, including those who had experience teaching the course before, including the open textbook editor Dr. Joan Wagner, and my colleagues who are new to teaching CNUR 301,” says Hrebenik. “Everyone was so accommodating and dedicated, putting our brains together to make this course be the best it could be.”

By using existing open educational resources for the course, Hrebenik and her fellow instructors were able to easily customize the digital material to fit the shortened course length, add links to more journal articles, and adapt the exam questions and PowerPoint slides as needed.



Melissa Hrebenik used OER in a nursing course. Credit: U of R Photography

“Textbook resources are often costly and cost savings is one important feature of OER,” says Hrebenik. “But I think having access to Canadian- and Saskatchewan-based resources is really key, because these are more relevant to supporting our students’ learning experience. If we can align these open resources so that they meet student learning outcomes for the

course, then all the better.”

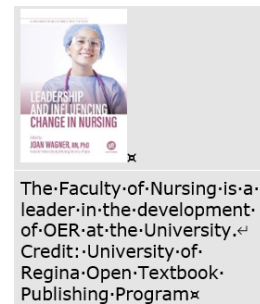
This tailored approach to educational material is a key benefit for nursing instructors who need to stay up to date with the latest practises, policies, and regulations in health care, as well as for practitioners who may want to read about recent changes or refresh their knowledge.

“In nursing, we have a responsibility to stay current with our practice,” says Hrebenik. “When you have open resources available to you as an instructor, the opportunities are endless for continuous learning. This is a major advantage over published print resources which, by the time we get them, may be dated and require us to supplement the material with current evidence.”

Overall, Hrebenik says that student feedback on her use of OER in the nursing leadership course this Spring has been positive.

Since 2016, the University of Regina has worked to develop new, adopt existing, and adapt open textbooks and other OER through its Open Textbook Publishing Program, funded by the Government of Saskatchewan.

Dr. Joan Wagner, Associate Dean (Graduate Programs and Research), whose textbook *Leadership and Influencing Change in Nursing* was published in June 2018 through the Program...wrote chapters and coordinated submissions from 17 contributors throughout Saskatchewan and Canada, which were then peer reviewed to ensure the new textbook met high academic standards. Other faculties across the University are now closely considering adopting or adapting OER for use in courses that have high student enrolment and high textbook costs.

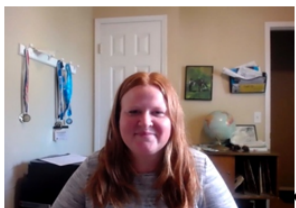


Video exam project brings nursing class together, while teaching and learning from home

By University Advancement and Communications (Abridged version of article)
posted: September 25, 2020.

When the remainder of the Winter 2020 semester had to be completed online due to the COVID-19 pandemic, faculty and students had to quickly adapt. Nursing instructors Alex Hodson (U of R) and Sue-Ellen White (Sask. Polytech) took the opportunity to try something new – give the students in their CNUR 103 class (Foundations of Care II: Professional Nursing) a video project to teach other students how to perform a skill (e.g., dressing a wound) for their final skills assessment exam.

Typically, this skills assessment would have taken place in a lab and the students would have a list of skills they would need to know how to perform. The students would be randomly selected for one of the skills, and they would be given 20 minutes to perform the skill in front of a faculty member. But with all of the students and instructors at home, Hodson and White asked students to produce a video of themselves at home demonstrating a dressing change or a removal of sutures. They were so impressed by how creative and well presented the students' videos were that Hodson couldn't resist sharing the videos with others. With 180 students in the class, that wasn't a possibility, so she took clips from seven of the videos and created a quick five-minute video to showcase what the students were able to accomplish from their homes.



Nursing instructor
Alex Hodson

“One of our main goals was to make sure students would feel confident and prepared going into clinical, and we wanted them to feel like their learning wasn't inferior,” says Hodson. “That was our motivation, and it was so great to see what students can do when you let them be creative and let them use their skills.”

“I've always loved integrating technology into my classroom, and I think this has brought it more to the forefront,” says Hodson. “There's so many fun things you can do with technology, I've found that it has inspired my teaching and it has made me excited to try new things.”

Hodson presented on her innovative project to Canadian nurse educators during a CASN COVID-19 webinar on Monday, October 5th. Below is a link to the CASN webinar recording.

<https://www.youtube.com/watch?v=P9tXGv9id6g>