



University  
of Regina

---

NURSING

# Faculty of Nursing Graduate Certificate Program Proposal

Graduate Certificate in Nursing Education (GCNE)

Graduate Certificate in Nursing Leadership (GCNL)

## Table of Contents

1. Checklist of Approvals for New Graduate Program .....	4
2. Executive Summary .....	4
Phase I (launch September 2024) .....	4
Phase II (launch September 2025) .....	4
2.1 Program Objectives Graduate Certificate Programs.....	4
2.2 Program Outcomes .....	6
GCNE Outcomes.....	7
GCNL Outcomes: .....	7
3. Detailed Program Description.....	7
Graduate Certificate in Nursing Education (GCNE).....	8
Table 3.1.1 GCNE Required Courses (3 credit hours) .....	8
Table 3.1.2 GCNE Nursing Elective Courses (3 credit hours) .....	8
Table 3.1.3 GCNE Non-Nursing Elective Courses (3 credit hours) .....	9
3.2 Graduate Certificate in Nursing Leadership (GCNL) (9 credits) .....	10
Graduate Certificate in Nursing Leadership (GCNL) .....	10
Table 3.2.1 GCNL Required Courses (3 credit hours).....	10
Table 3.2.2 GCNL Nursing Elective Courses (3 credit hours) .....	10
Table 3.2.3 GCNL Non-Nursing Elective Courses (3 credit hours) .....	11
3.3 Completion Paths .....	12
Table 3.3.1 Completion Path for Graduate Certificate of Education (GCNE) .....	12
Table 3.3.2 Completion Path for Graduate Certificate in Nursing Leadership (GCNL) .....	12
3.4 Program Routes .....	13
3.5 Relation between Courses and Program Outcomes .....	13
Table 3.5.1 Relation between Courses and Program Outcomes .....	13
3.6 Comparable Programs at the University of Regina .....	16
3.7 Comparable Programs at Other Institutions.....	17
4. Admissions Information .....	17
4.1 Target Students.....	17

4.2	Admission Requirements .....	17
4.3	Application Deadline .....	18
4.4	Program Intake Terms.....	18
✓	Fall .....	18
5.	Professional Accreditation Requirements.....	18
5.1	Accreditation Bodies .....	18
5.2	Accreditation Standards.....	18
6.	Program Rationale .....	18
6.1	Need for Program .....	19
	Table 6.1.3 Employer Hiring Priority.....	20
6.2	Alignment with the Strategic Direction of the University.....	20
6.3	Contribution to the Reputation of the University.....	21
6.4	Alignment with the Strategic Direction of the Academic Unit .....	22
6.5	Employment Outlook.....	22
6.6	Enrolment Trends.....	23
6.7	Comparable Programs .....	23
	Table 6.7.1 Comparison of Graduate Certificate Programs in Western Canada .....	24
6.8	Impact on Other U of R Programs.....	26
6.9	Impact on Enrollment at the U of R .....	27
6.10	Domestic and International Enrolments.....	27
6.11	Impact on Research at the U of R .....	27
7.	Location of Program.....	28
8.	Delivery of the Program .....	28
	Choice in Delivery Modes .....	28
9.	Resources Requirements and Revenue .....	28
9.1	Resource Requirements.....	28
	Table 9.1.1 Tentative Course Development Schedule.....	29
9.2	Availability of Expertise.....	30
	Table 9.2.1 Proposed Instructors.....	30
9.3	Enrolment Projections .....	31
	Table 9.3.1 Part-Time Enrollment Projections Graduate Enrolment Projections for two Graduate Certificate	

Programs .....	31
Table 9.3.2: Enrolment projections over the first five years .....	31
9.4 Recruitment Plans .....	31
9.5 Involvement of Personnel in Other Areas.....	32
9.6 Course Coverage .....	32
Table 9.6.1 Course Coverage - Proposed Instructors.....	32
9.7 Projected Revenue .....	33
Table 9.7.1: Projected Revenues Graduate Certificate Programs, part-time enrolment .....	33
Table 9.7.2: Projected expenses .....	34
Table 9.7.3: Projected break-even enrolments .....	34
10.1 Implementation Milestones and Remedial Action for Programs Approval.....	35
Table 10.1.1 Implementation Milestones, Remedial Action for Phase I - MN, GCNE, and GCNL.....	35
10.2 Oversight and Quality Assurance.....	35
Assessment of Learning .....	35
10.3 Advertisement Blurb.....	36
10.4 Advertising Availability Key considerations: .....	36
11. Teach-out Provision .....	36
12. Appendices.....	37
References .....	38

## 1. Checklist of Approvals for New Graduate Program

- Faculty of Nursing Programs Council, approved June 26, 2023
- Faculty of Graduate Studies and Research (FGSR) & Council Committee Faculty of Graduate Studies and Research (CCFGSR), September 2023
- Executive of Council, September 2023
- Senate, October 2023

## 2. Executive Summary

There is a growing need for Registered Nurses with advanced degrees to educate and lead in the healthcare system. The University of Regina, Faculty of Nursing (FON), is well positioned to develop and provide Graduate Certificate Programs, a course-based Master's degree, a thesis-based Master's degree, and a PhD in Nursing. Completing these advanced Certificates and Degrees will prepare nurses to meet the demands of an ever-changing healthcare system.

Currently, the University of Regina (U of R), in collaboration with Saskatchewan Polytechnic, offers a Collaborative Nurse Practitioner Program (CNPP), which prepares Registered Nurses (RN) to provide advanced nursing practice. Learners completing this Program are awarded a Master of Nursing-Nurse Practitioner (MN-NP) degree from the U of R. Learners were first admitted to the MN-NP in 2014. A Special Case PhD option has been available since 2012.

The Graduate Certificate Programs outlined in this proposal will be offered solely by the Faculty of Nursing, allowing complete academic control and financial benefit to the U of R. They will enhance the current Graduate Program complement available at the University of Regina and offer accessible alternative graduate certificate and degree completion options to the nurses of Saskatchewan and beyond.

Provision of expanded graduate programming will occur in two phases.

### Phase I (launch September 2024)

- Graduate Certificate in Nursing Education (GCNE)
- Graduate Certificate in Nursing Leadership (GCNL)
- Master of Nursing (course-based)

### Phase II (launch September 2025)

- Master of Nursing (thesis-based)
- PhD in Nursing

The enclosed proposal is submitted as part of Phase I of program development: the Graduate Certificate in Nursing Education and the Graduate Certificate in Nursing Leadership.

## 2.1 Program Objectives Graduate Certificate Programs

- a) Unit, Faculty, and University benefits from offering the program.
  - Graduate Certificate Program courses can be transferred into the course-based or thesis-based Master of Nursing programs
  - Will invite students who wish to focus their study in an area of their interest on nursing education and nursing leadership

- With the increased prevalence of vulnerable or marginalized populations (e.g., Indigenous communities, rural and remote communities, aging populations, people experiencing homelessness, and recent immigrants/refugees), the Graduate Certificate Programs will be designed to prepare graduates with the knowledge, values, attitudes and competencies reflecting the philosophy, nature, and scope of nursing for the vulnerable and diverse populations, in urban, rural and remote communities
  - Diversify the student population of graduate students by attracting Saskatchewan-based candidates: rural and remote communities, Indigenous students, out-of-province students, and international students
  - Students from Graduate Certificate programs may transfer to the Master Program upon recommendation by FON to the Faculty of Graduate Studies and Research
  - Provide an opportunity for Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs), and Licensed Practical Nurses (LPNs) with any baccalaureate degree who wish to focus their study in an area of their interest (e.g., nursing education and nursing leadership)
  - Provide enrolled students opportunities to work with highly skilled Faculty of Nursing personnel in areas of teaching assistant roles
  - Opportunity for FON faculty members to teach and supervise graduate students
  - Increase the enrollment of students from the FON in nursing Graduate Programs
  - Provide opportunities for FON to collaborate with other U of R faculties, such as Education, Kinesiology and Health Studies, Social Work, and academic units, such as the Johnson Shoyama Graduate School of Public Policy, and Psychology.
  - Revenue from student tuition will be the source of funding for all student costs, including faculty and staff salaries and operational expenses
  - Programs will be revenue-generating and self-sufficient
  - Generate increased funds from donors to develop a consistent source of funding for students
  - Will increase tuition revenue for the U of R; see section 9.7
- b) Description of specific academic focus of the program.
- The proposed Graduate Certificate Programs are a response to the Canadian Association of Schools of Nursing (CASN) to prepare nurses for advanced professional nursing roles and to integrate knowledge, skills, and abilities for nursing scholarship (CASN, 2016, p. 1) in diverse settings, including academic, clinical settings, public health, community, leadership, management, and health policy roles, as well as emerging roles in healthcare organizations
  - The proposed Graduate Certificate Programs will allow students to focus their study in specialized areas of practice, such as health policy and leadership or education while developing a deeper understanding of the emerging complex issues within the healthcare and nursing practice settings. Faculty will support students to influence societal/public health by engaging in courses and research to transform education, services, systems, and policies

- Recognizing and addressing the specific needs of vulnerable populations is essential for promoting health equity and reducing health disparities. Preparing nurses to take on leadership, research, and educational roles that focus on vulnerable populations can ultimately improve health outcomes for these individuals and work towards achieving better health for everyone
- c) Description of the area of knowledge or professional training not currently available at the University of Regina the program will initiate or uniquely reconfigure.
- The proposed Graduate Certificate Programs are new programs at the University of Regina and, as such, would bring in additional graduate students not currently enrolled in other programs
  - These programs will provide education in nursing leadership and nursing education. While other Faculties offer courses in education and leadership, they lack a specific focus on nursing. Currently, provincially and nationally, the need for nurses with advanced education in leadership and education are in high demand to meet the increasing health needs of Canadians. The programs aim to fill that gap by offering specialized knowledge and skills that are tailored specifically to the nursing profession
  - The Graduate Certificate Programs offer multiple pathways to access graduate education, as well as to provide entrance to Master programming
  - With the Graduate Certificate Programs, students will have enhanced interprofessional opportunities and experiences by interacting, learning, and conducting research with others from Education, Kinesiology and Health Studies, Social Work, Johnson Shoyama Graduate School of Public Policy, and Psychology. These Certificate Programs will be open to RNs, RPNs, and LPNs with any baccalaureate degree
  - Flexible program delivery modes provide increased access for a variety of students from rural, remote, northern, and Indigenous communities, as well as students from local, provincial, national, and international geographical areas. Students will have the option to complete their programs through online, blended, and web delivery, as well as on-campus using HyFlex, either as full-time or part-time students

## 2.2 Program Outcomes

Upon completion of the proposed Graduate Certificate in Nursing Education (GCNE) and/or Graduate Certificate in Nursing Leadership (GCNL) programs, graduates will be able to:

- Develop advanced knowledge and skills to enhance the quality of healthcare for vulnerable or marginalized populations or communities
- Enhance skills in collaboration with interprofessional teams
- Appraise advanced decision-making skills used to provide high-level care in complex and challenging circumstances
- Develop skills to foster safe learning and work environments
- Demonstrate leadership skills in promoting the advancement of nursing education and practice. Engage in continuous education and leadership role development and improvement
- Explore complex healthcare systems, policy environments, changing contexts of nursing and their impact on health outcomes of vulnerable populations, rural and remote communities
- Create interprofessional collaborations to influence change and create better healthcare systems and health outcomes for vulnerable/marginalized populations in urban, rural, and remote communities

**GCNE Outcomes**

- Explore diverse educational philosophies and pedagogical theories related to curriculum design and development and critique curriculum issues related to learning and teaching in the nursing context
- Explore ontological, epistemological, and methodological implications of various paradigms of nursing knowledge and ways of knowing
- Integrate curriculum design and program development pedagogies relevant to practice setting environments as contextualized to population-based needs
- Engage in scholarly activities related to teaching, learning, and nursing education leadership
- Incorporate sensitivity to the needs of learners from diverse cultural groups and vulnerable or marginalized populations, and support educational practices that honour the Calls for Truth and Reconciliation Commission of Canada

**GCNL Outcomes:**

- Appraise advanced decision-making skills to provide high-level care in complex circumstances
- Apply leadership knowledge to understand the contemporary issues, challenges, opportunities and solution-focused thinking required of nurse leaders in today's complex and diverse practice environments
- Apply leadership knowledge and skills to implement evidence-based interventions and improve health outcomes for the vulnerable or marginalized populations
- Enhance skills to provide leadership and direction for teams or groups at work
- Create strategies to enhance team commitment and involvement at work
- Analyze effective techniques to manage or lead diverse people, including vulnerable or marginalized populations, to achieve goals
- Demonstrate knowledge and application of Change Management Theory

**3. Detailed Program Description****3.1 Graduate Certificate in Nursing Education (GCNE) (9 Credits)****Program Overview**

The 9-credit hour GCNE will prepare nurses with specialized knowledge and skills for teaching in various academic and clinical settings, including clinical facilities, hospitals, community health centers, and academic institutions, using multiple teaching modalities such as clinical instruction, simulation and classroom-based learning. The GCNE Program will emphasize teaching strategies, development, implementation, and evaluation of programs and courses. Moreover, it will underscore the importance of professionalism and effective education within diverse environments and with diverse populations, including vulnerable and marginalized populations.

The GCNE Program will offer a platform for further academic pursuits in the profession of nursing, including Master's studies. Certificate courses will be transferable into the Master of Nursing.



Academic content will focus on vulnerable populations. A vulnerable population refers to a group of individuals who are at a higher risk of experiencing negative health outcomes or facing challenges due to various factors such as age, socioeconomic status, race/ethnicity, disability, geographic location, sexual orientation, gender identity, or other social determinants of health.

These populations often have limited access to resources, face discrimination, and may have unique healthcare needs that are not adequately addressed. Examples of vulnerable populations include children, elderly individuals, low-income communities, racial and ethnic minorities, houseless individuals, individuals with disabilities, and refugees or immigrants.

### Graduate Certificate in Nursing Education (GCNE)

**Table 3.1.1 GCNE Required Courses (3 credit hours)**

Course Name	Course Number	Course Description	Credit Hours	Required	Exists
NURS	775	Foundations and Theories of Learning	3	Required	No

**Table 3.1.2 GCNE Nursing Elective Courses (3 credit hours)**

Course Name	Course Number	Course Description	Credit Hours	Required	Exists
NURS	700	Theoretical and Philosophical Foundations of Nursing	3	Elective	No
NURS	701	Qualitative Research Methods	3	Elective	No
NURS	702	Quantitative Research Methods	3	Elective	No
NURS	703	Working With Vulnerable Populations	3	Elective	No
NURS	777	Approaches to Learning and Teaching Innovation in Nursing	3	Elective	No
NURS	778	Curriculum Development and Evaluation Process in Nursing	3	Elective	No
NURS	785	Ethical Leadership in Nursing	3	Elective	No
NURS	786	Leading in Rural and Remote Communities	3	Elective	No
NURS	787	Leadership and Managing Change in Healthcare	3	Elective	No

NURS	788	Leadership in Nursing and Health	3	Elective	No
NURS	804	Global Health	3	Elective	Exists
NURS	815	Health Care Ethics	3	Elective	Exists
NURS	820	Patterns of Health and Illness in Older Adults	3	Elective	Exists

**Table 3.1.3 GCNE Non-Nursing Elective Courses (3 credit hours)**

<b>Course Name</b>	<b>Course Number</b>	<b>Course Description</b>	<b>Credit Hours</b>	<b>Required</b>	<b>Exists</b>
EAHR	810	Program Design and Planning	3	Elective	Exists
EC & I	804	Curriculum Development	3	Elective	Exists
EC & I	834	Designing for Online and Blended Learning	3	Elective	Exists
ED	817	Research Methods with Indigenous Peoples	3	Elective	Exists
AGIN/ SW	803	End-of-Life Issues for Human Service Workers	3	Elective	Exists
AGIN/ SW	816	Aging, Society, and Human Service Work	3	Elective	Exists
AGIN	893	Patterns of Health and Illness in the Elderly (cross-listed, NURS 820 Patterns of Health and Illness in Older Adults)	3	Elective	Exists
JSGS	823	Health Promotion	3	Elective	Exists
JSGS	824	Health Program Planning and Evaluation	3	Elective	Exists
JSGS	826	Human Resources Management in Health Care	3	Elective	Exists
JSGS	829	Decision Making and Leadership in Health Care Organizations	3	Elective	Exists
JSGS	888	Health Informatics and Health Information Technology Master	3	Elective	Exists

**Courses:**

The GCNE will include three courses, including one (1) nursing core course, one (1) elective nursing course, and one (1) non-nursing elective directly relevant to the GCNE Certificate. Students will explore theories of learning and the related implications for effective educational endeavours in various contexts of nursing practice. The courses will facilitate how learning outcomes in nursing practice are influenced by the orientation, characteristics, and actions of those who teach and learn, as well as the resources and constraints within each context where the teaching and learning processes occur.

**3.2 Graduate Certificate in Nursing Leadership (GCNL) (9 credits)****Program Overview**

The Graduate Certificate in Nursing Leadership will expand knowledge and competence in nursing leadership within a variety of healthcare contexts. Using an evidence-based approach, students will explore, define, and develop traits that nurses need to improve healthcare quality and safety, manage the finances and operations of healthcare organizations, lead healthcare innovations, and respond to industry challenges and trends. The curriculum will also enhance learners' leadership skills, focusing on ethical and cultural awareness when working with vulnerable or marginalized populations.

Academic content will focus on vulnerable populations. A vulnerable population refers to a group of individuals who are at a higher risk of experiencing negative health outcomes or facing challenges due to various factors such as age, socioeconomic status, race/ethnicity, disability, geographic location, sexual orientation, gender identity, or other social determinants of health. These populations often have limited access to resources, face discrimination, and may have unique healthcare needs that are inadequately addressed. Examples of vulnerable populations include children, elderly individuals, low-income communities, racial and ethnic minorities, houseless individuals, individuals with disabilities, and refugees or immigrants. The GCNL Program will offer a platform for further academic pursuits in the field of nursing, including Master's studies. Certificate courses will be transferable into the Master of Nursing.

**Graduate Certificate in Nursing Leadership (GCNL)****Table 3.2.1 GCNL Required Courses (3 credit hours)**

Course Name	Course Number	Course Description	Credit Hours	Required	Exists
NURS	785	Ethical Leadership in Nursing	3	Required	No

**Table 3.2.2 GCNL Nursing Elective Courses (3 credit hours)**

Course Name	Course Number	Course Description	Credit Hours	Required	Exists
NURS	700	Theoretical and Philosophical Foundations of Nursing	3	Elective	No
NURS	701	Qualitative Research Methods	3	Elective	No
NURS	702	Quantitative Research Methods	3	Elective	No
NURS	703	Working With Vulnerable Populations	3	Elective	No
NURS	775	Foundations and Theories of Learning	3	Elective	No

NURS	777	Approaches to Learning and Teaching Innovation in Nursing	3	Elective	No
NURS	778	Curriculum Development and Evaluation Process in Nursing	3	Elective	No
NURS	786	Leading in Rural and Remote Communities	3	Elective	No
NURS	787	Leadership and Managing Change in Healthcare	3	Elective	No
NURS	788	Ethical Leadership in Nursing and Health	3	Elective	No
NURS	804	Global Health	3	Elective	Exists
NURS	815	Health Care Ethics	3	Elective	Exists
NURS	820	Patterns of Health and Illness in Older Adults	3	Elective	Exists

**Table 3.2.3 GCNL Non-Nursing Elective Courses (3 credit hours)**

Course Name	Course Number	Course Description	Credit Hours	Required	Exists
EAHR	810	Program Design and Planning	3	Elective	Exists
EC & I	804	Curriculum Development	3	Elective	Exists
EC & I	834	Designing for Online and Blended Learning	3	Elective	Exists
ED	817	Research Methods with Indigenous Peoples	3	Elective	Exists
AGIN/SW	803	End-of-Life Issues for Human Service Workers	3	Elective	Exists
AGIN/SW	816	Aging, Society, and Human Service Work	3	Elective	Exists
AGIN	893	Patterns of Health and Illness in the Elderly (cross-listed, NURS 820 Patterns of Health and Illness in Older Adults)	3	Elective	Exists
JSGS	823	Health Promotion	3	Elective	Exists
JSGS	824	Health Program Planning and Evaluation	3	Elective	Exists
JSGS	826	Human Resources Management in Health Care	3	Elective	Exists
JSGS	829	Decision Making and Leadership in Health Care Organizations	3	Elective	Exists
JSGS	888	Health Informatics and Health Information Technology Master	3	Elective	Exists

**Courses:**

The GCNL Program will include three-credit courses, including one (1) nursing core course, one (1) elective nursing course, and one (1) non-nursing elective directly related to the GCNL certificate. The coursework will emphasize instruction in leadership to advance learners' knowledge of nursing leadership principles and theories, as well as their applications in various healthcare settings. It will strengthen student's leadership skills in strategic planning, decision-making, collaboration, communication, change management, quality improvement initiatives, influencing policy and operations, health informatics, and care for vulnerable populations, all to enhance patient outcomes and the overall healthcare delivery system.

The course work will facilitate how learning outcomes in nursing practice are influenced by the orientation, characteristics, and actions of healthcare organizations, as well as the resources and constraints within each context where nursing leadership might occur. Courses in GCNL will prepare students to lead in healthcare settings such as acute and long-term care facilities, community and other non-residential health centres, healthcare associations, and nursing and healthcare educational associations and institutions.

**3.3 Completion Paths**

Students can begin the Graduate Certificate Programs the following term after acceptance. Student applications will be reviewed, processed, and accepted as they are received.

Students can take the Graduate Certificate Programs as full-time or part-time students. The expected completion time is one year for part-time students. The maximum completion time is four years. Courses will be offered via multiple delivery methods: students can enrol in online, blended, and on-campus course sections. Please see Table 3.3.1 for the path to complete the GCNE and Table 3.3.2 to complete the GCNL in one calendar year.

**Table 3.3.1 Completion Path for Graduate Certificate of Education (GCNE)**

YEAR 1		
Semester	Course (s)	Total Credit Hours
Fall	NURS 775: Foundations and Theories of Learning	3
Winter	Elective	3
Spring/Summer	Elective	3
<b>Total Credits</b>		<b>9 Credit hours</b>

**Table 3.3.2 Completion Path for Graduate Certificate in Nursing Leadership (GCNL)**

YEAR 1		
Semester	Course (s)	Total Credit Hours
Fall	NURS 785: Leadership in Nursing	3
Winter	Elective	3
Spring/Summer	Elective	3
<b>Total Credits</b>		<b>9 Credit hours</b>

### 3.4 Program Routes

As the Graduate Certificate Programs have rolling admissions, students can start in any of the three semesters and complete in a year. Courses will not have prerequisites, so students can begin their Program by taking any course offered in the given term.

### 3.5 Relation between Courses and Program Outcomes

**Table 3.5.1 Relation between Courses and Program Outcomes**

Course	Outcomes
<p>NURS 700: Theoretical and Philosophical Foundations of Nursing</p> <p>This introductory MN course provides students with the opportunity to explore and critically analyze the philosophical and theoretical foundations of nursing knowledge. Students will examine the evolution of nursing knowledge throughout various key points in the development of the nursing profession and critically review how nursing knowledge is structured, developed, and applied to the work of nurses. Throughout this course, students will formulate their philosophical views of nursing.</p>	<ul style="list-style-type: none"> <li>• Explore diverse educational philosophies and pedagogical theories related to curriculum design, development and to critique curriculum issues related to learning and teaching in the nursing context.</li> <li>• Explore ontological, epistemological, and methodological implications of various paradigms of nursing knowledge and ways of knowing.</li> </ul>
<p>NURS 775: Foundations and Theories of Learning</p> <p>This course will examine the fundamental theories of learning and development and the role of psychological and educational theory in the design of curriculum, conduct of teaching, and assessment of learning.</p>	<ul style="list-style-type: none"> <li>• Plan curriculum design/development and evaluation activities, and program development and review for currency in nursing and health care trends.</li> <li>• Engage in scholarly activities related to teaching, learning, and nursing education leadership.</li> <li>• Enhance skills collaboration with interprofessional teams.</li> <li>• Engage in continuous education and leadership role development and improvement.</li> <li>• Apply legal and ethical principles to promote professional practice in nursing education.</li> </ul>

<p>NURS 703: Working With Vulnerable Populations</p> <p>The course will focus on health issues of the vulnerable populations. The students will examine and analyze theories, concepts, research, and nursing practice knowledge regarding vulnerable populations [those systematically pushed away from economic, social, political, and cultural participation and power]. Students will be challenged to develop a deeper understanding of the unique health challenges and experiences encountered by vulnerable populations.</p>	<ul style="list-style-type: none"> <li>• Explore complex healthcare systems, policy environments, changing contexts of nursing and their impact on health outcomes of vulnerable populations, rural and remote communities.</li> <li>• Incorporate sensitivity to the needs of learners from diverse cultural groups and vulnerable/marginalized populations, and support educational practices that honour the Calls for Truth and Reconciliation Commission of Canada.</li> <li>• Create interprofessional collaborations to influence change and create better healthcare systems and health outcomes for vulnerable populations in urban, rural, and remote communities.</li> </ul>
<p>NURS 777: Approaches to Learning and Teaching Innovation in Nursing</p> <p>Analyze approaches to learning and teaching in diverse nursing practice settings. Develop a repertoire of strategies related to planning educational experiences that may include establishing relational contexts for learning, becoming an inclusive educator, understanding feedback, measuring learning outcomes, and incorporating technology.</p>	<ul style="list-style-type: none"> <li>• Explore diverse educational philosophies and pedagogical theories related to curriculum design, development, and to critique curriculum issues related to learning and teaching in the nursing context.</li> <li>• Engage in scholarly activities related to teaching, learning, and nursing education leadership.</li> <li>• Explore skills to foster safe learning and work environments.</li> <li>• Apply legal and ethical principles to promote professional practice in nursing education</li> </ul>
<p>NURS 778: Curriculum Development and Evaluation Process in Nursing</p> <p>Curriculum Development and Evaluation Process in Nursing Focuses on developing the knowledge and skills of nurse educators in applying principles of curriculum development, evaluation, and related processes in nursing education.</p>	<ul style="list-style-type: none"> <li>• Plan curriculum design/development and evaluation activities, and program development and review for currency in nursing and health care trends.</li> </ul>
<p>NURS 785: Leadership in Nursing</p> <p>This course facilitates the critical analysis of leadership concepts, functions, and skills in the nursing role. Ongoing integration of theoretical and research principles are stressed.</p>	<ul style="list-style-type: none"> <li>• Appraise advanced decision-making skills to provide high-level care in complex circumstances.</li> <li>• Analyze effective techniques to manage or lead diverse people to achieve goals.</li> </ul>

<p><b>NURS 786: Leading in Rural and Remote Communities</b></p> <p>The course will focus on health issues of rural and remote communities. The students will examine and analyze theories, concepts, research, and nursing practice knowledge. Students will be challenged to develop a deeper understanding of rural and remote communities' unique health challenges and experiences and the key issues related to applying the principles of primary healthcare and interprofessional practice in rural and remote populations.</p>	<ul style="list-style-type: none"> <li>• Explore complex healthcare systems, policy environments, changing contexts of nursing and their impact on health outcomes of vulnerable populations, rural and remote communities, populations, rural and remote communities.</li> <li>• Incorporate sensitivity to the needs of learners from diverse cultural groups and vulnerable/marginalized populations, and support educational practices that honour the Calls for Truth and Reconciliation Commission of Canada.</li> <li>• Engage in interprofessional collaborations to influence change and create better healthcare systems and health outcomes for vulnerable or marginalized populations in urban, rural, and remote communities.</li> </ul>
<p><b>NURS 787: Leadership and Managing Change in Healthcare</b></p> <p>This course will examine how to lead change within the health care system. Students will explore change management theories and the practical applications of the theories in the context of current health care challenges.</p>	<ul style="list-style-type: none"> <li>• Appraise advanced decision-making skills to provide high-level care in complex circumstances.</li> <li>• Apply leadership knowledge to understand the contemporary issues, challenges, opportunities and solution-focused thinking required of nurse leaders in today's complex and diverse practice environments.</li> <li>• Analyze effective techniques to manage or lead diverse people to achieve goals.</li> <li>• Demonstrate knowledge and application of Change Management Theory.</li> </ul>



<p>NURS 788: Leadership in Nursing and Health</p> <p>In this course, students will develop an in-depth theoretical and experiential understanding of leadership in health care. Students will critically analyze and apply various theories, models, concepts, competencies, and leadership frameworks. Students will participate in an organizational assessment of nursing leadership in various health care settings to formulate an understanding of contemporary nursing leadership. Finally, students will examine their personal leadership attributes.</p>	<ul style="list-style-type: none"> <li>• Appraise advanced decision-making skills to provide high-level care in complex circumstances.</li> <li>• Apply leadership knowledge to understand the contemporary issues, challenges, opportunities and solution-focused thinking required of nurse leaders in today's complex and diverse practice environments.</li> <li>• Demonstrate leadership skills in promoting the advancement of nursing education and practice.</li> <li>• Explore skills to foster safe learning and work environments.</li> <li>• Analyze effective techniques to manage or lead diverse people to achieve goals.</li> <li>• Create strategies to enhance team commitment and involvement at work.</li> <li>• Enhance skills in continuous education and leadership role development and improvement.</li> </ul>
--	---

### 3.6 Comparable Programs at the University of Regina

Nursing Graduate Certificate Programs do not currently exist at the U of R. The proposed Graduate Certificate programs will allow students to focus their study in specialized areas, health policy and leadership, and education while developing a deeper understanding of emerging complex issues within the healthcare and nursing practice settings.

There are several reasons for adding the Graduate Certificate Programs in Nursing Education and Nursing Leadership to the Graduate Programs complement at the University:

- to provide an emphasis on nursing healthcare for vulnerable populations
- to introduce a focus on non-clinical nursing in graduate education
- to offer entry options for nurses who wish to investigate graduate education
- as pathways to begin graduate studies and receive certification while proceeding on further graduate studies (MN)

### 3.7 Comparable Programs at Other Institutions

The proposed Graduate Certificate Programs are compared to universities that offer similar graduate certificate programs. The University of Regina Nursing Graduate Certificate programs contrast with the other comparable programs in three significant ways: 1) the delivery modality, 2) the practicum requirement, and 3) cohort-based learning.

**The delivery modality.** Compared to the Innovations in Teaching and Learning Certificate offered at the University of Calgary (U of C), which is primarily delivered on-site, the proposed GCNE at the U of R will be delivered using multiple modalities. At Western Trinity University, the graduate certificate in leadership is offered through a mixed delivery of online and one-month classroom residency and full-time, face-to-face, on-campus delivery.

**Practicum requirement.** The other significant difference is a practicum requirement for certain Graduate Certificates, e.g., at the University of Victoria (UVIC), students in the Graduate Certificate in Nursing Education are required to take two practice courses - NUED 573 Nurse Educator Practice I and NUED 574 Nurse Educator Practice II. The U of R Graduate Certificate in Nursing Education or Nursing Leadership requires no practicum.

**Cohort-based delivery.** At the University of Calgary, the Graduate Certificate Program on Leadership is offered as a cohort-based, one-year, part-time program. Rolling admissions means that students can begin their Program the term after being accepted, so there are no delays from application to taking courses.

Please refer to the upcoming Section 6, Table 6.7.1 Comparison of Graduate Certificate Programs in Western Canada.

## 4. Admissions Information

### 4.1 Target Students

The proposed Graduate Certificate Programs are designed to accommodate the schedules and learning needs of working professionals and a diverse workforce through a blended online/face-to-face or HyFlex program design. This curricular format will allow students across Canada and Saskatchewan to access Graduate Nursing education at the U of R.

Registered Nurses, Registered Psychiatric Nurses, and Licensed Practical Nurses with any baccalaureate degree are the targeted applicants. Priority will be accorded to Saskatchewan-based applicants, with all other applicants being given consideration.

### 4.2 Admission Requirements

#### Requirements for both Graduate Certificate Programs

- Applicants must satisfy the admission requirements of the Faculty of Graduate Studies & Research
- Registered Nurses, Registered Psychiatric Nurses, and Licensed Practical Nurses/  
Registered Practical Nurse with any baccalaureate degree

Note: Licensed Practical Nurses (LPNs) and Registered Practical Nurses (RPNs) are essentially different names for the same role. The term LPN is used in all provinces and territories except for Ontario. In Ontario, the preferred term for these nurses is RPN, though the role that they serve in the community is similar. See <https://www.monster.ca/career-advice/article/rn-versus-lpn-versus-rpn-canada>

### 4.3 Application Deadline

Rolling application process. Applicants can complete their applications at any time throughout the year. Applications will be processed as they are received. Once the applicant is accepted into their program, they can begin to take courses the following semester.

### 4.4 Program Intake Terms

Indicate Program intake terms (check all that apply).

- Fall
- Winter
- Spring

## 5. Professional Accreditation Requirements

### 5.1 Accreditation Bodies

Although program approval is needed for entry to practice programs within Saskatchewan, the Graduate Certificate Programs in Nursing Education and Nursing Leadership are not entry to practice programs.

### 5.2 Accreditation Standards

Not applicable.

## 6. Program Rationale

The proposed Graduate Certificate Programs will prepare nurses for advanced nursing roles and advanced integration of knowledge, skills, and abilities for nursing scholarship (CASN, 2016). The Graduate Certificate Programs will provide opportunities for students who wish to enhance their nursing knowledge and leadership and those wanting to pursue Master's and doctoral studies in the future.

The emerging trends in healthcare delivery, nursing practice, and healthcare workforce needs emphasize the need for nursing as a profession to look to the future and anticipate healthcare needs. The COVID-19 pandemic and the ongoing nursing shortages have highlighted the need to seek innovative solutions to the challenging healthcare issues that are present now and in the future. The proposed GCNE and GCNL Programs will build advanced competencies for nurse leaders in both academia and practice settings to provide attainable solutions for these challenges.

Additionally, there is a need in Canada and globally for the continued supply of health human resources. Against a background of extreme ongoing health and economic inequalities (CASN, 2010), a report by Bourgeault et al. (n.d.) on the current situation of health human resources in Canada describes the current landscape as still characterized by complex distortions of supply, distribution, and mix of health workforce coupled with additional concerns about mobility and productivity. As such, this report has recommended that along with measures of supply, mix, distribution, and changing population demographics, Canada must consider the diversity in working patterns of male and female healthcare professionals (Bourgeault et al., n.d., p. 24). In addition, by using appropriate planning tools, management practices, and policy levers, health systems can align the available health workforce to the needs of the populations they serve while increasing efficiency, efficacy, and equity (Bourgeault et al., n.d., p. 24).

## 6.1 Need for Program

The proposed Graduate Nursing Certificate Programs will allow nurses to advance their education and skills to fill needed roles in the healthcare system. Graduate programs in nursing prepare nurses to fulfill advanced professional nursing roles, which require advanced integrative knowledge competencies, skills, and abilities for nursing scholarship (CASN, 2016, p. 1). Nurses prepared at a graduate level are required in diverse settings, including education roles in academic and clinical settings, leadership and management roles, as well as emerging roles in healthcare organizations as the healthcare system adapts to labour shortages, inadequate primary healthcare support, and increasingly diverse patients within the province of Saskatchewan.

There continues to be challenges to address the critical need for nurses available to work within the province of Saskatchewan. There is limited Graduate Program diversity and opportunity for advanced study in nursing currently within Saskatchewan. For example, there is only one course-based, and one thesis-based MN Program, as well as one other PhD (Nursing) in Saskatchewan. There are no graduate certificate programs in Nursing education and nursing leadership. Expanding Nursing Graduate Programs at the U of R will provide research and teaching opportunities. More opportunities will exist for Saskatchewan nurses who wish to achieve advanced nursing credentials to make a positive difference in the health of the people of Saskatchewan and beyond.

To gather evidence of program need, external stakeholders (e.g., prospective students, potential employers of graduates of the program, accrediting bodies, and funders such as the Ministry of Advanced Education) were surveyed to get their input and opinions on the program. Additionally, consultations were held with internal stakeholders, such as FGSR and the Faculty of Nursing, to ensure the proposed program will be eligible for student loans, funding, or financial aid and awards.

**Student Survey.** A survey of current students, applicants, students who withdrew, and graduates in the Collaborative Nurse Practitioner Program (CNPP) and the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) was done to document interest in the proposed Programs and to assist in determining estimated enrollment numbers. Data were collected anonymously through January 2023 using the Qualtrics Survey tool, and of the 1541 surveys distributed, only 84 responded. Although the student response rate was minimal (19%), 66% of responses were positive and expressed interest in the proposed Programs.

Please see Appendix 12.3.3 for the Needs Assessment Report – Student Survey.

**Employer Survey.** An employer survey was also sent out to 50 prospective employers in Saskatchewan and closed on February 1, 2023. Survey results indicated that 32 employers responded with a response rate of 60%. Overall, 76.92% of respondents indicated that there is a need for graduate-prepared nurses in their organizations. The graduate credentials of greatest interest among the respondents were: 30.8% Master of Nursing Course-based Program (30.8%); Graduate Certificate of Leadership (23.08%); and PhD of Nursing (15.38%).

Please see Appendix 12.3.2 Grad Program Survey – Employer.

With regard to the main gaps in knowledge or skills among new hires:

- 25.64% of the respondents identified 'Team leadership' and 'Change management'
- 61.54% of the respondents indicated that if there were a vacant position in their organization, they would likely prioritize applicants who have completed Graduate Programs in Nursing: preference for Master of Nursing (43.75%) and Graduate Certificates, with plans to complete further Graduate education (37.50%)
- Regarding funding for a current employee to complete one or more of these Programs, 30.77% indicated they would provide funding, 38.46% indicated they would not, and 30.77% were unsure
- 46.15% of respondents indicated that job applicants who complete one or more of these proposed Programs would have an excellent chance of finding employment in their sector
- 30.77% stated the applicant would have an advantage in finding employment in this sector over otherwise similarly-qualified applicants who have not completed such Graduate education

**Table 6.1.3 Employer Hiring Priority**

Answer	%	Count
Graduate Certificate (three graduate courses), with no plans to complete further graduate education	0.00%	0
Graduate Certificate, with plans to complete further graduate education	37.50%	6
Master of Nursing	43.75%	7
Ph.D. of Nursing	12.50%	2
Other	6.25%	1
Not sure	0.00%	0
Total	100%	16

## 6.2 Alignment with the Strategic Direction of the University

The proposed Graduate Certificate Programs at the University of Regina align with the University's strategic plan (2022-2025) *kahkiyaw kiwâhkômâkaninawak* (All Our Relations) call to enhance student success, improve teaching quality and enhance flexible learning options (Discovery/Student Success) (<https://www.uregina.ca/strategic-plan/assets/docs/pdf/uofr-2020-2025-strategic-plan.pdf>)

Students enrolled in Graduate Certificate Programs are leaders within the health system across Saskatchewan. Many currently aspire to be case managers, unit managers, care coordinators, program managers, site directors, and educators.

Graduates will gain and apply their learnings in the areas of complexity science, intersectionality, leadership, evaluation, and advanced communication skills. This will bolster and strengthen the academic successes and careers of these future U of R students, faculty, and staff and create an impact within communities in Saskatchewan, Canada, and worldwide. As students in the Graduate Certificate Program, learners will be supported to advance their critical reasoning, engage in ethical reasoning, understand their worlds and the worlds of others, and actively contribute to the betterment of society - including their potential work environments.

Through Discovery, our Strategic Plan builds on the strengths of these Programs by actively supporting faculty and student recruitment and retention. When the Nursing Graduate Certificate Programs are fully implemented, we anticipate a 7-10% increase in the nursing student body. By using an inclusive approach to admission criteria, there will also be greater opportunities for intraprofessional learning from the entire discipline of nursing (Registered Nurses, Licensed Practical Nurses, Registered Practical Nurses, Registered Psychiatric Nurses, and Nurse Practitioners). This will foster an environment that values and supports diverse ways of being and knowing, supported by the University's commitment to equality, diversity, and inclusion (EDI).

Creating a diverse learning environment is not just about a diversity of culture; it is also about encouraging a diversity of people's lived experiences, such as people with differing nursing roles, gender and sexually diverse individuals and persons with disabilities, Indigenous people, and visible minorities - people who bring different knowledge systems to research and their studies.

The proposed Programs will remove barriers to discovery, solving problems through intensive partnerships with government, industry, and community, creating opportunities to move our commitment to discovery towards viability, commercialization, and job creation within Saskatchewan. In the U of R's role in advancing Saskatchewan, it is essential that the U of R is meeting students where they are at - whether they wish to study in their home communities throughout Saskatchewan, on our main or satellite campuses, or from a country thousands of miles away.

The Graduate Certificate Programs provide tailored education that will enhance flexible learning and distance learning options to meet students' needs better, and by working with communities, we will discover solutions to local nursing challenges and issues. The courses in the Graduate Certificate are transferable to other nursing programs (MN course or thesis-based), and will positively impact the achievement of the U of R's strategic goals.

Graduate Certificate Programs in the Faculty of Nursing will contribute to the University of Regina's Strategic plan in the following ways.

- Increased enrollment of graduate students overall for the U of R
- Attract alumni into our graduate programming so they do not have to enroll at other universities for graduate Nursing degrees
- Increasing the diversity of graduate students by attracting Saskatchewan rural, remote, northern, and Indigenous students, as well as out-of-province and international students, aligns with the University's commitment to equality, diversity, and inclusion
- Provide a sustainable source of funding for Nursing Graduate Programs

### **6.3 Contribution to the Reputation of the University**

For decades, the University has been building a solid reputation for providing high-quality, career-focused educational opportunities to bolster student success. In doing so, the U of R has become one of the biggest economic drivers in the City of Regina and southern Saskatchewan. In addition to directly supporting the Saskatchewan economy, the Graduate Certificate Programs exemplify the U of R's commitment to being a leader by engaging learners across their life - and career spans and curating education to meet individual and provincial workforce needs.

The knowledge and skills offered through the proposed Graduate Certificate Programs support the up-skilling and re-skilling needs of our communities of learners working within the healthcare sector. The Graduate Certificate Programs can be delivered remotely and speak to a broad student base, such as people in mid-career who want to upgrade their skills or change careers or newcomers to Canada. The creation of the Graduate Certificate Programs is a vital opportunity for the U of R to strengthen its role as an economic driver

in Saskatchewan, helping to build a better quality of life for families and communities.

#### **6.4 Alignment with the Strategic Direction of the Academic Unit**

The Faculty of Nursing has four key strategic areas of focus that work in conjunction with the interconnected goals of the U of R's 2020-2025 Strategic Plan *kahkiyaw kiwâhkomâkâninawak* - All Our Relations that support a strong sense of mutuality and interdependence to help guide us in our quest to live in a world that values empowered citizens, generates high-impact research, and embraces Canada's diversity.

Faculty of Nursing Areas of Focus:

1. Value the connectedness between the environment, the person, health, and nursing
2. Generate curiosity to investigate influential questions
3. Engage in and develop reciprocal relations
4. Dismantle oppression, racism, and hate

The metaparadigm of nursing (environment, person, health, and nursing) is taught in various types of nursing programs, including general Nursing Programs (RN entry to practice), Practical Nursing programs (LPN entry to practice), and Psychiatric Nursing Programs (RPN entry to practice). The Graduate Certificate Programs continue to build learner knowledge about the utility of this paradigm. The lived intraprofessional experiences of the learners will provide opportunities to develop the discipline of nursing and further develop reciprocal relations with a variety of nursing professionals. Although the Graduate Certificate Programs are course-based, they will be scaffolded to allow opportunities for learners to bridge into a thesis-based Master of Nursing or a course-based Master of Nursing. This will provide opportunities for students to actively engage with research faculty to investigate wicked and challenging nursing questions. We envision all regulated nurses (Canadian and International) with an undergraduate degree could be learners within the Graduate Certificate Programs. In the current undergraduate and graduate programming, the Faculty of Nursing has minimal opportunity to provide education to international students. By recognizing the contributions of all the "nursing family" to the sustainability of the health sector, there are opportunities to dismantle the current barriers between RNs, LPNs, and RPNs within Saskatchewan and beyond.

The proposed Graduate Certificate Programs align with one of the areas addressed in the Faculty of Nursing Strategic Plan 2021–2026-*Discovery Encouraging New Discoverers*, which proposes the "establishment of graduate-level programs" to further augment graduate programming at the University of Regina (p. 3) (Faculty of Nursing, 2021, June 7, <https://www.uregina.ca/strategic-plan/assets/docs/pdf/nursing-strategic-plan-2021-2026.pdf>).

#### **6.5 Employment Outlook**

Over the last two decades, there has been a global shortage of nurses in practice and in academia, which is directly impacting the quality and safety of patient care (Institute of Medicine, 2011). The World Health Organization (WHO) projects that there will be a global shortage of 18 million healthcare workers by 2030 (WHO, 2020).

It is well documented that while Baccalaureate Nursing Programs are vital for preparing generalist nurses for entry to practice (Canadian Association of Schools of Nursing (CASN), 2015; CASN, 2016; International Council of Nurses (ICN), 2016), Master of Nursing Programs prepare registered nurses for advanced professional nursing roles and the integration of knowledge, skills, and abilities for nursing scholarship. The Canadian healthcare system benefits when the voices of nurses in advanced roles are added to the interdisciplinary discourse on healthcare. Within Graduate Programs, an emphasis is placed on developing the ability to analyze, critique, and use research and theory to further nursing practice. Provision is also made for the

examination of current issues in healthcare and the ethical values that influence decision-making.

Graduate nursing education ensures a sufficient supply of nurse educators and policymakers. Master and Doctoral Programs foster research and evidence-informed solutions to advance best practices and optimize client and health-system outcomes for Canadians (CNA, 2009).

The proposed Graduate Certificate Programs will create opportunities for students to develop advanced knowledge to address current and emerging issues in healthcare and nursing practice. The proposed Graduate Programs will apply to many practice settings and will create opportunities for RNs, RPNs, and licensed practical nurses (LPNs) with a baccalaureate degree to address current and emerging issues in healthcare and nursing practice. Graduates of the proposed Certificate Programs will be equipped to take on expanded roles related to care coordination, team leadership, advocacy, education, and scholarship.

### **6.6 Enrolment Trends**

There are currently 489 students enrolled in PhD nursing programs in Canada, at least 110 of which are current faculty members. The potential future supply of new faculty from current PhD enrolment in Canada is 379 (CASN, 2021, p.21).

When examined in relation to the numbers of current enrolments in graduate programs, the data indicates an imminent shortage of qualified faculty if current entry-to-practice enrolments are maintained (CASN, 2021). Schools could not fill 40 full-time positions, representing a 1.6% vacancy rate, and they projected a need to hire 225 full-time faculty in 2021 (CASN, 2021, p.17). By increasing enrollment capacity in nursing programs, the demand for nurse educators/faculty has exceeded the supply. Currently, there are not enough qualified nurse academics to educate the next generation of nurses (Gazza, 2019). Our four programs (Phase I and Phase II) will significantly increase enrolment trends in the country.

### **6.7 Comparable Programs**

The University of Saskatchewan does not offer Graduate Certificates in Nursing at this time.

As indicated in Table 6.7.1, in several other Graduate Certificate Programs in Western Canada, students are required to take practice courses. For example, at the University of Victoria (UVIC), students in the Graduate Certificate in Nursing Education are required to take two practice courses (e.g., UED 573 Nurse Educator Practice I and NUED 574 Nurse Educator Practice II). The U of R Graduate Certificate Programs are not practice programs.

At the University of Calgary (UofC), the Graduate Certificate Program on Leadership is a cohort-based, one-year, part-time program. At U of R, the Programs are offered with rolling admissions to permit enrolment throughout the year.

At Western Trinity University (TWU), the Graduate Certificate in Leadership is offered through (a) mixed delivery of online and one-month classroom residency, and (b) full-time, face-to-face, on-campus delivery. Multiple modes of delivery are integrated into U of R Graduate Certificate Programs.



**Table 6.7.1 Comparison of Graduate Certificate Programs in Western Canada**

University	Courses	Course delivery
<p>University of Victoria (UVIC)</p> <p>Graduate Certificate in Nursing Education</p> <p>Total Units: 6.0 units</p> <ul style="list-style-type: none"> <li>▪ 2 NUED Theory Courses = 3.0 units</li> <li>▪ 2 NUED Practicum Courses = 3.0 units</li> </ul> <p><a href="https://www.uvic.ca/hsd/nursing/graduate/certificate/index.php">https://www.uvic.ca/hsd/nursing/graduate/certificate/index.php</a></p> <p>Note: Part-Time students must apply for a personal leave via Online Tools during May-Aug Summer term</p>	<p>Total Units. 6.0 units.</p> <p>NUED 570: Engaging in Pedagogy in Nursing Education September – December</p> <p>NUED 572: Intersectoral Course and Curriculum Design in Nursing Education January – April</p> <p>NUED 573: Nurse Educator Practice I</p> <p>NUED 574: Nursing Education Practice and Curriculum Design</p>	<p>Duration. Full-time: September to April.</p> <p>NUED 570 &amp; 572 September-December</p> <p>NUED 5743 &amp; NUED 574 January-April</p> <p>Part-time: 2 years.</p> <p>Year 1 Sept - Dec: NUED 570 Jan – Apr: NUED 572 May - August: No Classes in Session</p> <p>Year 2: Sept - Dec: NUED 573 Jan - Apr: NUED 574</p>
<p><b>Similarity to/differences from the U of R Graduate Certificate Programs</b></p>	<p>Differences</p> <ul style="list-style-type: none"> <li>▪ Four rather than three courses to complete</li> <li>▪ No courses are offered in May - August session</li> </ul>	
<p>University of Calgary (UofC) Faculty of Nursing</p> <p>Innovations in Teaching and Learning</p> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/innovations-teaching-learning">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/innovations-teaching-learning</a></p>	<p>Core Courses. 4. (Three theory courses and one practicum.</p> <ul style="list-style-type: none"> <li>▪ NURS 622 - Fall 2023: Foundational Philosophy for Teaching and Learning Across Contexts</li> <li>▪ NURS 624 - Winter 2024: People, Places, and Relationships</li> <li>▪ NURS 626 - Spring 2023: Integrative Seminars: Current Trends in Teaching and Learning</li> <li>▪ NURS 628 - Summer 2023: Specialized Practice Demonstration</li> </ul>	<p>Duration. a cohort-based, one-year, part-time program.</p> <p>Delivery model. online content delivery and interaction (video-conferencing, webinars, and podcasts).</p>

<p>University of Calgary (UofC) Faculty of Nursing</p> <p>Leadership for Health System Transformation certificate</p>	<p>Core Courses. 4 (three theory courses and one practicum).</p> <ul style="list-style-type: none"> <li>▪ NURS 622 - Fall 2023: Foundational Philosophy for Teaching and Learning Across Contexts</li> <li>▪ NURS 624 - Winter 2024: People, Places, and Relationships</li> <li>▪ NURS 626 - Spring 2023: Integrative Seminars: Current Trends in Teaching and Learning</li> <li>▪ NURS 628 - Summer 2023: Specialized Practice Demonstration</li> </ul>	<p>Duration. a cohort-based, one-year, part-time program.</p> <p>Delivery model. online content delivery and interaction (video-conferencing, webinars, and podcasts).</p>
<p><b>Similarity to/differences from the U of R Graduate Certificate Programs</b></p>	<p>Differences</p> <ul style="list-style-type: none"> <li>▪ Four rather than three courses to complete</li> <li>▪ Cohort-based Program</li> </ul>	
<p>Trinity Western University (TWU)</p> <p>Graduate Certificate in Educational Leadership</p> <p>The certificate comprises five leadership courses designed to cultivate leaders from the inside out.</p> <p>Should they decide to do so, students can ladder into the full Master of Arts in Educational Leadership program, as long as they complete the MA Program within five years of beginning the certificate.</p> <p><a href="https://www.twu.ca/educational-leadership-ma/graduate-certificate">https://www.twu.ca/educational-leadership-ma/graduate-certificate</a></p>	<p>Course Requirements. 5 courses.</p> <ul style="list-style-type: none"> <li>▪ LDRS 500 (3 credits)</li> <li>▪ LDRS 620 (3 credits)</li> <li>▪ One other core course of choice (3 credits);</li> <li>▪ Choose from LDRS 501, LDRS 502, LDRS 503, LDRS 504</li> <li>▪ Two courses of your choice (6 credits) from any courses listed in MA Leadership</li> </ul>	<p>Duration. Full-time (17–20 months) or part-time (24–29 months).</p> <p>Start dates. January, May, and September.</p> <p>Delivery model. Students can choose either the Langley or Richmond campus based on their specialization or delivery preferences. The Langley campus includes all specializations and offers (a) a mixed delivery of online and one-month classroom residency, and (b) full-time, face-to-face, on-campus delivery.</p>
<p><b>Similarity to/differences from the U of R Graduate Certificate Programs</b></p>	<p>Differences</p> <ul style="list-style-type: none"> <li>▪ Five rather than three courses to complete</li> </ul>	

<p>University of Alberta, Faculty of Nursing</p> <p>Graduate Embedded Certificate in Teaching and Learning in Nursing Education</p> <p><a href="https://calendar.ualberta.ca/preview_program.php?catoid=39&amp;poid=47761&amp;returnto=12424">https://calendar.ualberta.ca/preview_program.php?catoid=39&amp;poid=47761&amp;returnto=12424</a></p>	<p>Courses. 3.</p> <ul style="list-style-type: none"> <li>▪ NURS 546: Philosophy of Teaching</li> <li>▪ NURS 556: Teaching in Nursing Practice</li> <li>▪ NURS 586: Teaching Practicum</li> </ul>	<p>Students admitted to either the Master of Nursing or PhD (Nursing) Program may choose to focus on the practice of teaching and learning within the context of nursing education. Students who declare this choice at the beginning of their Graduate Program will be required to register in and successfully complete the three graduate-level courses (<a href="#">NURS 546</a>, <a href="#">NURS 556</a>, <a href="#">NURS 586</a>) focused on teaching and learning in higher education for nursing.</p> <p>Upon successful completion of the graduate program, inclusive of the designated teaching and learning courses, the student will be awarded the Graduate Embedded Certificate in Teaching and Learning in Nursing Education in addition to their graduate degree.</p>
<p><b>Similarity to/differences from the U of R Graduate Certificate Programs</b></p>	<p>Differences</p> <ul style="list-style-type: none"> <li>▪ This Certificate is embedded within the MN and PhD programs as an option</li> </ul>	

### 6.8 Impact on Other U of R Programs

Currently, a number of nurses are enrolled in Programs offered by JSGS, and a few are taking courses in the Faculties of Education, Social Work, the Kenneth Levine Graduate School of Business, and Interdisciplinary Programs.

We anticipate that as we develop our new courses, students in the Graduate Certificates in Nursing Education and Nursing Leadership will continue to take non-Nursing elective courses from other Faculties and academic units.

**Note:** Memoranda of Agreements with the Faculty of Education and the Johnson Shoyama Graduate School are pending to maximize and share resources, including available seats in courses to increase teaching capacity and other teaching opportunities.

### **6.9 Impact on Enrollment at the U of R**

The Graduate Certificate Programs are expected to:

- Attract new students to the U of R
- Assist in retaining current undergraduate students at the U of R
- Assist in retaining current graduate students at the U of R
- Attract students in other graduate Programs at the U of R
- Attract students from Saskatchewan
- Attract students from elsewhere in Canada

The Graduate Certificate Programs are unique among the University of Regina Graduate Programs. Being part of the U of R, it is necessary that the FON offer transformational learning experiences that facilitate deep and engaged learning at the undergraduate and graduate levels. This type of learning will advance research-focused and practice-orientated knowledge creation and discovery to bolster further the reputation of the U of R and FON.

To achieve this, the FON proposes the development of Graduate Certificates in Nursing Education and Nursing Leadership to augment graduate programming at the U of R, and to:

- meet the emerging demands of changing healthcare
- increase the number of nurse educators and nursing leaders
- generate a source of revenue for the Faculty of Nursing

### **6.10 Domestic and International Enrolments**

We anticipate that domestic students will enrol in the Graduate Certificate Programs. We are exploring ways in which international students would be able to complete the Graduate Certificate Programs. By targeting the whole "family of nursing", the applicant pool enlarges to include a variety of nursing professionals, which mirrors the realities of healthcare in which managers, staff, and clinicians from multiple nursing backgrounds interact with each other and healthcare consumers. All too frequently, decision-making and communication suffer from intradisciplinary misunderstandings. The Programs allow students of differing nursing backgrounds to learn together and create a network of intraprofessional colleagues. Graduates will transfer teamwork skills into their workplace, paving the way for collaborative practice.

### **6.11 Impact on Research at the U of R**

Although neither of the Graduate Certificate Programs has intensive research experience, there will be opportunities for students to receive mentorship from experienced researchers and be involved as research assistants or teaching assistants. With increasing exposure to the research enterprise, we anticipate that students will be drawn to complete a course or thesis-based MN.

## **7. Location of Program**

The proposed MN course-based Program will be offered solely by the Faculty of Nursing at U of R. Faculty from Regina and Saskatoon will teach in the Programs.

The HyFlex delivery enables students to learn where they live and to complete their courses in appropriate proximal communities. This means students in rural and remote locations, and northern locations can take courses in their home communities.

## **8. Delivery of the Program**

This Graduate Certificate Programs will be offered:

- ✓ Full-time
- ✓ Part-time
- ✓ Face-to-face
- ✓ Online
- ✓ Blended (both face-to-face and online components)

### **Choice in Delivery Modes**

Program delivery will be highly flexible and learner-focused. Courses will be offered using in-person, online, blended, web delivery, and HyFlex teaching strategies.

The courses in the Graduate Certificate Programs will be offered through blended, online, and on-campus face-to-face delivery models. The face-to-face options and the virtual communities of practice will provide opportunities for students to engage with U of R FON faculty and their colleagues, build the U of R community, and develop a strong network of healthcare leaders.

The blended online/face-to-face model meets the needs of the non-traditional, adult student population. These learning modalities will accommodate students who are a) working professionals, b) provincial, national, and international students who reside at a distance away from Regina, and c) on-campus students (i.e., local, national, and international students). This aligns with the Canadian Nurses Association and the Canadian Association of Schools of Nursing's position, which acknowledges that flexible education programs promote access to and opportunities for knowledge acquisition, skill development, evidence-informed care, and the opportunity to balance family, work, and education commitments given the vastness of Canada's population (CNA, 2004, as cited in Lalonde, 2013).

Courses in the Graduate Certificate Programs can be applied to the Master of Nursing course-based program.

## **9. Resources Requirements and Revenue**

### **9.1 Resource Requirements**

Current resources within the Faculty of Nursing include academic staff and administrative support to help support the Programs. However, these will need to be augmented to ensure that the Graduate Certificate Programs and Master of Nursing Program are sufficiently staffed as enrolment increases. Note: all resource requirements are for both Graduate Certificate Programs and the Master of Nursing Program.

*Course Development Funding:* Provide funding for course development of 11 courses for both the Graduate Certificate Programs and the Master of Nursing Programs. See Table 9.1.1 below for the tentative course development schedule. The tentative schedule is based on course delivery scheduling requirements and faculty member availability for development.

**Table 9.1.1 Tentative Course Development Schedule**

<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
NURS 700	NURS 701	NURS 787
NURS 703	NURS 702	NURS 788
NURS 775	NURS777	
NURS 778	NURS 786	
NURS 785		

*Staff Funding:* The FON currently has support/administrative/advising staff for both graduate and undergraduate programs and students. Additional work from the proposed Programs will need to be absorbed into the current workload. Depending on future enrolments, the delivery of the proposed programs would require more staff support. Anticipated funding for additional support is projected in years three, four, and five, as per table 9.7.2.

*Library Resources:* In terms of library resources, the current resources are sufficient for the proposed Programs. In addition to the FON Library Liaison, the Graduate Certificates and MN Program students will all have access to the University of Regina library's resources, such as electronic resources: E-books, E-journals, and Databases Access to Electronic Resources.

*Equipment, IT support, AV support, student employees for HyFlex course supports.* The FON has the potential to absorb and use existing office infrastructure (and equipment) to deliver courses via distributed learning for the current CNPP and proposed Graduate Certificate Programs.

*Office and Classroom Resources:* In addition to the current office workspace and computer technologies, the FON will require more classroom space for students in the proposed Programs, as some of the courses will be offered oncampus, as well as office space for graduate students. Two classrooms will need to be outfitted with the appropriate technology for HyFlex course delivery options.

*Faculty Funding:* Depending on future enrolments, the delivery of the proposed Programs would require more faculty support (3-year term). Anticipated funding for additional support is shown in Table 9.7.2, beginning in year two of the Programs offering.

*Financial Resources:* Start-up funding of \$150,000 has been provided, not including tenure-track positions. The FON anticipates absorbing the graduate nursing courses into the current teaching load of its faculty members. It is currently in the process of recruiting more nursing faculty to teach in the current undergraduate Program.

## 9.2 Availability of Expertise

We have included the curricula vitae for the faculty members (see Appendix 12.2) who will be involved in the proposed Programs to demonstrate their leadership and expertise in nursing practice and teaching. The faculty complement is strategic and provides student supervision and instruction from scholars with different expertise. The faculty listing is below in Table 9.2.1.

**Table 9.2.1 Proposed Instructors**

PhD Prepared Faculty	Master Prepared Faculty
Ebin Arries-Kleyenstüber RN, PhD	Craig Eling, RN (NP)-Pediatric, CNCCP(C), BSc, BScN, MN
Sherry Arvidson, RN, MN, PhD	Melanie Goodwin, RN, BSN, MN, CCNE
Mohamad Baydoun, RN, BSN, MSN, PhD	Kari Greenwood, RN(NP), BN, MN
Janine Brown RN, PhD, CCNE	Lexie Heit, RN, BScN, MN
Laurie Clune, RN, BA, BScN, MEd, PhD	Alexandra Hodson, RN, MN, CCNE
Shauna Davies, RN, MN, PhD	Melissa Hrebenik, RN(NP), BN, MN, CCHN(C)
Robin Evans, RN, PhD	Michell Jesse, RN, BScN, MAED
Shela Hirani, RN, PhD, MScN, BScN, IBCLC	Sara Ilori, MPH, NP-PHC
Florence Luhanga, RN, B.Ed., M.Ed., PhD	Karen Lehmann, RN, MSN
Jaime Mantesso, RN, MSN, PhD	Sarah Liberman (Tekatch) RN, BScN, MN, CCNE
Elise Matthews, RN, PhD	Priya Ortega, RN, BA, BsN, MN
Heather Nelson, PhD, MA, BScN, RN	Dominique Rislund, RN, BSN, MSc, PNC(c), CCNE
Cheryl Pollard RPN, RN, ANEF, PhD	Selena Talbot, RN, BScN, MAEd
Vivian Pupilampu, RN, PhD	Sasha Tchorzewski, RN, BSN, MBA
Tanis Robinson, RN, PhD	Sarah Todd, RPN, BScPN, MN (CNS)
Abigail Wickson-Griffiths, RN, PhD	

### 9.3 Enrolment Projections

Following Programs approvals, the Graduate Certificate Programs will launch and admit the first cohort of students in September (Fall) 2024.

**Table 9.3.1** indicates new student enrolment projections for each Graduate Certificate Program for the next five academic years. These additional Programs will increase tuition revenue and provide greater opportunities for graduate study at the U of R.

**Table 9.3.1 Part-Time Enrollment Projections Graduate Enrolment Projections for two Graduate Certificate Programs**

Year of Study	2024-25	2025-26	2026-27	2027-28	2028-29
Year 1	15	15	25	30	30
<b>Total</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>

**Table 9.3.2: Enrolment projections over the first five years**

	Year 2024-25	Year 2025-26	Year 2026-27	Year 2027-28	Year 2028-29
Best	20	25	30	35	40
<b>Expected</b>	15	15	25	30	30
Worst	10	10	15	15	15

### 9.4 Recruitment Plans

In addition to existing marketing/recruiting strategies used by the FON, promotional materials for the Graduate Certificate Programs and MN Program will be targeted to potential students from Ministries of Health, provincial health authorities, professional associations in the healthcare field, not only in Saskatchewan but across Canada (e.g., Canadian Nurses Association, Canadian Association of Schools of Nursing, Canadian Federation of Nurses Unions, College of Registered Nurses of Saskatchewan, Saskatchewan Union of Nurses), and the U of R nursing undergraduate Program. Part of the marketing strategy will involve personal relationship building with current managers, administrators, and other leaders in the health sector to encourage their support for existing employees to pursue one of the Graduate Certificate Programs and the MN degree. Initial consultations will be the first step in this process while promoting ongoing commitment to the Programs from key stakeholder groups.

Marketing and recruitment efforts will be directed at Canadian market strategies. Working together, the FON and University Advancement and Communications will ensure cost-effective strategies to reach target student populations. A Marketing and Communications Plan is attached as Appendix 12.3.4



### 9.5 Involvement of Personnel in Other Areas

- Faculty of Education
- Johnson-Shoyama Graduate School of Public Policy
- Interdisciplinary Programs

The Graduate Certificate Programs will provide the opportunity to take some non-nursing elective courses from the Faculty of Education, Johnson Shoyama Graduate School of Public Policy and Interdisciplinary Programs, Graduate Studies. As a result, the related faculty members would work with graduate Nursing students. Table 3.1.3 in Section 3.1 shows which Faculty or academic unit teaches elective non-nursing courses for the Master of Nursing.

### 9.6 Course Coverage

Table 9.6.1 shows the proposed course coverage. See Appendix 12.3.1 Course Inventory Forms (New) and Syllabi (Existing) for course descriptions and additional information.

**Table 9.6.1 Course Coverage - Proposed Instructors**

<b>Course</b>	<b>Proposed Instructor</b>
<b>NURS 700:</b> Theoretical/Philosophical Foundations of Nursing	Dr. Sherry Arvidson, Dr. Laurie Clune, Dr. Tanis Robinson
<b>NURS 701:</b> Qualitative Research Methods	Dr. Elise Matthews, Dr. Shela Hirani,
<b>NURS 702:</b> Quantitative Research Methods	Dr. Mohamed Bouydoun, Dr. Tanis Robinson
<b>NURS 703:</b> Working with Vulnerable Populations:	Dr. Sherry Arvidson, Dr. Elise Matthews, Dr. Vivian Pupilampu
<b>NURS 775:</b> Foundations and Theories of Learning	Dr. Sherry Arvidson, Dr. Laurie Clune
<b>NURS 777:</b> Approaches to Learning and Teaching Innovation in Nursing	Dr. Laurie Clune, Dr. Shauna Davies
<b>NURS 778:</b> Curriculum Development and Evaluation Process in Nursing	Dr. Cheryl Pollard, Dr. Florence Luhanga
<b>NURS 785:</b> Leadership in Nursing	Dr. Sherry Arvidson, Dr. Heather Nelson
<b>NURS 786:</b> Leading in Rural and Remote Communities	Dr. Sherry Arvidson, Dr. Vivian Pupilampu
<b>NURS 787:</b> Leadership and Managing Change in Healthcare	Dr. Heather Nelson
<b>NURS 788:</b> Leadership in Nursing and Health	Dr. Laurie Clune, Dr. Heather Nelson
<b>NURS 9XX:</b> Advanced Qualitative Research Methods	Dr. Mohamed Baydoun, Dr. Elise Matthews
<b>NURS 9XX:</b> Advanced Quantitative Research Methods	Dr. Mohamed Baydoun, Dr. Ebin Arries-Kleyenstüber

<b>Sample Electives</b>	
<b>NURS 815:</b> Health Care Ethics (3) (existing)	Dr. Ebin Arries- Kleyenstüber
<b>NURS 820:</b> Patterns of Health and Illness in Older Adults (3cr) (Exiting)	Dr. Vivian Puplampu, Dr. Abigail Wickson-Griffiths
<b>NURS 804:</b> Global Health (3) (existing)	

## 9.7 Projected Revenue

Table 9.7.1 below shows the projected revenue generated by the Graduate Certificate Programs in the first five years for part-time enrolment. As full-time students enrol, revenue will be higher.

**Table 9.7.1: Projected Revenues Graduate Certificate Programs, part-time enrolment**

	2023-2023	2024-2025	2025-2026	2026-2027	2027-2028
A. Number of credit hour courses taken during year	0	9 credit hours per year	9 credit hours per year	9 credit hours per year	9 credit hours per year
B. Tuition per credit hour	0	\$1,067	\$1,067	\$1,067	\$1,067
C. Total tuition revenue per student (A x B)	0	9,600	9,600	9,600	9,600
D. Expected enrolments	0	15	15	25	30
E. <b>Total revenue</b> (C X D)	0	144,000	144,000	\$240,000	\$288,000

Tuition per credit hour - based on current graduate tuition rates.

Expected Enrolments - refer to Table 9.3.1

Table 9.7.2 below shows the projected expenses generated by the Graduate Certificate Programs in the first five years for part-time enrolment. The expenses are shared with the Master of Nursing Program.

**Table 9.7.2: Projected expenses**

	Year 2023-24	Year 2024-25	Year 2025-26	Year 2026-27	Year 2027-28
	Year 2023-24	Year 2024-25	Year 2025-26	Year 2026-27	Year 2027-28
F. Number of new hires required to deliver program	Academic = 0 Sessional = 0 Course Design = 5 Administrative = 0	Academic = 1 Sessional = 0 Course Design = 4 Administrative = 0	Academic = 1 Sessional = 2 Course Design = 3 Administrative = .25	Academic = 1 Sessional = 2 Course Design = 0 Administrative = .5	Academic = 1 Sessional = 2 Course Design = 0 Administrative = .5
G. Approximate salary and benefits	\$10,000	\$104,000	\$125,500	\$127,000	\$127,000
H. Total salary costs (F X G)	\$10,000	\$104,000	\$125,500	\$127,000	\$127,000
I. Other costs	\$5,000	\$7,500	\$10,000	\$7,500	\$7,500
J. Total costs (H + I)	\$15,000	\$111,500	\$135,500	\$134,500	\$134,500

Expenses begin to accrue in 2023-2024 for program planning and development. Revenue does not accrue until 2023-2025.

Other costs - associated with recruitment and advertising, new administrative costs, costs of renting space or equipment, costs for software/subscriptions, etc.

Table 9.7.3 below shows the minimum number of enrolments required each year to break even using the data from Tables 9.7.1 and 9.7.2 above. As expenses are to be shared with the Graduate Certificate Programs and the Master of Nursing Program, enrollment numbers for all proposed Programs are combined.

**Table 9.7.3: Projected break-even enrolments**

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
K. Total costs (J from Table 9.7.2)	\$15,000	\$111,500	\$135,000	\$134,500	\$134,500
L. Revenue per student (C from Table 9.7.1)	No students, enrolments start in 2024	9,600	9,600	9,600	9,600
M. Minimum enrolments to break even (K / L, rounded to nearest student)	-2 (negative due to having expenses and no students)	12+2 from 2023-2024	15	15	15

## 10. Timeline

### 10.1 Implementation Milestones and Remedial Action for Programs Approval

**Table 10.1.1 Implementation Milestones, Remedial Action for Phase I - MN, GCNE, and GCNL**

	<b>Desired Dates</b>	<b>Alternate Dates</b>	<b>Remedial Action</b>
Nursing Programs Council and Nursing Faculty Council approval	June 2023	August 2023	September 2023 or later. Delays implementation until Sept 2025
The proposal presented to FGSR and CCFGSR	Sept 2023	Nov 2023	Nov 2023 or later. If later, delays implementation until Sept 2025.
The proposal presented at Executive of Council	Sept 2023	Nov 2023	If later than Nov 2023, delays implementation until Sept 2025.
The proposal presented at Senate	Sept 2023	Feb 2024	If later than Feb 2024, delays implementation until Sept 2025.
Marketing and Applications proceed	Oct 2023 (after Executive of Council and Senate approval)	Feb 2024 (reduces the reach of marketing/recruitment for 2024)	If later than Feb 2024, delays implementation until Sept 2025.
Intended Programs Launch	Sept 2024		Sept 2025

### 10.2 Oversight and Quality Assurance

The proposed Graduate Certificate Programs meet the guiding principles and domains recommended by the Canadian Association of Schools of Nursing (CASN) National Education Framework. The domains include knowledge, research methodologies, critical inquiries and evidence, nursing practice, communication and collaboration, professionalism, and leadership. The Graduate Certificate Programs do not require additional regulation in the field of nursing practice; therefore, no further approval is required by the College of Registered Nurses of Saskatchewan (CRNS). The proposed Programs have received endorsement from:

- Mr. Andrew McLetchie, Vice President, Integrated Northern Health, Saskatchewan Health Authority
- Liliana Canadic, Chief Nursing Officer, Government of Saskatchewan

Appendix 12.3.1 shows letters of support. A third letter of support is included.

### Assessment of Learning

Progress aligned with the proposed graduate Programs learning outcomes will be assessed throughout the student's course of study, specifically with the following categories of performance:

Coursework: Each course will have specific, defined learning expectations, with course-specific methods for assessing student performance, including examinations, oral presentations, reports/papers, participation in class discussions, etc. These assessments will be conducted at multiple points throughout the courses.

Assessment will vary by course; however, all students will be evaluated in accordance with the FON and the

U of R grading system. The standard graduate grading scales will assess student performance against learning objectives and outcomes identified above in Section 2.

Rubrics will be developed for each of the proposed Programs and can be used to measure students' success in achieving the learning outcomes.

Students will be invited to evaluate the courses at the end of each course. Students will also be invited to complete a program evaluation at the end of their Program.

### **10.3 Advertisement Blurb**

Begin your journey with our specialized Graduate Certificates in Nursing Education and Nursing Leadership at the Faculty of Nursing!

The Nursing Education Graduate Certificate Program equips you to significantly impact both clinical and academic realms of education. With a focus on innovative teaching strategies and curriculum development, this certificate expands your professional capabilities, positioning you to optimize patient care outcomes and shape future healthcare professionals.

The Nursing Leadership Graduate Certificate Program prepares you to drive organizational change by honing your strategic planning, visionary thinking, and strategic decision-making skills. As you exercise leadership skills across diverse settings, this certificate provides the advanced tools necessary to inspire teams, improve healthcare quality, and influence healthcare policy.

Our Graduate Certificate Programs, available in both in-person and online formats, offer an exceptional opportunity for nursing professionals and other health-focused practitioners seeking to enhance their careers. Your journey will be made compelling by our welcoming faculty, who are dedicated to providing an enriching learning experience, and by the diverse and motivated cohort of peers you will be part of, all of whom share common ambitions and a commitment to lifelong learning. Join us today in our pursuit to enhance health for all!

The Marketing and Communications Plan is included as Appendix 12.3.4.

### **10.4 Advertising Availability**

#### **Key considerations:**

Communications and marketing will be launched once Senate approves the Graduate Certificate Programs.

### **11. Teach-out Provision**

With regard to students, the U of R and FON will fulfill their educational and contractual obligations to currently enrolled students prior to voluntarily closing. An option will be suspension or cessation of enrollment with continued operation until students are graduated. It is anticipated that the faculty currently teaching in the MN-NP Program will be teaching in the proposed Graduate Certificate Programs and MN course-based Program and will not be affected that much if the Graduate Certificate Programs do not succeed.

Currently, there exists a shortage of qualified nursing faculty; therefore, if the Graduate Certificate Programs were to be discontinued, faculty could be reassigned to other aspects of the graduate and undergraduate Program.

## **12. Appendices**

All Appendices are provided under separate cover.

Appendix 12.1 - Course Inventory Forms (New) and Syllabi (Existing)

Appendix 12.2 - CVs

Appendix 12.3.1 - Letters of Support

Appendix 12.3.2 - Grad Program Survey - Employer

Appendix 12.3.3 - Needs Assessment Report – Student Survey

Appendix 12.3.4 - Faculty of Nursing Graduate Programs Communications Plan Phase I

## References

- Bourgeault, I., Simkin, S., & Chamberland-Rowe, C. (2019). Poor health workforce planning is costly, risky and inequitable. *Canadian Medical Association Journal*, 191 (42). E1147-E1148; DOI: <https://doi.org/10.1503/cmaj.191241>
- Canadian Association of Schools of Nursing. (2011). *Position statement: Education of registered nurses in Canada*. Canadian Association of Schools of Nursing. <https://casn.ca/wp-content/uploads/2014/10/EducationofRNsInCanadaEng.pdf>
- Canadian Association of Schools of Nursing. (2015). *Nursing practice in Master's education*. Canadian Association of Schools of Nursing. <https://www.casn.ca/wp-content/uploads/2014/10/Nursing-Practice-in-Masters-paper.pdf>
- Canadian Association of Schools of Nursing. (2015). *National nursing education framework: Final report*. Canadian Association of Schools of Nursing. <https://www.casn.ca/wp-content/uploads/2014/12/Framwork-FINAL-SB-Nov-30-20151.pdf>
- Canadian Association of Schools of Nursing (2016). Position statement: baccalaureate education and baccalaureate programs. <http://www.casn.ca/en/68/item/0>
- Canadian Association of Schools of Nursing. (2016). *CASN Position Statement on Master's Level of Nursing*. Canadian Association of Schools of Nursing. <https://www.casn.ca/wp-content/uploads/2014/12/Masters-level-of-Nursing-2016-FINAL.pdf>
- Canadian Association of Schools of Nursing. (2018). *Registered nurses' education in Canada statistics 2016-2017, Registered Nurse Workforce, Canadian Production: Potential New Supply 2016-2017*. <https://www.casn.ca/wp-content/uploads/2018/12/2016-2017-EN-SFS-FINAL-REPORT-supressed-for-circulation-r.pdf>
- Canadian Association of Schools of Nursing. (2022). *Registered nurses education in Canada statistics 2019-2020 Registered nurse workforce, Canadian production: Potential new supply*. <https://www.casn.ca/wp-content/uploads/2022/11/2020-2021-CASN-Student-Faculty-Survey-Report.pdf>; <https://www.casn.ca/wp-content/uploads/2021/12/2019-2020-EN-CASN-NSFS-Report.pdf>
- Canadian Nurses Association (2009). The next decade: CNA's vision for nursing and health. *The Canadian nurse*, 105(8), 10-12.
- Clochesy, J., Visovsky, C., & Munro, C. (2019). Preparing nurses for faculty roles: The Institute for faculty recruitment, retention and mentoring (INFORM). *Nurse Education Today*, 79, 63-66. <https://doi.org/10.1016/j.nedt.2019.05.018>
- Dalhousie University. (n.d.). Why do your Master of Nursing at Dal? Dalhousie University. <https://www.dal.ca/academics/programs/graduate/nursing/program-details/master-program.html>
- Gazza, E. (2019). Alleviating the nurse faculty shortage: Designating and preparing the academic nurse educator as an advanced practice registered nurse. *Nursing Forum* 54(2), 144-148. <https://doi.org/10.1111/nuf.12307>
- Institute of Medicine. (2011). *The future of nursing: Leading change, advancing health*. The National Academies Press. <https://doi.org/10.17226/12956>
- International Council of Nurses (ICN). (2016). *Definition of nursing*. <http://www.icn.ch/who-we-are/icn-definition-of-nursing/>
- Rukholm, E., Stamler, L., Talbot, L., Bednash, G., Raines, F., Potempa, K., Nugent, P., Clark, G., Bernhauser, S., & Parfitt, B. (2009). Scaling up the global nursing health workforce: Contributions of an international organization, *Collegian*, 16(1), 41-45. <https://doi.org/10.1111/nuf.12307>
- University of Alberta. (2022). Master's Thesis based. University of Alberta. [https://calendar.ualberta.ca/preview\\_program.php?catoid=34&poid=38507](https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38507)

- University of Calgary. (2022). Thesis-based program. University of Calgary <https://grad.ucalgary.ca/future-students/explore-programs/nursing-mn-thesis>
- University of Manitoba. (n.d.). Master of Nursing. University of Manitoba. <https://umanitoba.ca/explore/programs-of-study/nursing-mn>
- University of Saskatchewan. ( *Master of Nursing (M.N.) - Thesis-based*. University of Saskatchewan. <https://programs.usask.ca/grad-studies/nursing/nursing-mn-thesis.php>
- University of Alaska Anchorage Catalogue 2022-2023. Nursing Science Graduate (NSG). [https://catalog.uaa.alaska.edu/coursedescriptions/nsg/;](https://catalog.uaa.alaska.edu/coursedescriptions/nsg/)  
<https://catalog.uaa.alaska.edu/graduateprograms/coh/schoolofnursing/gradcert-nursingeducation/>
- University of Massachusetts Anherst- College Marieb College of Nursing (n.d.). Graduate Certificate in Nursing Education. (<https://www.umass.edu/nursing/academic-programs/graduate-certificates/nursing-education>
- Vandyk, A., Chartrand, J., Beké, É., Burlock, L., & Baker, C. (2017). Perspectives from academic leaders of the nursing faculty shortage in Canada. *International Journal of Nursing Education Scholarship*, 14(1), 1-13. <https://doi.org/10.1515/ijnes-2017-0049>
- World Health Organization. (2020). State of the world's nursing 2020 Investing in education, jobs, and leadership. *World Health Organization*. <https://www.who.int/publications/i/item/9789240003279>





University  
of Regina

---

NURSING

Master of Nursing  
Course-Based  
Proposal

## Table of Contents

1. Checklist of Approvals for New Graduate Programs .....	5
2. Executive Summary .....	5
Phase I (launch September 2024).....	5
Phase II (launch September 2025).....	5
2.1 Program Objectives .....	6
2.2 Program Outcomes.....	7
3. Detailed Program Description .....	8
3.1 Program Overview.....	8
3.2 Courses.....	9
Table 3.2.1 MN course-based Program: Required Nursing Courses (12 Credit Hours): .....	9
Table 3.2.2 MN course-based Program: Nursing Elective Courses (6 Credit Hours): .....	9
Table 3.2.3 MN course-based Program: Non- Nursing Elective Courses (12 Credits): .....	10
3.2 MN Curricular Details: .....	11
Table 3.2.1 Relation between MN courses to CASN Domains.....	11
3.3 Completion path for MN Course-and Thesis courses/Sequence: Full-Time and Part-time .....	12
Table 3.3.1 MN Completion Paths Example full-time completion .....	12
3.4 Program Routes.....	12
3.5 Relation between MN Courses and Program Outcomes.....	12
Table 3.5.1 Relation between MN Courses and Program Outcomes .....	12
3.6 Comparable Programs at the University of Regina .....	15
3.7 Comparable Programs at Other Institutions.....	15
4. Admission Information.....	17
4.1 Target Students .....	17
4.2 Admission Requirements.....	17
4.3 Application Deadline .....	17
4.4 Program Intake Terms .....	17
5. Professional Accreditation Requirements .....	17
5.1 Accreditation Bodies .....	17

5.2 Accreditation Standards .....	17
6. Program Rationale.....	18
6.1 Need for Program.....	19
Table 6.1.3 Employer Hiring priority.....	20
6.2 Alignment with the Strategic Direction of the University.....	20
6.3 Contribution to the Reputation of the University .....	22
6.4 Alignment with the Strategic Direction of the Academic Unit .....	22
6.5 Employment Outlook .....	23
6.6 Enrolment Trends in similar programs at other institutions .....	24
6.7 Comparable Programs.....	24
Table 6.7.1 U of R MN - Comparison with Western Canadian Universities MN Programs.....	25
Table 6.7. 2 U of R MN – Tuition Cost Comparison with Western Canadian Universities MN Programs, Canadian and International Students .....	33
6.8 Impact on Other U of R Programs .....	37
6.9 Impact on Enrollment at the U of R.....	37
6.10 Domestic and International Enrolments .....	37
6.11 Impact on Research at the U of R.....	38
7. Location of the Program.....	38
8. Delivery of the Program .....	38
9. Resource Requirements and Revenue .....	39
9.1 Resource Requirements .....	39
Table 9.1.1 Tentative Course Development Schedule.....	39
9.2 Availability of Expertise .....	40
Table 9.2.1 Faculty.....	40
9.3 Enrolment Projections.....	41
Table 9.3.1: Enrolment Projections for MN Course-Based (part-time) - first five years.....	41
9.4 Recruitment Plans .....	41
9.5 Involvement of Personnel in Other Areas .....	42
9.6 Course coverage .....	42
Table 9.6.1 Course Coverage - Proposed instructors.....	42
9.7 Projected Revenue .....	43
Table 9.7.1 Projected revenues for MN course-based part-time enrolment (as full-time students enrol, revenue	

will be higher) .....	43
Table 9.7.2: Projected expenses (to be shared with the Graduate Certificates) .....	44
Table 9.7.3: Projected break-even enrolments .....	44
10. Timeline.....	45
10.1 Implementation Milestones and Remedial Action for Programs Approval.....	45
Table 10.1.1 Implementation Milestones, Remedial Action for Phase I - MN, GCNE, and GCNL Leadership .....	45
10.2 Oversight and Quality Assurance .....	45
Assessment of Learning.....	46
10.3 Advertisement Blurb .....	46
10.4 Advertising Availability .....	47
11. Teach-out Provision.....	47
12. Appendices .....	47
References.....	47

## 1. Checklist of Approvals for New Graduate Programs

- Faculty of Nursing Programs Council, approved June 26, 2023
- Faculty of Graduate Studies and Research (FGSR) & Council Committee Faculty of Graduate Studies and Research (CCFGSR), September 2023
- Executive of Council, September 2023
- Senate, October 2023

## 2. Executive Summary

There is a growing need for Registered Nurses, Registered Psychiatric Nurses and baccalaureate-prepared Licensed Practical Nurses with advanced degrees to educate and lead in the healthcare system. The University of Regina, Faculty of Nursing is well positioned to develop and provide Graduate Certificates, a course-based Master's degree, a thesis-based Master's degree, and a PhD program in Nursing. Completing these advanced certificates and degrees will prepare nurses to meet the demands of an ever-changing healthcare system.

Currently, the University of Regina (U of R), in collaboration with Saskatchewan Polytechnic, offers a Graduate Collaborative Nurse Practitioner Program (CNPP), which prepares Registered Nurses to provide advanced nursing practice. Learners completing this program are awarded a Master of Nursing-Nurse Practitioner (MN-NP) degree from the University of Regina. Learners were first admitted to the MN-NP program in 2014. A Special Case PhD option has been available since 2012.

The Master of Nursing Graduate Program outlined in this proposal will be offered solely by the Faculty of Nursing, allowing complete academic control and financial benefit to the U of R. The Master of Nursing will enhance the current graduate nursing program complement available at the U of R and offer accessible alternative graduate options to the nurses of Saskatchewan and beyond.

Provision of expanded graduate nursing programming will occur in two phases.

### Phase I (launch September 2024)

- Graduate Certificate of Nursing Education, GCNE
- Graduate Certificate of Nursing Leadership, GCNL
- Master of Nursing (course-based) degree, MN

### Phase II (launch September 2025)

- Master of Nursing (thesis-based) degree, MN
- PhD of Nursing, PhD

The enclosed proposal is submitted as part of Phase I of program development: Master of Nursing (course-based stream).

## 2.1 Program Objectives

- a) Unit, Faculty, and University benefits from offering the program.
- Will invite students who wish to focus their study in an area of their interest on health policy, nursing education, and nursing leadership.
  - With the increased prevalence of vulnerable or marginalized populations (e.g., Indigenous communities, rural and remote communities, aging population, people experiencing houselessness, and recent immigrants/refugees), the programs will be designed to prepare graduates with the knowledge, values, attitudes, and competencies reflecting the philosophy, nature and scope of nursing for the vulnerable and diverse populations, in urban, rural, and remote communities.
  - Diversify the student population of graduate students by attracting Saskatchewan-based candidates: rural and remote communities, Indigenous students, out-of-province students, and international students.
  - Students from the MN program may transfer to the PhD program upon FON recommendation to the Faculty of Graduate Studies and Research.
  - Increased opportunities for research grants profile in research nationally and beyond, and provide opportunities to attract more faculty with research connections.
  - Provide graduate students opportunities to work with highly skilled Faculty of Nursing personnel in areas of graduate research and/or teaching assistant roles.
  - Generate increased funds from donors to develop a consistent source of funding for students.
  - Increase the enrollment of students from FON in nursing graduate programs.
  - Increase the profile of the FON in nursing research nationally and beyond, which will increase opportunities to acquire research funding.
  - Attract more faculty who already have funding and national/international research profiles.
  - Provide opportunities for FON to collaborate with other U of R faculties, such as Education, Kinesiology and Health Studies, Social Work, and academic units, such as the Johnson Shoyama Graduate School of Public Policy, and Psychology.
  - Revenue from student tuition will be the source of funding for all student costs, including faculty and staff salaries and operational expenses. Programs will be revenue generating and self-sufficient.
  - Generate increased funds from donors to develop a consistent source of funding for students.
  - Increase tuition revenue for the U of R; see section 9.7.
- b) The specific academic focus of the program.
- The proposed Master of Nursing degree is a response to the Canadian Association of Schools of Nursing (CASN) (2016; 2017) call to prepare nurses for advanced professional nursing roles and to integrate knowledge, skills, and abilities for nursing scholarship (CASN, 2016, p. 1) in diverse settings, including academic and clinical settings, leadership, management, as well as emerging roles in healthcare organizations. CASN is the national voice for nursing education, research, and scholarship and represents baccalaureate and graduate nursing programs in Canada. (<https://www.casn.ca/about-casn/casnacesi-mission/>)
  - Learners will develop a deeper understanding of the discipline of nursing and its relationship to the context of healthcare service delivery and policy issues. The proposed MN program will broaden learners' nursing knowledge by encouraging them to collaborate with scholars from

other disciplines. Upon completion of the program, graduates will contribute to generating and disseminating new knowledge and skills to improve nursing practice, quality of healthcare and patient outcomes and develop strengthened leadership capacity.

- Recognizing and addressing the specific needs of vulnerable populations is essential for promoting health equity and reducing health disparities. Preparing nurses to take on leadership, research, and educational roles that have a special focus on vulnerable populations can ultimately improve health outcomes for these individuals and work towards achieving better health for everyone.
- c) Description of the area of knowledge or professional training not currently available at the University of Regina that the program will initiate or uniquely reconfigure.
- The proposed MN course-based degree is a new program at the U of R and would bring in additional graduate students not currently enrolled in other programs.
  - The proposed MN program will apply to many practice settings and will create opportunities for Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs), and Licensed Practical Nurses (LPNs) with any baccalaureate degree to address current and emerging issues in healthcare and nursing practice. Graduates of the proposed MN program will be equipped to take on expanded roles related to care coordination, team leadership, change management, advocacy, education, and scholarship.
  - Currently, within the FON there are very few opportunities for students to engage in interprofessional education. Students within the MN course-based program may interact and learn with others from Education, Kinesiology and Health Studies, Social Work, Johnson Shoyama Graduate School of Public Policy, and Psychology.
  - Flexible program delivery modes provide increased access for a variety of students from rural, remote, northern, and Indigenous communities, as well as students from local, provincial, national, and international geographical areas. Students can complete their programs through online, blended, and web delivery, as well as on-campus, either as full-time or part-time students.

## 2.2 Program Outcomes

Program outcomes are based on the CASN National Nursing Education Framework (CASN, 2022). Upon completion of the MN degree, graduates will be able to:

- Integrate in-depth knowledge across education, research, practice, communication and collaboration domains, professional autonomy, and leadership. (*CASN Domain 1: Knowledge*).
- Develop advanced knowledge and skills to enhance healthcare quality for vulnerable or marginalized populations or communities. (*CASN Domain 1: Knowledge*).
- Integrate theories and evidence-informed knowledge in leading healthcare teams to design, coordinate, implement, and evaluate the delivery of care. (*CASN Domain 1: Knowledge*).
- Apply in-depth knowledge of advanced research methods to collaborate in research, engage in systematic inquiry/investigation of complex nursing and health problems, knowledge

development, critical appraisal, knowledge translation, and scholarship. (*CASN Domain 2: Research, methodologies, critical inquiry & evidence*).

- Apply knowledge and skills to implement evidence-based interventions and improve health outcomes for vulnerable and/or marginalized populations. (*CASN Domain 1: Knowledge*).
- Generate nursing knowledge through systematic inquiry, knowledge development, translation, and scholarship (*CASN Domain 2: Research, methodologies, critical inquiry & evidence*).
- Demonstrate in-depth knowledge and awareness of complex healthcare systems, policy environments, changing contexts of nursing, and their impact on health outcomes of vulnerable populations in urban, rural, and remote communities. (*CASN Domain 1: Knowledge*).
- Explore interprofessional collaborations to influence change and create better healthcare systems and health outcomes for vulnerable populations in urban, rural, and remote communities. (*CASN Domain 4: Communication and collaboration*).
- Demonstrate leadership skills in promoting the advancement of nursing education and practice. (*CASN Domain 6: Leadership*).

### 3. Detailed Program Description

#### 3.1 Program Overview

The MN course-based program will prepare students for advanced practice in focused areas, including:

- clinical nursing practice
- education with skills to improve healthcare delivery and patient outcomes
- strengthened leadership capacity to expand and evaluate nursing practice

Academic content will focus on vulnerable or marginalized populations. A vulnerable population refers to a group of individuals who are at a higher risk of experiencing negative health outcomes or facing challenges due to various factors such as age, socioeconomic status, race/ethnicity, disability, geographic location, sexual orientation, gender identity, or other social determinants of health. These populations often have limited access to resources, face discrimination, and may have unique healthcare needs that are not adequately addressed. Examples of vulnerable populations include children, elderly individuals, low-income communities, racial and ethnic minorities, houseless individuals, individuals with disabilities, and refugees or immigrants.

Graduates of the MN program will be prepared to engage in opportunities, such as leadership roles in healthcare organizations (e.g., coordinator, manager, and director), and faculty/clinical education roles in university and college, and clinical/community education roles. The MN program will provide solid foundation for students who are interested in progressing to doctoral studies in future.



### 3.2 Courses

The proposed MN course-based program will be comprised of 10 courses (30 credit hours), including four core courses (12 credit hours) plus six elective courses (18 credit hours). In the course-based MN program, 60% of the courses will be nursing courses. The remaining courses (40%) can be filled with non-nursing electives.

**Table 3.2.1 MN course-based Program: Required Nursing Courses (12 Credit Hours):**

Course Name	Course Number	Course Description	Credit Hours	Required	Exists
NURS	700	Theoretical and Philosophical Foundations of Nursing	3	Required	No
NURS	701	Qualitative Research Methods	3	Required	No
NURS	702	Quantitative Research Methods	3	Required	No
NURS	703	Working with vulnerable populations	3	Required	No

**Table 3.2.2 MN course-based Program: Nursing Elective Courses (6 Credit Hours):**

Course Name	Course Number	Course Description	Credit Hours	Required	Exists
NURS	775	Foundations and Theories of Learning	3	Elective	No
NURS	777	Approaches to Learning and Teaching Innovation in Nursing	3	Elective	No
NURS	778	Curriculum Development and Evaluation Process in Nursing	3	Elective	No
NURS	785	Ethical Leadership in Nursing	3	Elective	No
NURS	786	Leading in Rural and Remote Communities	3	Elective	No
NURS	787	Leadership and Managing Change in Healthcare	3	Elective	No
NURS	788	Leadership in Nursing and Health	3	Elective	No
NURS	799	Special Topics AA-ZZ	3	Elective	No
NURS	804	Global Health	3	Elective	Exists

NURS	815	Health Care Ethics	3	Elective	Exists
NURS	820	Patterns of Health and Illness in Older Adults	3	Elective	Exists

**Table 3.2.3 MN course-based Program: Non- Nursing Elective Courses (12 Credits):**

Course Name	Course Number	Course Description	Credit Hours	Required	Exists
EAHR	810	Program Design and Planning	3	Elective	Exists
EC & I	804	Curriculum Development	3	Elective	Exists
EC & I	834	Designing for Online and Blended Learning	3	Elective	Exists
ED	817	Research Methods with Indigenous Peoples	3	Elective	Exists
AGIN/SW	803	End-of-Life Issues for Human Service Workers	3	Elective	Exists
AGIN/SW	816	Aging, Society, and Human Service Work	3	Elective	Exists
AGIN	893	Patterns of Health and Illness in the Elderly (cross-listed, NURS 820 Patterns of Health and Illness in Older Adults)	3	Elective	Exists
JSGS	823	Health Promotion	3	Elective	Exists
JSGS	824	Health Program Planning and Evaluation	3	Elective	Exists
JSGS	826	Human Resources Management in Health Care	3	Elective	Exists
JSGS	829	Decision Making and Leadership in Health Care Organizations	3	Elective	Exists
JSGS	888	Health Informatics and Health Information Technology Master	3	Elective	Exists

### 3.2 MN Curricular Details:

The six domains for Master's level education identified in the Canadian Association of Schools of Nursing (CASN) National Nursing Educational Framework are mapped out against the program courses.

**Table 3.2.1 Relation between MN courses to CASN Domains**

CASN Domains	Courses
<p><b>Knowledge –</b> Advanced knowledge developed at the master's level that builds on and adds further depth and greater complexity to the knowledge learned at the baccalaureate levels</p>	<p><b>Required Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 700:</b> Theoretical/Philosophical Foundations of Nursing (3cr)</li> </ul> <p><b>Elective Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 777:</b> Approaches to Learning and Teaching Innovation in Nursing (3cr)</li> <li>▪ <b>NURS 778:</b> Curriculum Development and Evaluation Process in Nursing (3cr)</li> <li>▪ <b>AGIN/SW 803:</b> End-of-Life Issues for Human Service Workers (3cr)</li> <li>▪ <b>AGIN 816/SW:</b> Aging, Society, and Human Service Work (3cr)</li> </ul>
<p><b>Leadership –</b> This refers to processes of social influence that help others achieve health related goals or improve the health care system (CASN, 2022, p. 7)</p>	<p><b>Elective Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 785:</b> Leadership in Nursing (3cr)</li> <li>▪ <b>NURS 787:</b> Leadership and Managing Change in Healthcare (3cr)</li> <li>▪ <b>NURS 788:</b> Leadership in Nursing and health (3cr)</li> <li>▪ <b>JSGS 829:</b> Decision Making and Leadership in Health Care Organizations (3cr)</li> <li>▪ <b>JSGS 824:</b> Health Program Planning and Evaluation (3cr)</li> </ul>
<p><b>Communication and Collaboration –</b> This refers to interactions and relationships between the nurse and individuals; family (biological and chosen); communities and populations; other members of the healthcare team; members in other sectors; and key stakeholders (CASN, 2022, p. 7)</p>	<p><b>Required Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 703:</b> Working with vulnerable populations (3cr)</li> </ul> <p><b>Elective Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 786:</b> Leading in Rural and Remote Communities (3cr)</li> <li>▪ <b>NURS 787:</b> Leadership and Managing Change in Healthcare (3cr)</li> </ul>
<p><b>Professionalism –</b> Refers to accountability, ethics, and values of a nurse (CASN, 2022, p. 7)</p>	<p><b>Elective Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>MNUR 815:</b> Health Care Ethics (3cr)</li> </ul>
<p><b>Research, Methodologies, Critical Inquiry and Evidence –</b> The domain includes thinking and inquiry skills and the processes used to appraise, generate, synthesize, translate, and implement knowledge.</p>	<p><b>Required Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>NURS 701:</b> Qualitative Research Methods (3cr)</li> <li>▪ <b>NURS702:</b> Quantitative Research Methods (3cr)</li> </ul> <p><b>Elective Courses:</b></p> <ul style="list-style-type: none"> <li>▪ <b>ED 817:</b> Research Methods with Indigenous Peoples (3cr)</li> </ul>

### 3.3 Completion path for MN Course-and Thesis courses/Sequence: Full-Time and Part-time

The proposed MN course-based program will be offered full-time or part-time. The expected completion time is two years, while the maximum completion time permitted by FGSR is six years. Courses will be offered via multiple delivery methods: students can enrol in online, blended and on-campus course sections. Please see Table 3.3.1 for the completion path if a student takes two years to complete their program.

**Table 3.3.1 MN Completion Paths Example full-time completion**

YEAR 1		
Semester	Course (s)	Total Credit Hours
Fall	NURS 700 & Elective	6
Winter	NURS 701 & NURS 702	6
Summer	NURS 703	3
YEAR 2		
Fall	2 Electives	6
Winter	2 Electives	6
Summer	1 Elective	3
		<b>Total 30 Credits</b>

### 3.4 Program Routes

As the Master of Nursing Program has rolling admissions, students can start in any of the three semesters and complete in two years. Graduate Nursing courses will not have pre-requisites, so students can begin their programs by taking any course offered in the given term.

### 3.5 Relation between MN Courses and Program Outcomes

**Table 3.5.1 Relation between MN Courses and Program Outcomes**

Course Number, Title, Description	Outcomes
<p>NURS 700: Theoretical and Philosophical Foundations of Nursing</p> <p>This introductory MN course provides students with the opportunity to explore and critically analyze the philosophical and theoretical foundations of nursing knowledge. Students will examine the evolution of nursing knowledge throughout various key points in the development of the nursing profession and critically review how nursing knowledge is structured, developed, and applied to the work of nurses. Throughout this</p>	<ul style="list-style-type: none"> <li>▪ Generate nursing knowledge through systematic inquiry, knowledge development, translation, and scholarship</li> </ul>

Course Number, Title, Description	Outcomes
course, students will formulate their philosophical views of nursing.	
<p>NURS 701: Qualitative Research Methods</p> <p>The course will provide an overview of qualitative methodology and methods frequently used in nursing and health care research is provided. Topics include but are not limited to, an in-depth examination of action research, ethnography, grounded theory, hermeneutics phenomenology, and narrative. Students will be provided with an opportunity to develop research questions, data collection techniques, and data analysis.</p>	<ul style="list-style-type: none"> <li>▪ Generate nursing knowledge through systematic inquiry, knowledge development, translation, and scholarship</li> <li>▪ Integrate in-depth knowledge across domains of education, research, practice, communication and collaboration, professional autonomy, and leadership</li> <li>▪ Apply in-depth knowledge of advanced research methods to collaborate in research, engage in systematic inquiry/investigation of complex nursing and health problems, knowledge development, critical appraisal, knowledge translation, and scholars</li> </ul>
<p>NURS 702: Quantitative Research Methods</p> <p>This course aims to develop the student's ability to critique and use existing quantitative research and to conduct original quantitative research. The research process will be examined with respect to the philosophical underpinnings of quantitative research; research ethics; developing research problems, questions, and hypotheses; writing literature reviews; using conceptual/theoretical frameworks; using experimental, quasi-experimental, and non-experimental designs; sampling; measurement; collecting and analyzing data; and interpreting results.</p>	<ul style="list-style-type: none"> <li>▪ Generate nursing knowledge development through systematic inquiry, knowledge development, translation, and scholarship</li> <li>▪ Integrate in-depth knowledge across domains of education, research, practice, communication and collaboration, professional autonomy, and leadership</li> <li>▪ Incorporate in-depth knowledge of advanced research methods to collaborate in research, engage in systematic inquiry/investigation of complex nursing and health problems, knowledge development, critical appraisal, knowledge translation, and scholars</li> </ul>
<p>NURS 703: Working with vulnerable populations</p> <p>The course will focus on health issues of vulnerable populations. The students will examine and analyze theories, concepts, research, and nursing practice knowledge regarding vulnerable populations [those systematically pushed away from economic, social, political, and cultural participation and power]. Students will be challenged to develop a deeper understanding of vulnerable populations' unique health challenges and experiences.</p>	<ul style="list-style-type: none"> <li>▪ Incorporate in-depth knowledge and awareness of complex healthcare systems, policy environments, changing contexts of nursing, and their impact on health outcomes of vulnerable populations in urban, rural, and remote communities</li> <li>▪ Explore interprofessional collaborations to influence change and create better healthcare systems and health outcomes for vulnerable populations in urban, rural, and remote communities</li> </ul>

Course Number, Title, Description	Outcomes
<p>NURS 775: Foundations and Theories of Learning</p> <p>This course will examine the fundamental theories of learning and development and the role of psychological and educational theory in the design of curriculum, conduct of teaching, and assessment of learning.</p>	<ul style="list-style-type: none"> <li>▪ Integrate in-depth knowledge across domains of education, research, practice, communication and collaboration, professional autonomy, and leadership</li> </ul>
<p>NURS 778: Curriculum Development and Evaluation Process in Nursing</p> <p>This course focuses on developing the knowledge and skills of nurse educators in applying principles of curriculum development, evaluation, and related processes in nursing education.</p>	<ul style="list-style-type: none"> <li>▪ Generate nursing knowledge development through systematic inquiry, knowledge development, translation, and scholarship</li> </ul>
<p>NURS 785: Leadership in Nursing</p> <p>This course facilitates the critical analysis of leadership concepts, functions, and skills in the nursing role. Ongoing integration of theoretical and research principles are stressed.</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate leadership skills in promoting the advancement of nursing education and practice</li> <li>▪ Integrate in-depth knowledge across domains of education, research, practice, communication and collaboration, professional autonomy, and leadership</li> </ul>
<p>NURS 786: Leading in Rural and Remote Communities</p> <p>The course will focus on health issues of rural and remote communities. The students will examine and analyze theories, concepts, research, and nursing practice knowledge. Students will be challenged to develop a deeper understanding of rural and remote communities' unique health challenges and experiences and the key issues related to applying the principles of primary healthcare and interprofessional practice in rural and remote populations.</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate in-depth knowledge and awareness of complex healthcare systems, policy environments, changing contexts of nursing, and their impact on health outcomes of vulnerable populations in urban, rural, and remote communities</li> <li>▪ Engage in interprofessional collaborations to influence change and create better healthcare systems and health outcomes for vulnerable populations in urban, rural, and remote communities</li> </ul>
<p>NURS 787: Leadership and Managing Change in Healthcare</p> <p>This course will examine how to lead change within the health care system. Students will explore change management theories and the practical applications of the theories in the context of current health care challenges.</p>	<ul style="list-style-type: none"> <li>▪ Demonstrate leadership skills in promoting the advancement of nursing education and practice</li> <li>▪ Integrate in-depth knowledge across domains of education, research, practice, communication and collaboration, professional autonomy, and leadership</li> </ul>

Course Number, Title, Description	Outcomes
<p>NURS 788: Leadership in Nursing and Health</p> <p>In this course, students will develop an in-depth theoretical and experiential understanding of leadership in health care. Students will critically analyze and apply various theories, models, concepts, competencies, and leadership frameworks. Students will participate in an organizational assessment of nursing leadership in various health care settings to formulate an understanding of contemporary nursing leadership. Finally, students will examine their personal leadership attributes.</p>	<ul style="list-style-type: none"> <li>▪ Integrate theories and evidence-informed knowledge in leading healthcare teams to design, coordinate, implement and evaluate the delivery of care</li> </ul>

### 3.6 Comparable Programs at the University of Regina

There are two reasons for adding the Master of Nursing to the graduate programs complement at the University: to emphasize nursing healthcare for vulnerable populations and to introduce a focus on non-clinical nursing in graduate education.

The Master of Nursing will focus on vulnerable populations, enabling graduates to provide additional skills in healthcare to enhance the quality of life for these communities. The Master of Nursing will be the only U of R program to provide such a focus.

Leadership and education are taught in other faculties or academic units at the U of R. For example, the Faculty of Education offers a Master of Education in Adult Education and Human Resource Development degree; the Kenneth Levene Graduate School of Business offers a Master of Administration in Leadership, and, the Johnson Shoyama Graduate School of Public Policy offers a Master of Health Administration. However, these programs do not have the nursing focus required for nursing leaders and researchers, which has led to a knowledge gap.

### 3.7 Comparable Programs at Other Institutions

Students would choose the U of R program rather than the well-established U of S program for the following reasons:

- Familiarity with U of R
- Opportunity for interdisciplinary collaboration
- Opportunity for more scholarly work integrated within the course-based program
- Access to rolling admission
- More inclusivity in terms of admission criteria

The main distinguishing feature of the proposed U of R MN program from other MN programs in Western Canadian universities is the focus on vulnerable populations.

As indicated in table 6.7.1, the proposed MN course-based program is similar to and different from the other comparable programs in three significant ways: 1) program name; 2) duration of the program; 3) the delivery modality; 4) practicum requirement; 5) Capstone requirement; and, 6) in providing cohort-

based learning.

**Program Names:** As at many other western Canadian universities: University of Alberta (U of A); University of Manitoba (U of M); University of Saskatchewan (U of S); University of Lethbridge (U of L); and the University of Victoria (UVIC), the name of the U of R proposed program is Master of Nursing, MN.

In contrast, at the University of British Columbia (UBC), and Trinity Western University (TWU), the course-based Master's programs are referred to as Master of Science in Nursing, MSN. At the University of Calgary (U of C), the program is titled Master of Nursing: course-based, MNCB, and at Athabasca University (AU), the program is named Master of Nursing-Generalist, MN-GEN.

**Duration of the Programs:** Similar to most of the Nursing Master's degree programs in Western Canada, the duration of the proposed U of R MN program for full-time studies is two years, with a maximum completion length of 6 years part-time. In contrast, at the U of S, the maximum completion time for completion time for part-time MN studies is three years and 3 to 4 years at UVIC.

**Course Delivery Modalities:** Similar to most of the MN programs offered in western Canadian universities, courses in the proposed U of R MN program will be offered using multiple delivery methods: online, blended, and on-campus. In contrast, the MN at UBC is offered in person, and at Trinity Western University, one of the courses (NURS 550 Health Care Policy) includes a 1-week online or in-person residency in Ottawa.

**Practicum Requirement:** The other difference is the practicum requirement. While the proposed MN at the U of R does not require practicum experience, some MN programs, U of C, UBC, and UVIC, have a practicum requirement. For example, one of the courses in the education focus stream at UBC, N530 Advanced Practice in Nursing, includes a mini-practicum experience, as does UVIC's NUED 573 Nurse Educator Practice 1, and the U of C's NURS 668, Specialized Practice Demonstration: Healthcare Grand Challenge.

**Capstone Project:** In contrast to the proposed U of R MN program, students in several MN or MSN programs in western Canadian universities are required to complete a capstone project (U of M, UBC, TWU, and the U of C). Other western Canadian universities do not have a capstone project requirement.

**Cohort-based delivery program:** At Trinity Western University, students are to complete a cohort-based Knowledge Translation project. The MNCB program is offered as part of a Laddered Certificate Pathway at U of C. Admission to the program requires completion of the Advanced Nursing Practice I and II Graduate Certificates, which are offered as a cohort-based, one-year, part-time program. With no cohort requirement, the U of R program provides entry for students in any term of the year and rapid completion if desired.



## **4. Admission Information**

### **4.1 Target Students**

The proposed Master's program is designed to accommodate the schedules and learning needs of working professionals and a diverse workforce through a blended online/face-to-face or HyFlex program design. This curricular format will allow students from across Saskatchewan, Canada, and internationally to participate in graduate nursing education at the University of Regina.

Registered Nurses, Registered Psychiatric Nurses, and Licensed Practical Nurses with any baccalaureate degree are the targeted applicants. Priority will be accorded to Saskatchewan-based applicants, with all other applicants being given consideration.

### **4.2 Admission Requirements**

- Applicants must satisfy the admission requirements of the Faculty of Graduate Studies & Research
- Must be a Registered Nurse, Registered Psychiatric Nurse, and/or a Licensed Practical Nurse with any baccalaureate degree

### **4.3 Application Deadline**

By implementing a rolling application process, applicants can complete their applications anytime throughout the year. Applications will be processed as they are received. Once the applicant is accepted into their program, they may begin to take courses the following semester.

### **4.4 Program Intake Terms**

Program intake terms (check all that apply)

**Fall**

**Winter**

**Spring**

## **5. Professional Accreditation Requirements**

### **5.1 Accreditation Bodies**

Although program approval is needed for entry to practice programs within Saskatchewan, the course-based MN does not provide preparation for entry to practice.

### **5.2 Accreditation Standards**

Not applicable.

## 6. Program Rationale

Master's programs foster research and evidence-informed solutions to advance best practices and optimize client and health-system outcomes for Canadians (CASN/CNA, 2009). Masters-prepared nurses can articulate an advanced nursing perspective, lead teams and communicate to a wide range of audiences related to healthcare delivery. They are prepared to address complex issues in advanced nursing roles, demonstrating initiative, professional responsibility, and accountability (CASN, 2015).

The proposed course-based Master of Nursing will prepare Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs), and License Practical Nurses (LPNs) with any baccalaureate degree for advanced nursing roles and the integration of knowledge, skills and abilities for nursing scholarship (CASN, 2016).

The current and emerging trends in healthcare delivery, nursing practice, and the healthcare workforce need to emphasize the need for nursing as a profession to look to the future and anticipate the healthcare needs that nurses must be prepared to address. For example, with the increased prevalence of vulnerable populations (e.g., Indigenous communities, rural and remote communities, aging populations, people who experience houselessness, and recent immigrants/refugees), the proposed MN program will prepare graduates to develop and evaluate evidence-informed and strength-based approaches that will engage vulnerable populations in their care; improve the accessibility and quality of healthcare services; and improve equity and health outcomes. This aligns with one of CASN's research priorities for nursing, "Indigenous and vulnerable and/or equity - seeking communities" (CASN, 2018, p. 6) and CASN's mission, "to lead nursing education and scholarship in the interest of a healthier Canada (CASN, 2018, p. 2).

Educational institutions need qualified faculty to meet growing student demand. According to the Canadian Association of Schools of Nursing (CASN, 2021), the current supply of Registered Nurses (RNs) faculty members is a significant factor affecting the capacity of nursing programs to educate nurses. "This is influenced by retirement of existing faculty, the inflow of newly prepared faculty, and variables such as the ability to attract and retain qualified faculty" (p.15). Additionally, many Masters and Doctoral nursing graduates enter faculty roles with little preparation for teaching.

Additionally, there is a need in Canada and globally for the continued supply of health human resources. Against a background of extreme ongoing health and economic inequalities (CASN, 2010), a report by Bourgeault et al. (n.d.) on the current situation of health human resources in Canada describes the current landscape as still characterized by complex distortions of supply, distribution, and mix of health workforce coupled with additional concerns about mobility and productivity. As such, this report has recommended that along with measures of supply, mix, distribution, and changing population demographics, Canada must take into account the diversity in working patterns of male and female healthcare professionals (Bourgeault et al., n.d., p. 24). In addition, through the use of appropriate planning tools, management practices and policy levers, health systems can align the available health workforce to the needs of the populations they serve while increasing efficiency, efficacy, and equity (Bourgeault et al. n.d., p. 24).

## 6.1 Need for Program

The proposed Master of Nursing program will provide nurses with an opportunity to advance their education and skills to fill needed roles in the healthcare system. Graduate programs in nursing prepare nurses to fulfill advanced professional nursing roles, which require advanced integrative knowledge competencies, skills, and abilities for nursing scholarship (CASN, 2016, p. 1). Nurses prepared at a graduate level are required in diverse settings, including education roles in academic and clinical settings, leadership and management roles, as well as emerging roles in healthcare organizations as the healthcare system adapts to labour shortages, inadequate primary healthcare support and increasingly diverse patients within the province of Saskatchewan. Specific areas of study will include advancing nursing knowledge in educator, advocate, leadership, coordination, collaborator, communication, and professionalism.

There continue to be challenges to addressing the critical need for graduate nurses available to work within the province of Saskatchewan. There is limited graduate program diversity and opportunity for advanced study in Nursing currently within Saskatchewan. Currently, there is only one course-based, and one thesis-based MN Program, as well as one other PhD (Nursing). Saskatchewan has only one course-based MN program and one PhD (Nursing) program. More Nursing graduate programs at the University of Regina will provide expanded opportunities for research and teaching. More opportunities will exist for Saskatchewan nurses who wish to achieve advanced nursing credentials while remaining in the province to make a positive difference in the health of the people of Saskatchewan and beyond.

To gather evidence of program need, surveys were conducted of external stakeholders (e.g., prospective students, potential employers of graduates of the program, accrediting bodies, and funders such as the Ministry of Advanced Education) to get their input and opinions on the program. Additionally, consultations were held with internal stakeholders, such as FGSR and the Faculty of Nursing, to ensure the proposed program will be eligible for student loans, funding, or financial aid and awards.

**Student Survey.** A survey of current students, applicants, students who withdrew from and graduates from the Collaborative Nurse Practitioner Program, and the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) was distributed to document interest in the proposed programs and assist in determining estimated enrollment numbers. Data was collected anonymously through January 2023 using the Qualtrics Survey tool. Of the 1541 surveys distributed, 84 persons responded for a response rate of 19%. 66% of these responses were positive towards and expressed interest in the proposed programs. There appears to be the greatest interest in the course-based Master's and PhD program, as well as options to complete the programs as part-time students, affordable tuition, rapid completion options, and online or blended course delivery modalities. Please refer to Appendix 12.3.3 for the Needs Assessment Report - Student Survey.

**Employers Survey.** The survey was also sent out to 50 prospective employers in Saskatchewan; 32 employers responded with a response rate of 60%. The employer survey closed on February 1, 2023. Overall, 76.92% of the respondents indicated that there is a need for graduate-prepared nurses in their organizations. The graduate credential of greatest interest among the respondents were: 30.8% Master

of Nursing course-based program (30.8%), Graduate Certificate of Leadership (23.08%), and PhD in Nursing (15.38%).

With regard to the main knowledge or skills gaps among new hires, 25.64% of the respondents identified 'Team leadership' and 'Change management' as the most significant. If vacant positions occur in their organizations, 61.54% of the respondents indicated that they would likely prioritize applicants who have completed graduate programs in Nursing: preference for Master of Nursing (43.75%) and Graduate Certificates, with plans to complete further graduate education (37.50%). Table 6.1.3 shows these results.

Regarding funding for a current employee to complete one or more of these programs, 30.77% indicated they would provide funding, 38.46% indicated they would not, and 30.77% were unsure. 46.15% of respondents said that applicants who complete one or more of these programs would have an excellent chance of finding employment in their sector, and 30.77% indicated applicants would have an advantage in finding employment in this sector over otherwise similarly qualified applicants who have not completed graduate education. Please refer to Appendix 12.3.2 for the employer survey results.

**Table 6.1.3 Employer Hiring priority**

	<b>Answer</b>	<b>%</b>	<b>Count</b>
	Graduate Certificate (three graduate courses), with no plans to complete further graduate education	0.00%	0
	Graduate Certificate, with plans to complete further graduate education	37.50%	6
	Master of Nursing	43.75%	7
	Ph.D. of Nursing	12.50%	2
	Other	6.25%	1
	Not sure	0.00%	0
	Total	100%	16

## **6.2 Alignment with the Strategic Direction of the University**

The proposed expanded graduate programs in Nursing at the U of R align with the University's strategic plan (2022-2025) *kahkiyaw kiwâhkômâkaninawak* (All Our Relations) call to enhance: "student success, improve teaching quality and enhance flexible learning options" (Discovery/Student Success).

The proposed program also aligns with one of the areas addressed in the Faculty of Nursing Strategic Plan 2021–2026-*Discovery Encouraging New Discoverers*, which proposes "establishment of graduate-level programs" to further augment graduate programming at the University of Regina (p. 3) (Faculty of Nursing, 2021, June 7, <https://www.uregina.ca/strategic-plan/assets/docs/pdf/nursing-strategic-plan-2021-2026.pdf>).

- Through discovery, our Strategic Plan builds on the strengths of these programs by actively supporting faculty and student recruitment and retention. When the Nursing Graduate programs are fully implemented, we anticipate a 7-10% increase in the overall nursing student body. By using an inclusive approach to admission criteria, there will also be greater opportunities for intraprofessional learning from the entire discipline of nursing (Registered Nurses, Registered Psychiatric Nurses, Nurse Practitioners, Licensed Practical Nurses with any baccalaureate degree, and Registered Practical Nurses). This will foster the creation of an environment that values and supports diverse ways of being and knowing, supported by the University's commitment to equality, diversity, and inclusion (EDI).
- Creating a diverse learning environment is not just about a diversity of culture; it's also about encouraging a diversity of people's lived experiences, such as people with differing nursing roles, gender and sexually diverse individuals, persons with disabilities, Indigenous people, and visibilities minorities - people who bring different knowledge systems to research and their studies.
- Increasing the diversity of graduate students by attracting Saskatchewan rural, remote, northern and Indigenous students, as well as out-of-province and international students, aligns with the University's commitment to equality, diversity, and inclusion.

The MN program will also remove barriers to discovery by solving problems through intensive partnerships with government, industry, and community. This will create opportunities to move our commitment to discovery towards viability, commercialization, and job creation within Saskatchewan. In the U of R's role in advancing Saskatchewan, it is essential that the U of R's program be accessible for students - whether they wish to study in their home communities throughout Saskatchewan, on our main or satellite campuses, or from a country thousands of miles away. The MN program will provide tailored education that enhances flexible learning and distance learning options to meet students' needs better, and by working with communities, we will discover solutions to local nursing challenges and issues. The courses in the MN program that will be transferable to other nursing programs (MN thesis-based and the Ph.D. in Nursing) will also positively impact achieving the University of Regina's strategic goals.

The MN course-based program will contribute to the University of Regina's Strategic plan in the following ways:

- Increase enrollment of graduate students overall for the University of Regina
- Attract alumni into our graduate programming instead of their enrolling at other universities for graduate Nursing degrees
- Increase the diversity of graduate students by attracting Saskatchewan rural, remote, northern and Indigenous students and out-of-province and international students
- Provide a sustainable source of funding for Nursing graduate programs

The proposed programs also align with the University's strategic plan for retention and recruitment by providing pathways and transferability to other programs (PhD in Nursing).

Prospective students to the MN program are, or aspire to be, case managers, unit managers, care coordinators, program managers, site directors, and educators. As students in the MN program, learners will be supported to advance their critical reasoning skills, engage in ethical reasoning to better understand their worlds and the worlds of others, and actively contribute to the betterment of society - including their work environments. MN Nursing graduate students will pave the way for academic success for future U of R students.

Graduates will gain and apply their learnings in complexity science, intersectionality, leadership, evaluation, and advanced communication skills. Graduates will be leaders within the health system across Saskatchewan and improve healthcare systems within Saskatchewan communities in Saskatchewan, throughout Canada, and worldwide.

It is anticipated that graduates will have an impact on the health of the people of Saskatchewan by creating and using evidence informed practice. In addition, concerted efforts will be made to recruit Indigenous and other minority students to the proposed program.

### **6.3 Contribution to the Reputation of the University**

For decades, the University has been building a solid reputation for providing high quality, career-focused educational opportunities to bolster student success. In doing so, the University of Regina has become one of the biggest economic drivers in the City of Regina and southern Saskatchewan. In addition to directly supporting the Saskatchewan economy, the MN program exemplifies the University of Regina's commitment to leadership in engaging learners across their life- and career spans and curating education to meet individual and provincial workforce needs. The knowledge and skills offered through the proposed MN program support the up-skilling and re-skilling needs of our communities of learners working within the healthcare sector. The Master of Nursing course-based program can be delivered remotely and speak to a broad student base, such as people in mid-career who want to upgrade their skills or change careers or newcomers to Canada. Creating the Master of Nursing is a vital opportunity for the U of R to strengthen its role as an economic driver in Saskatchewan, helping to build a better quality of life for families and communities.

### **6.4 Alignment with the Strategic Direction of the Academic Unit**

The Faculty of Nursing has four key strategic areas of focus that work in conjunction with the interconnected goals of the U of R's 2020-2025 Strategic Plan *kahkiyaw kiwâhkomâkâninawak - All Our Relations* and supports a strong sense of mutuality and interdependence to help guide us in our quest to live in a world that values empowered citizens, generates high-impact research, and embraces Canada's diversity.

### Faculty of Nursing Areas of Focus

- Value the connectedness between the environment, the person, health, and nursing
- Generate curiosity to investigate influential questions
- Engage in and develop reciprocal relations
- Dismantle oppression, racism and hate

The metaparadigm of nursing (environment, person, health, and nursing) is taught in various types of nursing programs, including general nursing programs (RN entry to practice), practical nursing programs (LPN entry to practice), and psychiatric nursing programs (RPN entry to practice). The MN program continues to build learner knowledge about the utility of this paradigm. The lived intraprofessional experiences of the learners will provide opportunities to develop the discipline of nursing and further develop reciprocal relations with other nursing professionals. Although the MN program is course-based, they will be scaffolded to allow opportunities for learners to bridge into a thesis-based Master of Nursing or a PhD in Nursing. This will provide opportunities for students to actively engage with research faculty investigating wicked and challenging nursing questions. We envision all regulated nurses (Canadian and International) with an undergraduate degree as learners within the MN. In the currently existing undergraduate and graduate programming, the Faculty of Nursing has minimal opportunity to provide education to international students. By recognizing the contributions of all the “nursing family” to the sustainability of the healthcare sector, there are opportunities to dismantle the current barriers between RNs, LPNs, and RPNs within Saskatchewan and beyond.

### 6.5 Employment Outlook

Over the last two decades, there has been a global shortage of nurses in practice and academia, directly impacting the quality and safety of patient care (Institute of Medicine, 2011). The World Health Organization (WHO) projects that there will be a global shortage of 18 million healthcare workers by 2030 (WHO, 2020).

It is well documented that while baccalaureate nursing education programs are vital for preparing generalist nurses for entry to practice (Canadian Association of Schools of Nursing [(CASN), 2015; CASN, 2016; International Council of Nurses (ICN), 2016] Master’s-level nursing education programs prepare Registered Nurses for advanced professional nursing roles and the integration of knowledge, skills, and abilities for nursing scholarship. The Canadian healthcare system benefits when the voices of nurses in advanced roles are added to the interdisciplinary discourse on healthcare. Within graduate programs, an emphasis is placed on developing the ability to analyze, critique, and use research and theory to further nursing practice. Provision is also made for the examination of current issues in healthcare and the ethical values that influence decision-making.

Graduate nursing education ensures a sufficient supply of nurse educators, policymakers, and administrators to sustain the delivery of high-quality health services and nursing education. Moreover, Master’s and Doctoral programs foster research and evidence-informed solutions to advance best practices and optimize client and health-system outcomes for Canadians (CNA, 2009).

The proposed MN program will create opportunities for students to develop advanced knowledge to address current and emerging healthcare and nursing practice issues. The proposed graduate program will be applicable to many practice settings and will create opportunities for Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs), and Licensed Practical Nurses (LPNs) with any baccalaureate degree to address current and emerging issues in healthcare and nursing practice. Graduates of the proposed MN program will be equipped to take on expanded roles related to care coordination, team leadership, advocacy, education, and scholarship.

### **6.6 Enrolment Trends in similar programs at other institutions**

There are currently 489 students enrolled in PhD nursing programs in Canada, at least 110 of which are current faculty members. The potential future supply of new faculty from current PhD enrolment in Canada is 379 (CASN, 2021, p.21).

When examined in relation to the numbers of current enrolments in graduate programs, the data indicates an imminent shortage of qualified faculty if current entry-to-practice enrolments are maintained (CASN, 2021). In 2021, schools could not fill 40 full-time positions, representing a 1.6% vacancy rate, and they projected a need to hire 225 full-time faculty (CASN, 2021, p.17). The demand for nurse educators/faculty has exceeded the supply, and currently, there are not enough qualified nurse academics to educate the next generation of nurses (Gazza, 2019). By increasing enrollment capacity in U of R graduate Nursing programs, our four programs (Phases I and II) will significantly increase enrolment trends in the country (GCNE, GCNL, MN course-based, MN thesis-based, PhD in Nursing).

### **6.7 Comparable Programs**

Table 6.7.1 shows program descriptions of the MN programs at the following universities and notes similarities to, and differences from the U of R course-based Master program.

- University of Alberta (U of A)
- University of Manitoba (U of M)
- University of Saskatchewan (U of S)
- University of Lethbridge (U of L)
- Trinity Western University (TWU)
- University of Victoria (UVIC)



**Table 6.7.1 U of R MN - Comparison with Western Canadian Universities MN Programs**

Institution	Program Name	Program Elements
University of Regina	<p>Master of Nursing Course-Based (MN)</p> <p>The program is Focused primarily on vulnerable population</p> <p>Program areas of focus/ options</p> <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Leadership</li> </ul>	<p>Duration. Full-time, two years. Part-time: maximum completion time is six years.</p> <p>Course delivery model. Online blended and on-campus course sections.</p> <p>Courses. Students complete a total of 30 credits, comprising four core courses (12 credits) plus six electives (18 credits).</p> <ul style="list-style-type: none"> <li>▪ The following four core courses (12 credits) must be completed during the first two terms of the program <ul style="list-style-type: none"> <li>▪ NURS 700: Theoretical/Philosophical Foundations of Nursing (3cr)</li> <li>▪ NURS 701: Qualitative Research Methods (3cr)</li> <li>▪ NURS 702: Quantitative Research Methods (3cr)</li> <li>▪ NURS 703: Working with vulnerable populations (3cr)</li> </ul> </li> </ul> <p>In addition to core courses, students will complete an additional 18 credit hours of electives from their area of focus (e.g., education or leadership)</p> <p>The course-based MN will require 60% of courses to be nursing courses, and 40% of other requirements can be fulfilled with non-nursing electives.</p>
University of British Columbia	<p>Masters of Science in Nursing (MSN)</p> <p>Program areas of focus/options</p> <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Leadership</li> </ul>	<p>Duration. Minimum time to completion is 1.33 years. Maximum time is 6.00 years, with an average of 3.51 years of study.</p> <p>Course delivery model. In person at UBC Vancouver.</p> <p>Courses. Students complete a total of 30 credits, comprising four core courses, focus, and elective courses and a 3-credit research Scholarly Practice Advancement Research project (NURS 595 – SPAR Project).</p> <p>All MSN students take the same four core courses during the first two terms of the program.</p> <ul style="list-style-type: none"> <li>▪ N504 (Research and Evidence-Based Practice)</li> <li>▪ N511 (Theoretical Foundations of Nursing Practice)</li> <li>▪ N502 (The Ethics and Politics of Nursing)</li> <li>▪ N552 (Methods in Nursing Science with a statistics)</li> </ul> <p>•After completing the four core courses during the first two terms of the program, students are encouraged to choose an education, leadership or thesis focus. refresher module).</p> <p>Education foci courses:</p> <ul style="list-style-type: none"> <li>▪ N540 (Educational Processes in Nursing)</li> <li>▪ N541 (Clinical Nursing Education)</li> <li>▪ N530 (Advanced Practice in Nursing), which includes a mini-practicum experience</li> </ul> <p>Leadership foci courses:</p> <ul style="list-style-type: none"> <li>▪ N512 Leadership in Nursing and Health)</li> <li>▪ N520 (Administrative Leadership in Nursing)</li> <li>▪ N577A (Graduate Practicum in Nursing - Advanced Practice Nursing and the Role of the Administrator)</li> </ul>

		<ul style="list-style-type: none"> <li>▪ N577A is a 12-week experiential learning practicum with a nurse leader in one of the nursing domains: practice, policy, education, research, and ethics.</li> </ul> <p><a href="https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-science-nursing">https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-science-nursing</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Differences</p> <ul style="list-style-type: none"> <li>▪ No need for entirely onsite delivery</li> <li>▪ No project</li> </ul>
University of Victoria	<p>Master of Nursing</p> <p>Program focus areas/options</p> <ul style="list-style-type: none"> <li>▪ Nurse Educator</li> <li>▪ Advanced Practice Leadership</li> </ul>	<p>Duration. 2 years full-time, 3-4 years part-time.</p> <p>Course delivery model. Online/Web-based: Mandatory onsite at the start of the program.</p> <p>Courses. General courses taken by all streams. One required practicum, option for second.</p> <p>Course sequencing for either full-time (2 courses per semester over two years) or part-time (1 course per semester over four years).</p> <p>Students complete five core courses, three foci courses and three electives (one of which may be a practice course)</p> <p>General courses</p> <ul style="list-style-type: none"> <li>▪ NURS520 - Philosophy for Advanced Practice Nursing (1.5)</li> <li>▪ NURS521 - Advanced Practice Nursing and Professional Identity (1.5)</li> <li>▪ NURS522 - Nursing Ethics for Health System Transformation (1.5)</li> <li>▪ NURS524 - Evidence for Advanced Practice Nursing (1.5)</li> <li>▪ NURS525 - Disciplinary Research for Advanced Practice Nursing (1.5)</li> </ul> <p>Nurse Educator focus:</p> <ul style="list-style-type: none"> <li>▪ NUED570 - Engaging with Pedagogy in Nursing Education (1.5)</li> <li>▪ NUED573 - Nurse Educator Practice I (1.5)</li> <li>▪ NURS596 - Nursing Scholarship Integration and Dissemination (1.5)</li> </ul> <p>Advanced Practice Leadership:</p> <ul style="list-style-type: none"> <li>▪ NURA516 - Advancing Nursing Practice (1.5)</li> <li>▪ NURA517 - Leading in Practice Settings (1.5)</li> <li>▪ NURS596 - Nursing Scholarship Integration and Dissemination (1.5)</li> </ul> <p><a href="https://www.uvic.ca/hsd/nursing/graduate/program/index.php">https://www.uvic.ca/hsd/nursing/graduate/program/index.php</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Differences</p> <ul style="list-style-type: none"> <li>▪ No practicum</li> <li>▪ No course sequencing necessary</li> </ul>
Trinity Western University (BC)	<p>Master of Science in Nursing (MSN)</p> <p>Program focus areas/options</p> <ul style="list-style-type: none"> <li>▪ Nursing Education</li> <li>▪ Nursing Leadership</li> </ul>	<p>Duration. Not known.</p> <p>Course delivery model. Either 100% online or blended learning.</p> <p>Courses.</p> <p>Core courses – 19 credit hrs</p> <ul style="list-style-type: none"> <li>▪ NURS 510 Foundations of Nursing Knowledge (3)</li> <li>▪ NURS 520 Knowledge Synthesis (3)</li> <li>▪ NURS 530 Nursing Inquiry I (Qualitative) (3)</li> <li>▪ NURS 540 Nursing Inquiry II (Quantitative) (4)</li> <li>▪ NURS 550 Health Care Policy (<i>includes a 1-week online or person residency in Ottawa</i>) (3)</li> <li>▪ NURS 633 Health Care Ethics and Decision Making (3)</li> </ul>

		<p>Nursing Education: (6 credit hours)</p> <ul style="list-style-type: none"> <li>▪ NURS 611 Perceptions on Nursing Education</li> <li>▪ NURS 612 Learning. Teaching in Nursing Education</li> </ul> <p>Nursing Leadership: (6)</p> <ul style="list-style-type: none"> <li>▪ NURS 621 Perspectives on Nursing Leadership(3)</li> <li>▪ NURS 622 The Skills of Nursing Leadership(3)</li> <li>▪ NURS 631 Advanced Nursing Practice is taken as one elective in addition to one of the Leadership Electives (6)</li> </ul> <p>Course-Based Project:</p> <ul style="list-style-type: none"> <li>▪ NURS 692 Knowledge Translation I (3)</li> <li>▪ NURS 693 Knowledge Translation II (3)</li> </ul> <p>Total 31 semester hours Core and Elective courses (except Directed Studies) are offered once per academic year. For Capstone course, a THESIS on a topic of interest OR a NON-THESIS, cohort-based Knowledge Translation (KT) project, relevant to clinical practice. <a href="https://www.twu.ca/academics/school-nursing/master-science-nursing-msn">https://www.twu.ca/academics/school-nursing/master-science-nursing-msn</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> <li>▪ Core courses</li> </ul>
University of Alberta	<p>Master of Nursing (MN)</p> <p>Program focus areas/options</p> <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Leadership</li> </ul>	<p>Duration. Full-time for two years; Part-time for six years.</p> <p>Course delivery model. Blended.</p> <p>Courses. Total of 36 credit hours. Core courses -3 credits each</p> <ul style="list-style-type: none"> <li>▪ NURS 595 Foundations of scholarship/critical thought</li> <li>▪ NURS 596 Research foundations (NURS 597 Understanding complex systems</li> <li>▪ NURS 598 Translating knowledge</li> <li>▪ NURS 599 Philosophy and ethics in nursing inquiry (*not required for Advanced Clinical NP-focus)</li> </ul> <p>Education focus (3cr each)</p> <ul style="list-style-type: none"> <li>▪ NURS 558 Perspectives on Nursing Pedagogy</li> <li>▪ NURS 559 Approaches to Learning and Teaching Innovation in Nursing</li> </ul> <p>Leadership focus (3 cr each)</p> <ul style="list-style-type: none"> <li>▪ NURS 568 Advanced Nursing Leadership in Health Systems</li> <li>▪ NURS 569 Nursing Power and Policy in Health Care Leadership</li> </ul> <p>Final capstone project (course-based) - a guided scholarly project that is congruent with the student's advanced focus area (education, leadership, clinical-NP).</p> <p><a href="https://www.ualberta.ca/nursing/programs/graduate-programs-and-admissions/master-of-nursing-program/program-description.html">https://www.ualberta.ca/nursing/programs/graduate-programs-and-admissions/master-of-nursing-program/program-description.html</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> <li>▪ Core courses</li> </ul>

University of Calgary	<p>Master of Nursing: Course-based (MNCB)</p> <p>Program focus areas/options</p> <ul style="list-style-type: none"> <li>▪ Leadership for Health System Transformation</li> <li>▪ Innovations in Teaching and Learning</li> <li>▪ Contemporary Topics in Aging <ul style="list-style-type: none"> <li>▪ Addiction and Mental Health</li> <li>▪ Healthcare Innovation and Design</li> </ul> </li> <li>▪ Oncology</li> <li>▪ Palliative and End of Life Care</li> </ul>	<p>Duration. students have a total of six years to complete the program.</p> <p>Course delivery model. Online.</p> <p>This program is available as part of a Laddered Certificate Pathway. Admission to the program requires completion of the <a href="#">Advanced Nursing Practice I and II Graduate Certificates</a>.</p> <p>Required Courses.</p> <p>Graduate Certificate in Advanced Nursing Practice I (12 units) (prior to admission to MN program)</p> <p>Graduate Certificate in Advanced Nursing Practice II (12 units) (prior to admission to MN program)</p> <p>Plus, successful completion of the following core courses (12 units):</p> <p>NURS 683 - Qualitative Designs and Analysis  NURS 630 - Quantitative Research and Statistics  NURS 660 - Cultivating Personal Leadership  NURS 635 - Implementation Science for Health Professions  NURS 632 - Writing Proposals for the Nursing Profession</p> <p>Total 36 credit hours</p> <p>Specializations:</p> <p>Leadership for Health System Transformation</p> <ul style="list-style-type: none"> <li>▪ NURS 660 - Cultivating Personal Leadership</li> <li>▪ NURS 662 - The Future of Nursing: The Future of Health Systems</li> <li>▪ NURS 664 - Innovation in Health Systems</li> <li>▪ NURS 668 - Specialized Practice Demonstration: Healthcare Grand Challenge</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/leadership-health-system-transformation">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/leadership-health-system-transformation</a></p> <p>Innovations in Teaching and Learning</p> <ul style="list-style-type: none"> <li>▪ NURS 622 - Foundational Philosophy for Teaching and Learning Across Contexts</li> <li>▪ NURS 624 - People, Places, and Relationships</li> <li>▪ NURS 626 - Integrative Seminars: Current Trends in Teaching and Learning</li> <li>▪ NURS 628 - Specialized Practice Demonstration</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/innovations-teaching-learning">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/innovations-teaching-learning</a></p> <p>Contemporary Topics in Aging</p> <ul style="list-style-type: none"> <li>▪ NURS 602 -Theoretical Perspectives in Aging</li> <li>▪ NURS 604 - Comprehensive Geriatric Assessment</li> <li>▪ NURS 606 -Focused Studies in Aging</li> <li>▪ NURS 608 - Specialized Practice Demonstration</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-">https://nursing.ucalgary.ca/current-students/graduate/graduate-</a></p>
-----------------------	--	--

		<p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/contemporary-topics-in-aging">certificates/contemporary-topics-in-aging</a></p> <p>Addiction and Mental Health</p> <ul style="list-style-type: none"> <li>▪ NURS 612 - Understanding Comorbidity: Advanced Assessment, Screening, and Practice Implications</li> <li>▪ NURS 614 - Therapeutic Practices: Counseling, Treatment Planning, and Sustained Recovery</li> <li>▪ NURS 616 - Specialized Practice Integration</li> <li>▪ NURS 618 - Specialized Practice Demonstration</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/addiction-mental-health">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/addiction-mental-health</a></p> <p>Healthcare Innovation and Design</p> <ul style="list-style-type: none"> <li>▪ Nursing 652 - Healthcare Information and Big Data</li> <li>▪ Nursing 654 - Design in Healthcare</li> <li>▪ Nursing 656 – Emerging Technologies in Healthcare</li> <li>▪ Nursing 658 - Specialized Health Design Project</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/healthcare-innovation-and-design">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/healthcare-innovation-and-design</a></p> <p>Oncology</p> <ul style="list-style-type: none"> <li>▪ NURS 680 - Advanced Oncology Nursing Practice</li> <li>▪ NURS 682 - Enhancing Person-Centered Approaches to Cancer Care</li> <li>▪ NURS 684 - Nursing Roles in Oncology Research</li> <li>▪ NURS 686 - Advanced Oncology Nursing Design Project</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/oncology-nursing">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/oncology-nursing</a></p> <p>Palliative and End of Life Care</p> <ul style="list-style-type: none"> <li>▪ NURS 670 - Philosophy and Principles of Palliative Care</li> <li>▪ NURS 672 - Optimizing Comfort and Quality of Living in Palliative and End of Life Care</li> <li>▪ NURS 674 - Special Populations and Challenges in Palliative Care</li> <li>▪ NURS 676 -Specialized Practice Demonstration: Design and Leading Change in Palliative and End of Life Care</li> </ul> <p><a href="https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/palliative-and-end-life-care">https://nursing.ucalgary.ca/current-students/graduate/graduate-certificates/palliative-and-end-life-care</a></p> <p><a href="https://nursing.ucalgary.ca/future-students/graduate/mn-course">https://nursing.ucalgary.ca/future-students/graduate/mn-course</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> <li>▪ Core courses</li> <li>▪ Innovative course topics</li> </ul>
University of Saskatchewan	Master of Nursing (M.N.)	<p>Duration. Full-time for two years; Part-time for three years.</p> <p>Course delivery model. Blended. Offered online, mostly asynchronous learning. A combination of live web conferenced seminars (synchronous) or</p>

	<p>Program focus areas/ options</p> <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Leadership</li> </ul>	<p>online delivery (asynchronous) distance learning within North America.</p> <p>Courses. Students must maintain continuous registration, either in a credit course or a tuition bearing maintenance of status.</p> <ul style="list-style-type: none"> <li>▪ GPS 960.0 Introduction to Ethics and Integrity</li> <li>▪ GPS 961.0 Ethics and Integrity in Human Research, if research involves human subjects</li> <li>▪ GPS 962.0 Ethics and Integrity in Animal Research, if research involves animal subjects</li> </ul> <p>Total of 27 credit units of course work</p> <p>Students can focus on Education or leadership</p> <ul style="list-style-type: none"> <li>▪ NURS 812.3 Leadership in Nursing</li> <li>▪ NURS 821.3 Outcome based Research</li> <li>▪ NURS 891.3 Concept clarification in advanced Nursing Practice</li> <li>▪ NURS 818.3 Statistical Methodology in Nursing</li> <li>▪ NURS 824.6 Advanced Integrative Exercise (Final course in the program)</li> </ul> <p>Three credit unit open elective electives AND</p> <ul style="list-style-type: none"> <li>▪ NURS 812.3 Leadership in Nursing</li> <li>▪ NURS 821.3 Outcomes Based Research</li> <li>▪ NURS 824.6 Advanced Integrative Exercise</li> <li>▪ NURS 891.3 Concept Clarification in Advanced Nursing Practice</li> <li>▪ NURS 990.0 Seminar</li> </ul> <p>Six credit units of restricted electives:</p> <ul style="list-style-type: none"> <li>▪ NURS 813.3 Teaching in Nursing</li> <li>▪ NURS 814.3 Indigenous Health Policies</li> <li>▪ NURS 815.3 Advanced Forensic Mental Health</li> <li>▪ NURS 822.3 Advanced Issues in Nursing Education</li> <li>▪ NURS 823.3 Applied Leadership and Management in Clinical Nursing Practice</li> <li>▪ NURS 892.3 Quantitative Research Methods</li> <li>▪ NURS 893.3 Qualitative Research Methods</li> <li>▪ NURS 815.3 Advanced Forensic Mental Health (Not offered every year)</li> </ul> <p><a href="https://programs.usask.ca/grad-studies/nursing/nursing-mn-course.php#DegreeRequirements">https://programs.usask.ca/grad-studies/nursing/nursing-mn-course.php#DegreeRequirements</a></p>
<p><b>Similarity to/differences from the U of R MN course-based program</b></p>		<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> </ul>
<p>University of Manitoba</p>	<p>Masters of Nursing (MN)</p> <p>Program focus areas/ options:</p> <ul style="list-style-type: none"> <li>▪ Education</li> <li>▪ Administration</li> <li>▪ Clinical</li> </ul>	<p>Duration. 2-4 years. Offered both full-time and part-time.</p> <p>Course Delivery model. Available in several locations in Manitoba.</p> <p>Courses. The MN includes seven credit hours for students completing the course-based capstone project option.</p> <p>Core Courses offered:</p> <ul style="list-style-type: none"> <li>▪ NURS 7320 - Philosophy of Nursing Science (3 credit hours)</li> <li>▪ NURS 7210 - Qualitative Research Methods in Nursing (3 credit hours)</li> <li>▪ NURS 7220 - Quantitative Research Methods in Nursing (3 credit hours)</li> <li>▪ NURS 7340 - Evidence Informed Practice (3 credit hours)</li> </ul>

		<ul style="list-style-type: none"> <li>▪ NURS 7352 - Leadership in Advanced Practice Nursing (3 credit hours)</li> <li>▪ NURS 7360 - Integrative Focus (or Electives outside Nursing) (6 credit hours)</li> </ul> <p>Option A: NURS 7360 - Integrated Focus (6 credits)</p> <ul style="list-style-type: none"> <li>-Teaching</li> <li>-Administration</li> <li>-Clinical</li> </ul> <p>Option B: Select 12 credits of elective coursework</p> <p>Students pursuing the course-based Capstone Project option in the Education, Administration, or Clinical streams complete 21 credit hours plus six additional credit hours of electives, for a total of 27 credit hours, culminating in a Capstone Project.</p> <p>The Capstone Project provides students with the opportunity to demonstrate their ability to analyze, interpret, apply and communicate knowledge acquired throughout their graduate program.</p> <p><a href="https://catalog.umanitoba.ca/graduate-studies/health-sciences/nursing/nursing-mn/">https://catalog.umanitoba.ca/graduate-studies/health-sciences/nursing/nursing-mn/</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Differences</p> <ul style="list-style-type: none"> <li>▪ No capstone project</li> </ul>
University of Lethbridge	<p>Master of Nursing</p> <p>Program focus areas/options</p> <ul style="list-style-type: none"> <li>▪ Educational nursing specialization</li> </ul>	<p>Duration: Full-time study, three years, part-time study, six years.</p> <p>Course Delivery model: Blended delivery format, twice per semester face-face meetings. Three pathways: course-based, project or thesis option.</p> <p>Courses: The MN comprises the equivalent of 11 studies (33.0 credit hours).</p> <p>Core Courses (12 credit hours):</p> <ul style="list-style-type: none"> <li>▪ Nursing 5100 - Nursing Ethics, Policy, and Politics</li> <li>▪ Nursing 5110 - Health Research: Critique, Synthesis, and Application</li> <li>▪ Nursing 5120 - Nursing as Art and Science</li> <li>▪ Nursing 5140 - Populations and Places for Nursing Practice</li> </ul> <p>Educational Nursing Specialty:</p> <ul style="list-style-type: none"> <li>▪ Public Health 5002 - Advanced Program Planning, Implementation and Evaluation</li> <li>▪ Nursing 5170 - Teaching and Learning in Nursing</li> <li>▪ Nursing 5180 - Concepts and Innovations in Nursing Practice</li> </ul> <p>An additional 12.0 credit hours from the following list:</p> <ul style="list-style-type: none"> <li>▪ Advanced Clinical Study of Addiction 5000 – Addiction and Addictive Disorders (3.0 credit hours)</li> <li>▪ Advanced Clinical Study of Addiction 5004 - Social Ecology of Addiction (3.0 credit hours)</li> <li>▪ Advanced Clinical Study of Addiction 5006 - Biological Bases of Addiction (3.0 credit hours)</li> <li>▪ Advanced Clinical Study of Addiction 5008 - Cognitive Processes of Addiction (3.0 credit hours)</li> <li>▪ Health Services Management 5100 – Organization Design (3.0 credit hours)</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Health Services Management 5120 – Health Services Design (3.0 credit hours)</li> <li>▪ Health Services Management 5300 – Leading People in Health Services (3.0 credit hours)</li> <li>▪ Health Services Management 5320 – Marketing in Health Services (3.0 credit hours)</li> <li>▪ Health Services Management 5400 – Strategy, Power, and Politics (1.5 credit hours)</li> <li>▪ Health Services Management 5420 – The Art of Negotiating Relations and Conflict Management (1.5 credit hours)</li> <li>▪ Health Services Management 5430 – Health Systems with a Global Perspective (3.0 credit hours)</li> <li>▪ Health Services Management 5500 – Leading Meaningful Change in Health Services (3.0 credit hours)</li> <li>▪ Nursing 5130 – Practice Experience (3.0 credit hours; see Required Documentation)</li> <li>▪ Public Health 5005 - Advanced Public Health Policy and Ethics (3.0 credit hours)</li> </ul> <p><a href="http://ulethbridge.ca">MN Course &amp; Program Information   University of Lethbridge (ulethbridge.ca)</a></p>
<b>Similarity to/differences from the U of R MN course-based program</b>		<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> <li>▪ Core courses</li> </ul>
Athabasca University	<p>Master of Nursing – Generalist (MN-GEN)</p> <p>Program focus area/ options</p> <ul style="list-style-type: none"> <li>▪ Teaching</li> <li>▪ Leadership, or</li> <li>▪ Health Research.</li> </ul>	<p>Duration. Students must complete the MN-GEN program requirements within seven years of their initial admission to the program.</p> <p>Course delivery model. Online.</p> <p>Courses. The MN-GEN program is composed of a total of 33 credits (11 courses). Students complete four core courses, five curriculum courses, and two elective courses.</p> <p>Students may elect to complete 1 or 2 focus areas: Teaching, Leadership, or Health Research.</p> <p>Core Courses:  NURS 608 - Philosophical and Critical Foundations in Nursing  MHST/NURS 603 - Facilitating Inquiry  MHST/NURS 609 - Trends and Issues  MHST/NURS 611 - Dissemination Strategies</p> <p>Curriculum Courses:  MHST/NURS 602 - Transforming Health Care through Informatics  MHST/NURS 604 - Leadership Roles in Health  MHST/NURS 605 - Demystifying Policy Analysis and Development  MHST/NURS 606 - Health Systems and Services Evaluation  MHST/NURS 607 - Developing Successful Project and Program Proposals  MHST/NURS 610 - Evidence-Based Practice in Health Care  NURS 614 - Foundations of Advanced Practice Nursing  MHST/NURS 618 - Community Development for Health Care Leaders  MHST/NURS 620 - Culture and Health: Critical Perspectives</p>



	<p>MHST/NURS 621 - Coaching and Leading: The Human Side of Organizational Change</p> <p>MHST/NURS 622 - Understanding Organizations: Theory, Analysis and Application</p> <p>MHST/NURS 623 - Clinical Teaching and Learning</p> <p>MHST/NURS 624 - Teaching in Health Disciplines</p> <p>MHST/NURS 625 - Collaboration in Teaching</p> <p>MHST/NURS 631 - Health Promotion I: Planning</p> <p>MHST/NURS 632 - Health Promotion II: Situational Assessment and Priority Setting</p> <p>MHST/NURS 633 - Health Promotion III: Action and Implementation</p> <p>MHST/NURS 695 - Independent Study</p> <p><a href="https://www.athabasca.ca/calendar/graduate/fhd/master-of-nursing-generalist.html#mngenthesisbasedrouteregulations">https://www.athabasca.ca/calendar/graduate/fhd/master-of-nursing-generalist.html#mngenthesisbasedrouteregulations</a></p>
Similarity to/differences from the U of R MN course-based program	<p>Similarities</p> <ul style="list-style-type: none"> <li>▪ Delivery models as at other universities</li> <li>▪ Core courses</li> </ul>

Table 6.7.2 compares tuition costs between the U of R M Nursing program and Western Canadian universities' MN programs for Canadian and International students.

**Table 6.7. 2 U of R MN – Tuition Cost Comparison with Western Canadian Universities MN Programs, Canadian and International Students**

University	Canadian Student Full-time MN Tuition per Course	Canadian Student Part-time MN Tuition per Course	International Student Full-time MN Tuition per Course	International Student Part-time MN Tuition per Course	Online	In Person	Blended	References
University of British Columbia (UBC)	\$1767.18 Course-based (CB) = 10 courses	\$1009.98 CB = 10 courses	\$3104.66 CB = 10 Courses	\$3104.66 CB = 10 courses		✓		<a href="https://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,773,1450">https://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,773,1450</a>
University of Victoria (UVic)	\$1046.34 CB = 10 courses	\$1046.34 CB = 10 courses	\$1319.75 CB = 10 Courses	\$1319.75 CB = 10 courses	✓			<a href="https://www.uvic.ca/graduate/fi">https://www.uvic.ca/graduate/fi</a>

University	Canadian Student Full-time MN Tuition per Course	Canadian Student Part-time MN Tuition per Course	International Student Full-time MN Tuition per Course	International Student Part-time MN Tuition per Course	Online	In Person	Blended	References
								<a href="#">nances/tuition-costs/index.php</a>
University of Alberta (U of A)	Course-Based \$764.40  CB= 10 courses	Course-Based \$764.40  CB= 10 courses	Course-Based \$1901.52  CB= 10 courses	Course-Based \$1901.52  CB= 10 Courses	✓	✓	✓	<a href="https://www.ualberta.ca/registrar/costs-tuition-fees/index.html">https://www.ualberta.ca/registrar/costs-tuition-fees/index.html</a>
University of Calgary (U of C)	Course-Based \$875.64  CB= 12 courses	Course-Based \$875.64  CB= 12 courses	Course-Based \$2159.70  CB= 12 courses	Course-Based \$2159.70  CB= 12 Courses	✓			<a href="https://www.ucalgary.ca/pubs/calendar/current/p-1-2.html">https://www.ucalgary.ca/pubs/calendar/current/p-1-2.html</a>
University of Lethbridge	\$603  11 courses	\$603  11 courses	\$1416.45  11 courses	\$1416.45  11 courses	✓			MN Tuition <a href="https://www.ulethbridge.ca/sites/default/files/2022/06/master_of_nursing_2022-23.pdf">https://www.ulethbridge.ca/sites/default/files/2022/06/master_of_nursing_2022-23.pdf</a>

University	Canadian Student Full-time MN Tuition per Course	Canadian Student Part-time MN Tuition per Course	International Student Full-time MN Tuition per Course	International Student Part-time MN Tuition per Course	Online	In Person	Blended	References
Athabasca University	\$1766/ course  CB = 11 courses	\$1766/ course  CB = 11 courses	\$1998/ course  CB = 11 courses	\$1998/ course  CB = 11 courses	✓			<a href="https://www.athabasca.ca/calendar/graduate/fhd/master-of-nursing-generalist.html#fees">https://www.athabasca.ca/calendar/graduate/fhd/master-of-nursing-generalist.html#fees</a>
University of Saskatchewan (U of S)	Course-Based \$759.30  CB= 12 courses  \$265.80 CAD	Course-Based \$759.30  CB= 12 courses	\$4698/yr  CB= 12 courses	\$4698/yr  CB= 12 courses			✓	<a href="https://grad.usask.ca/funding/tuition.php#Doctoralprograms">https://grad.usask.ca/funding/tuition.php#Doctoralprograms</a>
University of Manitoba (U of M)	\$1437.20  CB= 9 courses  Thesis = seven courses	\$1437.20  CB= 9 courses  Thesis = seven courses	\$3161.87  CB= 9 courses  Thesis = seven courses	\$3161.87  CB= 9 courses  Thesis = seven courses		✓		<a href="https://umanitoba.ca/registrar/tuition-fees/graduate">https://umanitoba.ca/registrar/tuition-fees/graduate</a>

University	Canadian Student Full-time MN Tuition per Course	Canadian Student Part-time MN Tuition per Course	International Student Full-time MN Tuition per Course	International Student Part-time MN Tuition per Course	Online	In Person	Blended	References
University of Toronto (U of T)	\$12,180/ program	N/A	\$31,500/ program	N/A	✓	✓ - clinical, MN		<a href="https://bloomberglomburg.utoronto.ca/future-students/tuition-fees/">https://bloomberglomburg.utoronto.ca/future-students/tuition-fees/</a>
Toronto Metropolitan University	Ontario resident: \$1132.69  Canadian resident: \$1223.31  CB = 10 course	Ontario resident: \$1132.69  Canadian resident: \$1223.31  CB = 10 courses	\$3846.93  CB = 10 courses  Thesis = seven courses	\$3846.93  CB = 10 courses  Thesis = N/A	✓			<a href="https://www.torontomu.ca/current-students/tuition-fees/programs/graduate/">https://www.torontomu.ca/current-students/tuition-fees/programs/graduate/</a>
University of Regina (U of R)	NP & CNS: \$1546.50  11 courses	NP & CNS: \$1546.50  11 courses	NP & CNS: \$3099.05  11 courses	NP & CNS: \$3099.05  11 courses				<a href="https://www.uregina.ca/files/assets/202310-Graduate-Tuition-Schedule-Sep-19-2022.pdf">https://www.uregina.ca/files/assets/202310-Graduate-Tuition-Schedule-Sep-19-2022.pdf</a>

### **6.8 Impact on Other U of R Programs**

Currently, a number of nurses are enrolled in programs offered by the Johnson Shoyama Graduate School of Public Policy (JSGS). A few are taking courses in the Faculties of Education, Social Work, the Kenneth Levine Graduate School of Business, and Interdisciplinary Programs.

**Note:** Memoranda of Agreements with the Faculty of Education and Johnson Shoyama Graduate School are pending to maximize and share resources, including available seats in courses to increase teaching capacity and other teaching opportunities.

### **6.9 Impact on Enrollment at the U of R**

This program is expected to:

- ✓ Attract new students to the U of R
- ✓ Assist in retaining current undergraduate students at the U of R
- ✓ Assist in retaining current graduate students at the U of R
- ✓ Attract students in other graduate programs at the U of R
- ✓ Attract students from Saskatchewan
- ✓ Attract students from elsewhere in Canada
- ✓ Attract students from abroad

### **6.10 Domestic and International Enrolments**

The proposed programs are expected to primarily attract domestic students, although they will be marketed internationally. At the moment, it is not possible to predict the level of interest that may be generated internationally, although discussions with UR International have indicated great interest in international recruitment fairs.

Due to the high-quality, career-focused educational opportunity that the Master of Nursing can provide, we anticipate there will also be interest from international students. Unfortunately, the Faculty of Nursing has had few opportunities for international students within the SCBScN or the CNPP. Thus, we estimate that international student interest will increase steadily as the graduate programming matures.

### **6.11 Impact on Research at the U of R**

The array of graduate programs will provide multiple pathways for Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs) and Licenced Practical Nurses (LPNs) with any baccalaureate degree to achieve advanced professional nursing roles and to contribute to nursing scholarship.

Creating an MN course-based program will indirectly increase the research capacity at the University of Regina. Additional opportunities for Graduate Research Assistant (GRA) and Graduate Teaching Assistant (GTA) positions will be integral to generating interest in graduate studies and research. These GTA's and GRA's will help support nursing faculty as they conduct their research.

### **7. Location of the Program**

The proposed MN course-based programs will be offered solely by the Faculty of Nursing at U of R. Faculty from Regina and Saskatoon will teach in the program.

The HyFlex delivery enables students to learn where they live and to complete their courses in appropriate proximal communities. This means students in rural and remote locations and northern students can take courses in their home communities.

### **8. Delivery of the Program**

This program will be offered:

- ✓ Full time
- ✓ Part-time
- ✓ Face-to-face
- ✓ Online
- ✓ Blended (both face-to-face and online components)

The courses in the proposed course-based Master of Nursing program will be offered through blended, online, and face-to-face on-campus delivery models. The blended online/face-to-face model meets the needs of the traditional and non-traditional adult student population. These learning modalities will accommodate students who are a) working professionals; b) provincial, national, and international students who reside at a distance away from Regina; and c) on-campus students (e.g., local, national, and international students). This is in line with the CNA and CASN's positions, which acknowledge that flexible education programs promote access to and opportunities for knowledge acquisition, skill development, evidence-informed care, and the opportunity to balance family, work, and education commitments given the vastness of Canada's population (CNA, 2004, as cited in Lalonde, 2013).

Additionally, the face-to-face delivery will provide an opportunity for students to engage with U of R FON faculty and their colleagues, build the U of R community, and develop a strong network of healthcare leaders.

## 9. Resource Requirements and Revenue

### 9.1 Resource Requirements

*Current Resources.* Current resources within the Faculty of Nursing include academic staff and administrative support to help support the program. However, these will need to be augmented to ensure that the Graduate Certificates and Master of Nursing are sufficiently staffed as enrolment increases. Note: All resource requirements discussed below are for both Graduate Certificates and the Master of Nursing.

*Course Development Funding.* Provide funding for course development of 11 courses for both Graduate Certificates and Master of Nursing. See Table 9.1.1 for the tentative course development schedule. The tentative schedule is based on course delivery scheduling requirements and faculty member availability for development.

**Table 9.1.1 Tentative Course Development Schedule**

2023-24	2024-25	2025-26
NURS 700	NURS 701	NURS 787
NURS 703	NURS 702	NURS 788
NURS 775	NURS777	
NURS 778	NURS 786	
NURS 785		

*Staff Funding.* The FON currently has support/administrative/advising staff for both graduate and undergraduate programs and students. However, additional work from the proposed programs will need to be absorbed into the current workload. Depending on future enrolments, the delivery of the proposed programs would require more staff support. Anticipated funding for additional support is projected in years three, four, and five, as per table 9.7.2.

*Library Resources.* In terms of library resources, the current resources are sufficient for the proposed programs. In addition to the FON Library Liaison, the Graduate Certificates and MN students will all have access to the University of Regina library's resources, such as electronic resources: E-books, E-journals, and Databases Access to Electronic Resources.

*Equipment, IT support, AV support, student employees for HyFlex course supports.* The FON has the potential to absorb and use existing office infrastructure (and equipment) to deliver courses via distributed learning for the current CNPP and proposed graduate program.

*Office and Classroom Resources.* Besides the current office workspace and computer technologies, the FON will require more classroom space for students in the proposed programs, as some of the courses will be offered on campus, as well as office space for graduate students. Two classrooms will need to be outfitted with the appropriate technology for HyFlex course delivery options.

*Faculty Funding.* Depending on future enrolments, the delivery of the proposed programs would require more faculty support (3-year term). Anticipated funding for additional support is shown in Table 9.7.2, beginning in year two of the program offering.

*Financial Resources:* Start-up funding of \$150,000 has been provided, not including tenure-track positions. The FON anticipates absorbing the graduate nursing courses into the current teaching load of its faculty members and is currently in the process of recruiting more nursing faculty to teach in the current undergraduate program

## 9.2 Availability of Expertise

We have included the curricula vitae for the Faculty of Nursing (see Appendix D), who will be involved in the proposed programs to demonstrate their leadership and expertise in nursing practice and teaching. The faculty complement is strategic and provides an opportunity for graduate students' supervision and instruction from scholars with diverse expertise. The faculty listing is below in Table 9.2.1.

**Table 9.2.1 Faculty**

<b>PhD Prepared Faculty</b>	<b>Masters Prepared Faculty</b>
Ebin Arries-Kleyenstüber RN, PhD	Craig Eling, RN (NP)-Paediatric, CNCCP(C), BSc, BScN, MN
Sherry Arvidson, RN, MN, PhD	Melanie Goodwin, RN, BSN, MN, CCNE
Mohamad Baydoun, RN, BSN, MSN, PhD	Kari Greenwood, RN(NP), BN, MN
Janine Brown RN, PhD, CCNE	Lexie Heit, RN, BScN, MN
Laurie Clune, RN, BA, BScN, MEd, PhD	Alexandra Hodson, RN, MN, CCNE
Shauna Davies, RN, MN, PhD	Melissa Hrebenik, RN(NP), BN, MN, CCHN(C)
Robin Evans, RN, PhD	Michell Jesse, RN, BScN, MAED
Shela Hirani, RN, PhD, MScN, BScN, IBCLC	Sara Ilori, MPH, NP-PHC
Florence Luhanga, RN, B.Ed, M.Ed., PhD	Karen Lehmann ,RN, MSN
Jaime Mantesso, RN, MSN, PhD	Sarah Liberman (Tekatch) RN, BScN, MN, CCNE
Elise Matthews, RN, PhD	Priya Ortega, RN, BA, BsN, MN
Heather Nelson, PhD, MA, BScN, RN	Dominique Rislund, RN, BSN, MSc, PNC(c), CCNE
Cheryl Pollard RPN, RN, ANEF, PhD	Selena Talbot, RN, BScN, MAEd
Vivian Pupilampu, RN, PhD	Sasha Tchorzewski, RN, BSN, MBA
Tanis Robinson, RN, PhD	Sarah Todd, RPN, BScPN, MN (CNS)
Abigail Wickson-Griffiths, RN, PhD	



### 9.3 Enrolment Projections

Table 9.3.1 shows enrolment projections for the Master of Nursing for the next five academic years. Table 9.3.2 shows best and worst-case enrolment projections over the same period.

- The number of Masters degrees in the closest related degree field (MN-NP) has shown a positive trend over the past five years. Additionally, based on the enrollment figures in other MN thesis-based programs (e.g., U of S and U of A), this type of degree program appears capable of sustaining large enrollments.
- The FON plans to launch the new MN program and admit the first intake of students in the fall term, September 2024. Anticipated numbers at the start: 10 (at least one international student and nine domestic). Anticipated numbers at steady state: 15 per year, up to 1/3 will be international.

**Table 9.3.1: Enrolment Projections for MN Course-Based (part-time) - first five years**

Year of Study	2024-25	2025-26	2026-27	2027-28	2028-29
Year 1	15	15	15	15	15
Year 2		15	15	15	15
Year 3			15	15	15
Year 4				15	15
<b>Total</b>	<b>15</b>	<b>30</b>	<b>45</b>	<b>60</b>	<b>60</b>

**Table 9.3.2: Best/Worst Enrolment projections for MN Course-Based (part-time) - first five years**

	Year 2024-25	Year 2025-26	Year 2026-27	Year 2027-28	Year 2028-29
Best	25	25	25	25	25
<b>Expected</b>	15	15	15	15	15
Worst	10	10	10	10	10

### 9.4 Recruitment Plans

In addition to existing marketing/recruiting strategies used by the FON, promotional materials for the MN programs will be targeted to potential students from Ministries of Health, provincial health authorities, professional associations in the healthcare field, not only in Saskatchewan but across Canada (e.g., Canadian Nurses Association, Canadian Association of Schools of Nursing, Canadian Federation of Nurses Unions, College of Registered Nurses of Saskatchewan, Saskatchewan Union of Nurses), and the U of R nursing undergraduate program. Part of the marketing strategy will involve personal relationship building with current managers, administrators, and other leaders in the health sector to encourage their support for existing employees to pursue the Graduate Certificates and the MN degree (later the MN thesis-based and the PhD). Initial consultations will be the first step in this process while promoting ongoing commitment to the programs from key stakeholder groups.

While the majority of marketing/recruitment efforts will be directed at the Canadian market, targeted international marketing strategies will be employed. The FON and University Advancement and Communications will ensure cost-effective strategies to reach target student populations. A Marketing and Communications Plan is attached as Appendix 12.3.4

### 9.5 Involvement of Personnel in Other Areas

- Faculty of Education
- Johnson-Shoyama Graduate School of Public Policy
- Interdisciplinary Programs

The proposed MN course-based program will provide the opportunity to take some non-nursing elective courses from the Faculty of Education, Johnson Shoyama Graduate School of Public Policy and Interdisciplinary Programs, Graduate Studies. As a result, the related faculty members would work with graduate Nursing students.

Table 3.1.3 in Section 3.1 shows which Faculty or academic unit teaches elective non-nursing courses for the Master of Nursing.

### 9.6 Course coverage

Table 9.6.1 shows the proposed course coverage. See Appendix 12.3.1 Course Inventory Forms (New) and Syllabi (Existing) for course descriptions and additional information.

**Table 9.6.1 Course Coverage - Proposed instructors**

<b>Course</b>	<b>Proposed Instructor</b>
<b>NURS 700:</b> Theoretical/Philosophical Foundations of Nursing	Dr. Sherry Arvidson, Dr. Laurie Clune, Dr. Tanis Robinson
<b>NURS 701:</b> Qualitative Research Methods	Dr. Elise Matthews, Dr. Shela Hirani,
<b>NURS 702:</b> Quantitative Research Methods	Dr. Mohamed Bouydoun, Dr. Tanis Robinson
<b>NURS 703:</b> Working with Vulnerable Populations:	Dr. Sherry Arvidson, Dr. Elise Matthews, Dr. Vivian Pupilampu
<b>NURS 775:</b> Foundations and Theories of Learning	Dr. Sherry Arvidson, Dr. Laurie Clune
<b>NURS 777:</b> Approaches to Learning and Teaching Innovation in Nursing	Dr. Laurie Clune, Dr. Shauna Davies
<b>NURS 778:</b> Curriculum Development and Evaluation Process in Nursing	Dr. Cheryl Pollard, Dr. Florence Luhanga
<b>NURS 785:</b> Leadership in Nursing	Dr. Sherry Arvidson, Dr. Heather Nelson
<b>NURS 786:</b> Leading in Rural and Remote Communities	Dr. Sherry Arvidson, Dr. Vivian Pupilampu
<b>NURS 787:</b> Leadership and Managing Change in Healthcare	Dr. Heather Nelson

Course	Proposed Instructor
<b>NURS 788:</b> Leadership in Nursing and Health	Dr. Laurie Clune, Dr. Heather Nelson
<b>NURS 9XX:</b> Advanced Qualitative Research Methods	Dr. Mohamed Baydoun, Dr. Elise Matthews
<b>NURS 9XX:</b> Advanced Quantitative Research Methods	Dr. Mohamed Baydoun, Dr. Ebin Arries-Kleyenstüber
<b>Sample Electives</b>	
<b>NURS 815:</b> Health Care Ethics (3) (existing)	Dr. Ebin Arries- Kleyenstüber
<b>NURS 820:</b> Patterns of Health and Illness in Older Adults (3cr) (Exiting)	Dr. Vivian Puplampu, Dr. Abigail Wickson-Griffiths
<b>NURS 804:</b> Global Health (3) (existing)	

## 9.7 Projected Revenue

**Table 9.7.1 Projected revenues for MN course-based part-time enrolment (as full-time students enrol, revenue will be higher)**

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
A. Number of credit hour courses taken during year	0	9 credit hours per year	9 credit hours per year	9 credit hours per year	9 credit hours per year
B. Tuition per credit hour	0	\$1,067	\$1,067	\$1,067	\$1,067
C. Total tuition revenue per student (A x B)	0	9,600	9,600	9,600	9,600
D. Expected enrolments	0	15	30	45	60
E. <b>Total revenue</b> (C X D)	0	144,000	288,000	432,000	576,000

B. Tuition per credit hour - based on current graduate tuition rates.

D. Expected Enrolments - refer to Table 9.3.1

**Table 9.7.2: Projected expenses (to be shared with the Graduate Certificates)**

	Year 2023-24	Year 2024-25	Year 2025-26	Year 2026-27	Year 2027-28
F. Number of new hires required to deliver program	Academic = 0 Sessional = 0 Course Design = 5 Administrative = 0	Academic = 1 Sessional = 0 Course Design = 4 Administrative = 0	Academic = 1 Sessional = 2 Course Design = 3 Administrative = .25	Academic = 1 Sessional = 2 Course Design = 0 Administrative = .5	Academic = 1 Sessional = 2 Course Design = 0 Administrative = .5
G. Approximate salary and benefits	\$10,000	\$104,000	\$125,500	\$127,000	\$127,000
H. Total salary costs (F X G)	\$10,000	\$104,000	\$125,500	\$127,000	\$127,000
I. Other costs	\$5,000	\$7,500	\$10,000	\$7,500	\$7,500
J. <b>Total costs</b> (H + I)	\$15,000	\$111,500	\$135,500	\$134,500	\$134,500

Expenses begin to accrue in 2023-2024 for program planning and course development. Revenue does not accrue until 2023-2025.

I. Other costs - associated with recruitment and advertising, new administrative costs, costs of renting space or equipment, costs for software/subscriptions, etc.

**Table 9.7.3: Projected break-even enrolments**

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
K. Total costs (J from Table 9.7.2)	\$15,000	\$111,500	\$135,000	\$134,500	\$134,500
L. Revenue per student (C from Table 9.7.1)	No students, start in 2024	9,600	9,600	9,600	9,600
M. Minimum enrolments to break even (K / L, rounded to nearest student)	-2 (negative due to having expenses and no students)	12+ 2 from 2023-2024	15	15	15

As expenses are to be shared with the Graduate Certificates and Master of Nursing, enrollment numbers for all proposed programs are combined and shown on these tables.

## 10. Timeline

### 10.1 Implementation Milestones and Remedial Action for Programs Approval

**Table 10.1.1 Implementation Milestones, Remedial Action for Phase I - MN, GCNE, and GCNL Leadership**

	Desired Dates	Alternate Dates	Remedial Action
Nursing Programs Council and Nursing Faculty Council approval	June 2023	August 2023	September 2023 or later. Delays implementation until Sept 2025
The proposal presented to FGSR and CCFGSR	Sept 2023	Nov 2023	Nov 2023 or later. If later, delays implementation until Sept 2025.
The proposal presented at Executive of Council	Sept 2023	Nov 2023	If later than Nov 2023, delays implementation until Sept 2025.
The proposal presented at Senate	Sept 2023	Feb 2024	If later than Feb 2024, delays implementation until Sept 2025.
Marketing and Applications proceed	Oct 2023 (after Executive of Council and Senate approval)	Feb 2024 (reduces the reach of marketing/recruitment for 2024)	If later than Feb 2024, delays implementation until Sept 2025.
Intended Programs Launch	Sept 2024		Sept 2025

### 10.2 Oversight and Quality Assurance

The proposed Master of Nursing program meets the guiding principles and domains as recommended by the Canadian Association of Schools of Nursing (CASN): the National Education Framework; the domains include: knowledge, research methodologies, critical inquiries and evidence, nursing practice; communication and collaboration; professionalism; and leadership. The MN program does not require additional regulation in the field of nursing practice; therefore, approval is not required by the College of Registered Nurses of Saskatchewan (CRNS).

The proposed programs have received endorsement from:

- Mr. Andrew McLetchie, Vice President, Integrated Northern Health, Saskatchewan Health Authority
- Liliana Canadic, Chief Nursing Officer, Government of Saskatchewan

A third letter of support is added to the Appendix 12.3.1.

### **Assessment of Learning**

Progress aligned with the proposed graduate programs learning outcomes will be assessed throughout the student's course of study, and specifically in relation to the following categories of performance:

**Course Work:** Each course will have specific, defined learning expectations, with course-specific methods for assessing student performance, including examinations, oral presentations, reports/papers, participation in class discussions, etc. These assessments will be conducted at multiple points throughout the courses.

Assessment will vary by course; however, all students will be evaluated in accordance with the FON and the U of R grading system. The standard graduate grading scales will assess student performance against learning objectives and outcomes identified above in Section 2.2.

Rubrics will be developed for each of the proposed programs to measure students' success in achieving Program learning outcomes.

Students will be invited to evaluate theory courses at the end of each course. Students will also be invited to complete a program evaluation at the end of their program.

### **10.3 Advertisement Blurb**

The University of Regina's (U of R) Faculty of Nursing (FON) has developed additional graduate programs in Nursing to meet the healthcare needs of Saskatchewan. The Master of Nursing, MN, is offered for Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs) and Licensed Practical Nurses (LPNs) with any baccalaureate degree to achieve advanced professional nursing roles and to contribute to nursing scholarship.

With a Master of Nursing degree, you will be prepared for:

- Leadership roles in healthcare
- Clinical and community roles in nursing education and professional development
- Faculty/clinical roles in university and college

Our course-based MN is available in both face-to-face and online formats and offers an exceptional opportunity for nursing professionals who seek to enhance their careers (a thesis-based Master of Nursing is being planned for future delivery).

Your journey will be made compelling by our welcoming faculty, who are dedicated to providing an enriching learning experience and by the diverse and motivated group of peers of which you will be a part, who share common ambitions and a commitment to lifelong learning. Join us today in our pursuit to enhance health for all!

The Marketing and Communications Plan is included as Appendix 12.3.4.

## 10.4 Advertising Availability

### Key considerations:

The communications and marketing for the MN program will be launched once Senate approves the program.

## 11. Teach-out Provision

With regard to students, the U of R and FON will fulfill their educational and contractual obligations to currently enrolled students prior to voluntarily closing. An option will be suspension or cessation of enrollment with continued operation until students are graduated. It is anticipated that the faculty currently teaching in the MN-NP program will be teaching in the proposed Graduate Certificates and MN course-based program, and as such, will not be affected that much if the program does not succeed.

Currently, there exists a shortage of qualified nursing faculty, therefore if the program were to be discontinued; faculty could be reassigned to other aspects of the graduate and undergraduate programs.

## 12. Appendices

All Appendices are provided under separate cover.

Appendix 12.1 - Course Inventory Forms (New) and Syllabi (Existing)

Appendix 12.2 - CVs

Appendix 12.3.1 - Letters of Support

Appendix 12.3.2 - Grad Program Survey - Employer

Appendix 12.3.3 - Needs Assessment Report – Student Survey

Appendix 12.3.4 - Faculty of Nursing Graduate Programs Communications Plan Phase I

## References

- Bourgeault, I., Simkin, S., & Chamberland-Rowe, C. (2019). Poor health workforce planning is costly, risky and inequitable. *Canadian Medical Association Journal*, 191 (42). E1147-E1148; DOI: <https://doi.org/10.1503/cmaj.191241>
- Canadian Association of Schools of Nursing. (2011). *Position statement: Education of registered nurses in Canada*. Canadian Association of Schools of Nursing. <https://casn.ca/wp-content/uploads/2014/10/EducationofRNsInCanadaEng.pdf>
- Canadian Association of Schools of Nursing. (2015). *Nursing practice in master's education*. Canadian Association of Schools of Nursing. <https://www.casn.ca/wp-content/uploads/2014/10/Nursing-Practice-in-Masters-paper.pdf>
- Canadian Association of Schools of Nursing. (2015). *National nursing education framework: Final report*. Canadian Association of Schools of Nursing. <https://www.casn.ca/wp-content/uploads/2014/12/Framwork-FINAL-SB-Nov-30-20151.pdf>
- Canadian Association of Schools of Nursing (2016). Position statement: baccalaureate education and baccalaureate programs. <http://www.casn.ca/en/68/item/0>

- Canadian Association of Schools of Nursing. (2016). *CASN Position Statement on Master's Level of Nursing*. Canadian Association of Schools of Nursing. <https://www.casn.ca/wp-content/uploads/2014/12/Masters-level-of-Nursing-2016-FINAL.pdf>
- Canadian Association of Schools of Nursing. (2018). *Registered nurses' education in Canada statistics 2016-2017, Registered Nurse Workforce, Canadian Production: Potential New Supply 2016-2017*. <https://www.casn.ca/wp-content/uploads/2018/12/2016-2017-EN-SFS-FINAL-REPORT-supressed-for-circulation-r.pdf>
- Canadian Association of Schools of Nursing. (2022). *Registered nurses education in Canada statistics 2019–2020 Registered nurse workforce, Canadian production: Potential new supply*. <https://www.casn.ca/wp-content/uploads/2022/11/2020-2021-CASN-Student-Faculty-Survey-Report.pdf>; <https://www.casn.ca/wp-content/uploads/2021/12/2019-2020-EN-CASN-NSFS-Report.pdf>
- Canadian Nurses Association (2009). The next decade: CNA's vision for nursing and health. *The Canadian nurse*, 105(8), 10–12.
- Clochesy, J., Visovsky, C., & Munro, C. (2019). Preparing nurses for faculty roles: The Institute for faculty recruitment, retention and mentoring (INFORM). *Nurse Education Today*, 79, 63-66. <https://doi.org/10.1016/j.nedt.2019.05.018>
- Dalhousie University. (n.d). Why do your Master of Nursing at Dal? Dalhousie University. <https://www.dal.ca/academics/programs/graduate/nursing/program-details/master-program.html>
- Gazza, E. (2019). Alleviating the nurse faculty shortage: Designating and preparing the academic nurse educator as an advanced practice registered nurse. *Nursing Forum* 54(2), 144-148. <https://doi.org/10.1111/nuf.12307>
- Institute of Medicine. (2011). *The future of nursing: Leading change, advancing health*. The National Academies Press. <https://doi.org/10.17226/12956>
- International Council of Nurses (ICN). (2016). *Definition of nursing*. <http://www.icn.ch/who-we-are/icn-definition-of-nursing/>
- Rukholm, E., Stamler, L., Talbot, L., Bednash, G., Raines, F., Potempa, K., Nugent, P., Clark, G., Bernhauser, S., & Parfitt, B. (2009). Scaling up the global nursing health workforce: Contributions of an international organization, *Collegian*, 16(1), 41-45. <https://doi.org/10.1111/nuf.12307>
- University of Alberta. (2022). Master's Thesis based. University of Alberta. [https://calendar.ualberta.ca/preview\\_program.php?catoid=34&poid=38507](https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38507)
- University of Calgary. (2022). Thesis-based program. University of Calgary <https://grad.ucalgary.ca/future-students/explore-programs/nursing-mn-thesis>
- University of Manitoba. (n. d.). Master of Nursing. University of Manitoba. <https://umanitoba.ca/explore/programs-of-study/nursing-mn>
- University of Saskatchewan. (*Master of Nursing (M.N.) - Thesis-based*). University of Saskatchewan. <https://programs.usask.ca/grad-studies/nursing/nursing-mn-thesis.php>
- University of Alaska Anchorage Catalogue 2022-2023. Nursing Science Graduate (NSG). <https://catalog.uaa.alaska.edu/coursedescriptions/nsg/>; <https://catalog.uaa.alaska.edu/graduateprograms/coh/schoolofnursing/gradcert-nursingeducation/>
- University of Massachusetts Amherst- Elaine Marieb College of Nursing (n.d.). Graduate Certificate in Nursing Education. (<https://www.umass.edu/nursing/academic-programs/graduate-certificates/nursing-education>)



- Vandyk, A., Chartrand, J., Beké, É., Burlock, L., & Baker, C. (2017). Perspectives from academic leaders of the nursing faculty shortage in Canada. *International Journal of Nursing Education Scholarship*, 14(1), 1-13. <https://doi.org/10.1515/ijnes-2017-0049>
- World Health Organization. (2020). State of the world's nursing 2020 Investing in education, jobs, and leadership. *World Health Organization*. <https://www.who.int/publications/i/item/9789240003279>.

**University of Regina  
Graduate New Regular Course Form**

Subject:       Number:       Effective Term:       College:       Department:

**Full Course Title (mixed case)**  
Theoretical And Philosophical Foundations of Nursing

**Grading Mode - Must choose a Default.**

Default		Default	
<input type="checkbox"/> C-Credit/No Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/> N-Normal (0-100%)	<input checked="" type="checkbox"/>
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/>	<input type="checkbox"/> P-Pass /Fail	<input type="checkbox"/>

**Course Title (30 Characters) Required**  
Foundations of Nursing

	Min.		Max.
Credit Hrs	3	Fixed	3
Lecture Hrs	0	To	3
Lab Contact Hrs			
Other Contact Hrs			

**Schedule Types - Check All of the Applicable Types**

<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input checked="" type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

**Calendar Description**

This introductory MN course provides students with the opportunity to explore and critically analyse the philosophical and theoretical foundations of nursing knowledge. Students will examine the evolution of nursing knowledge throughout various key points in the development of the nursing profession and critically review how nursing knowledge is structured, developed, and applied to the work of nurses. Throughout this course, students will formulate their philosophical views of nursing.

**Have Library Resources Been Verified?**      Yes       No

**Approvals** Signatures below represent that the course information has been approved by the appropriate academic committee.

<b>Program Chair/Department Head</b>	<b>Date:</b>

<b>Line Faculty Associate Dean (Grad &amp; Research)</b>	<b>Date:</b>

Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)	Date:
FGSR Dean or Designate	

**University of Regina  
Graduate New Regular Course Form**

Subject:       Number:       Effective Term:       College:       Department:

**Full Course Title (mixed case)**  
Qualitative Research Methods

**Grading Mode - Must choose a Default.**

Default		Default	
<input type="checkbox"/> C-Credit/No Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/> N-Normal (0-100%)	<input checked="" type="checkbox"/>
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/>	<input type="checkbox"/> P-Pass /Fail	<input type="checkbox"/>

**Course Title (30 Characters) Required**  
Qualitative Research Methods

	Min.		Max.
Credit Hrs	3	Fixed	3
Lecture Hrs	0	To	3
Lab Contact Hrs			
Other Contact Hrs			

**Schedule Types - Check All of the Applicable Types**

<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input checked="" type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

**Calendar Description**

The course will provide an overview of qualitative methodology and methods frequently used in nursing and health care research is provided. Topics include but are not limited to, an in-depth examination of action research, ethnography, grounded theory, hermeneutics phenomenology, and narrative. Students will be provided with an opportunity to develop research questions, data collection techniques, and data analysis.

**Have Library Resources Been Verified?**      Yes       No

**Approvals** Signatures below represent that the course information has been approved by the appropriate academic committee.

<b>Program Chair/Department Head</b>	<b>Date:</b>

<b>Line Faculty Associate Dean (Grad &amp; Research)</b>	<b>Date:</b>

Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)	Date:
FGSR Dean or Designate	

**University of Regina  
Graduate New Regular Course Form**

Subject:       Number:       Effective Term:       College:       Department:

**Full Course Title (mixed case)**

**Grading Mode - Must choose a Default.**

Default		Default	
<input type="checkbox"/> C-Credit/No Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/> N-Normal (0-100%)	<input checked="" type="checkbox"/>
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/>	<input type="checkbox"/> P-Pass /Fail	<input type="checkbox"/>

**Course Title (30 Characters) Required**

	Min.		Max.
Credit Hrs	3	Fixed	3
Lecture Hrs	0	To	3
Lab Contact Hrs			
Other Contact Hrs			

**Schedule Types - Check All of the Applicable Types**

<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input checked="" type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

**Calendar Description**

This course aims to develop the student's ability to critique and use existing quantitative research and to conduct original quantitative research. The research process will be examined with respect to the philosophical underpinnings of quantitative research; research ethics; developing research problems, questions, and hypotheses; writing literature reviews; using conceptual/theoretical frameworks; using experimental, quasi-experimental, and non-experimental designs; sampling; measurement; collecting and analyzing data; and interpreting results.

**Have Library Resources Been Verified?**    Yes     No

**Approvals** Signatures below represent that the course information has been approved by the appropriate academic committee.

Program Chair/Department Head	Date:

Line Faculty Associate Dean (Grad & Research)	Date:

Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)	Date:
FGSR Dean or Designate	

University of Regina Graduate New Regular Course Form				
Subject	Number	Effective Term	College	Department
NURS	703	202430	NU	Graduate Studies Nursing

Full Course Title (mixed case)
Working with vulnerable population

Grading Mode - Must choose a Default.			
Default	Default		
<input type="checkbox"/> C-Credit/No Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/> N-Normal (0-100%)	<input checked="" type="checkbox"/>
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/>	<input type="checkbox"/> P-Pass /Fail	<input type="checkbox"/>

Course Title (30 Characters) Required
Vulnerable Population

	Min.		Max.
Credit Hrs	3	Fixed	3
Lecture Hrs	0	To	3
Lab Contact Hrs			
Other Contact Hrs			

Schedule Types - Check All of the Applicable Types			
<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input checked="" type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

Calendar Description
The course will focus on health issues of vulnerable populations. The students will examine and analyze theories, concepts, research, and nursing practice knowledge regarding vulnerable populations [those systematically pushed away from economic, social, political, and cultural participation and power]. Students will be challenged to develop a deeper understanding of vulnerable populations' unique health challenges and experiences.

<b>Have Library Resources Been Verified?</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
--	------------------------------	-----------------------------

**Approvals** Signatures below represent that the course information has been approved by the appropriate academic committee.

<b>Program Chair/Department Head</b>	<b>Date:</b>

<b>Line Faculty Associate Dean (Grad &amp; Research)</b>	<b>Date:</b>



Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)	Date:
FGSR Dean or Designate	

**University of Regina  
Graduate New Regular Course Form**

Subject <input style="width: 100%;" type="text" value="NURS"/>	Number <input style="width: 100%;" type="text" value="775"/>	Effective Term <input style="width: 100%;" type="text" value="202430"/>	College <input style="width: 100%;" type="text" value="NU"/>	Department <input style="width: 100%;" type="text" value="Graduate Studies Nursing"/>
---	---	--	---	--

**Full Course Title (mixed case)**

**Grading Mode - Must choose a Default.**

Default	Default
<input type="checkbox"/> C-Credit/No Credit	<input type="checkbox"/> N-Normal (0-100%) <input checked="" type="checkbox"/>
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> P-Pass /Fail <input type="checkbox"/>

**Course Title (30 Characters) Required**

	Min.		Max.
Credit Hrs	3	Fixed	3
Lecture Hrs	0	To	3
Lab Contact Hrs			
Other Contact Hrs			

**Schedule Types - Check All of the Applicable Types**

<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input checked="" type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

**Calendar Description**

This course will examine the fundamental theories of learning and development and the role of psychological and educational theory in the design of curriculum, conduct of teaching, and assessment of learning.

**Have Library Resources Been Verified?**    Yes     No

**Approvals** Signatures below represent that the course information has been approved by the appropriate academic committee.

<b>Program Chair/Department Head</b>	<b>Date:</b>

<b>Line Faculty Associate Dean (Grad &amp; Research)</b>	<b>Date:</b>

Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)	Date:
FGSR Dean or Designate	

## University of Regina Graduate New Regular Course Form

Subject	Number	Effective Term	College	Department
NURS	777	202510	NU	Graduate Studies Nursing

<b>Full Course Title (mixed case)</b>
Approaches to Learning and Teaching Innovation in Nursing

<b>Grading Mode - Must choose a Default.</b>			
Default	Default		
<input type="checkbox"/> C-Credit/No Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/> N-Normal (0-100%)	<input checked="" type="checkbox"/>
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/>	<input type="checkbox"/> P-Pass /Fail	<input type="checkbox"/>

<b>Course Title (30 Characters) Required</b>
Teaching Innovation in Nursing

	<b>Min.</b>		<b>Max.</b>
Credit Hrs	3	Fixed	3
Lecture Hrs	0	To	3
Lab Contact Hrs			
Other Contact Hrs			

<b>Schedule Types - Check All of the Applicable Types</b>			
<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input checked="" type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

<b>Calendar Description</b>
Examine approaches to learning and teaching in diverse nursing practice settings. Develop a repertoire of strategies related to planning educational experiences that may include establishing relational contexts for learning, becoming an inclusive educator, understanding feedback, measuring learning outcomes, and incorporating technology.

<b>Have Library Resources Been Verified?</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
--	------------------------------	-----------------------------

**Approvals** Signatures below represent that the course information has been approved by the appropriate academic committee.

<b>Program Chair/Department Head</b>	<b>Date:</b>

<b>Line Faculty Associate Dean (Grad &amp; Research)</b>	<b>Date:</b>

Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)	Date:
FGSR Dean or Designate	

**University of Regina  
Graduate New Regular Course Form**

Subject:       Number:       Effective Term:       College:       Department:

**Full Course Title (mixed case)**  
Curriculum Development and Evaluation Process in Nursing

**Course Title (30 Characters) Required**  
Curriculum Develop in Nursing

	Min.		Max.
Credit Hrs	3	Fixed	3
Lecture Hrs	0	To	3
Lab Contact Hrs			
Other Contact Hrs			

**Grading Mode - Must choose a Default.**

Default	Default
<input type="checkbox"/> C-Credit/No Credit	<input checked="" type="checkbox"/> N-Normal (0-100%)
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> P-Pass /Fail

**Schedule Types - Check All of the Applicable Types**

<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input checked="" type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

**Calendar Description**

Curriculum Development and Evaluation Process in Nursing Focuses on developing the knowledge and skills of nurse educators in applying principles of curriculum development, evaluation, and related processes in nursing education.

**Have Library Resources Been Verified?**      Yes       No

**Approvals** Signatures below represent that the course information has been approved by the appropriate academic committee.

<b>Program Chair/Department Head</b>	<b>Date:</b>

<b>Line Faculty Associate Dean (Grad &amp; Research)</b>	<b>Date:</b>

Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)	Date:
FGSR Dean or Designate	

**University of Regina  
Graduate New Regular Course Form**

Subject	Number	Effective Term	College	Department
NURS	785	202430	NU	Graduate Studies Nursing

**Full Course Title (mixed case)**

Leadership in Nursing

**Course Title (30 Characters) Required**

Leadership in Nursing

	Min.		Max.
Credit Hrs	3	Fixed	3
Lecture Hrs	0	To	3
Lab Contact Hrs			
Other Contact Hrs			

**Grading Mode - Must choose a Default.**

Default	Default
<input type="checkbox"/> C-Credit/No Credit	<input type="checkbox"/> N-Normal (0-100%)
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> P-Pass /Fail

**Schedule Types - Check All of the Applicable Types**

<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input checked="" type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

**Calendar Description**

This course facilitates the critical analysis of leadership concepts, functions, and skills in the nursing role. Ongoing integration of theoretical and research principles are stressed.

**Have Library Resources Been Verified?**    Yes     No

**Approvals** | Signatures below represent that the course information has been approved by the appropriate academic committee.

Program Chair/Department Head	Date:

Line Faculty Associate Dean (Grad & Research)	Date:



Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)	Date:
FGSR Dean or Designate	

**University of Regina  
Graduate New Regular Course Form**

Subject:       Number:       Effective Term:       College:       Department:

**Full Course Title (mixed case)**

**Grading Mode - Must choose a Default.**

Default		Default	
<input type="checkbox"/> C-Credit/No Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/> N-Normal (0-100%)	<input checked="" type="checkbox"/>
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/>	<input type="checkbox"/> P-Pass /Fail	<input type="checkbox"/>

**Course Title (30 Characters) Required**

	Min.		Max.
Credit Hrs	3	Fixed	3
Lecture Hrs	0	To	3
Lab Contact Hrs			
Other Contact Hrs			

**Schedule Types - Check All of the Applicable Types**

<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input checked="" type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

**Calendar Description**

The course will focus on health issues of rural and remote communities. The students will examine and analyze theories, concepts, research, and nursing practice knowledge. Students will be challenged to develop a deeper understanding of rural and remote communities' unique health challenges and experiences and the key issues related to applying the principles of primary healthcare and interprofessional practice in rural and remote populations.

**Have Library Resources Been Verified?**    Yes     No

**Approvals** Signatures below represent that the course information has been approved by the appropriate academic committee.

<b>Program Chair/Department Head</b>	<b>Date:</b>

<b>Line Faculty Associate Dean (Grad &amp; Research)</b>	<b>Date:</b>

Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)	Date:
FGSR Dean or Designate	

**University of Regina  
Graduate New Regular Course Form**

Subject <b>NURS</b>	Number <b>787</b>	Effective Term 202520	College NU	Department Graduate Studies Nursing
------------------------	----------------------	--------------------------	---------------	--

**Full Course Title (mixed case)**  
Leadership and Managing Change in Healthcare

**Course Title (30 Characters) Required**  
Leading Change in Healthcare

	Min.		Max.
Credit Hrs	3	Fixed	3
Lecture Hrs	0	To	3
Lab Contact Hrs			
Other Contact Hrs			

**Grading Mode - Must choose a Default.**

Default		Default	
<input type="checkbox"/> C-Credit/No Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/> N-Normal (0-100%)	<input checked="" type="checkbox"/>
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/>	<input type="checkbox"/> P-Pass /Fail	<input type="checkbox"/>

**Schedule Types - Check All of the Applicable Types**

<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input checked="" type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

**Calendar Description**

This course will examine how to lead change within the health care system. Students will explore change management theories and the practical applications of the theories in the context of current health care challenges.

**Have Library Resources Been Verified?**    Yes     No

**Approvals** Signatures below represent that the course information has been approved by the appropriate academic committee.

<b>Program Chair/Department Head</b>	<b>Date:</b>

<b>Line Faculty Associate Dean (Grad &amp; Research)</b>	<b>Date:</b>

Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)	Date:
FGSR Dean or Designate	

University of Regina Graduate New Regular Course Form				
Subject	Number	Effective Term	College	Department
NURS	788	202510	NU	Graduate Studies Nursing

Full Course Title (mixed case)
Leadership in Nursing and Health

Grading Mode - Must choose a Default.			
	Default		Default
<input type="checkbox"/> C-Credit/No Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/> N-Normal (0-100%)	<input checked="" type="checkbox"/>
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/>	<input type="checkbox"/> P-Pass /Fail	<input type="checkbox"/>

Course Title (30 Characters) Required
Leadership Nursing and Health

Min.	Max.
Credit Hrs	3
Lecture Hrs	0
Lab Contact Hrs	
Other Contact Hrs	

Schedule Types - Check All of the Applicable Types			
<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input checked="" type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

Calendar Description
In this course, students will develop an in-depth theoretical and experiential understanding of leadership in health care. Students will critically analyze and apply various theories, models, concepts, competencies, and leadership frameworks. Students will participate in an organizational assessment of nursing leadership in various health care settings to formulate an understanding of contemporary nursing leadership. Finally, students will examine their personal leadership attributes.

<b>Have Library Resources Been Verified?</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
--	------------------------------	-----------------------------

**Approvals** | Signatures below represent that the course information has been approved by the appropriate academic committee.

Program Chair/Department Head	Date:

Line Faculty Associate Dean (Grad & Research)	Date:

Council Committee on the Faculty of Graduate Studies and Research (CCFGSR)	Date:
FGSR Dean or Designate	

**University of Regina  
Graduate New AA-ZZ Course Form**

Subject:       Number:       Effective Term:       College:       Department:

**Full Course Title (mixed case)**

**Grading Mode - Must choose a Default.**

Default		Default	
<input type="checkbox"/> C-Credit/No Credit	<input type="checkbox"/>	<input type="checkbox"/> N-Normal (0-100%)	<input type="checkbox"/>
<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/>	<input checked="" type="checkbox"/> P-Pass /Fail	<input checked="" type="checkbox"/>

**Course Title (30 Characters) Required**

	Min.	To	Max.
Credit Hrs	<input type="text" value="3"/>	<input type="text" value="To"/>	<input type="text" value="6"/>
Lecture Hrs	<input type="text" value="0"/>	<input type="text" value="To"/>	<input type="text" value="3"/>
Lab Contact Hrs	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other Contact Hrs	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Schedule Types - Check All of the Applicable Types**

<input checked="" type="checkbox"/> A-Lecture	<input type="checkbox"/> H-Ensemble	<input type="checkbox"/> N-Internship	<input type="checkbox"/> U-Studio
<input type="checkbox"/> B-Lab	<input type="checkbox"/> I-Ind Study	<input type="checkbox"/> P-Practicum	<input type="checkbox"/> V-Directed Reading
<input type="checkbox"/> D-Report	<input checked="" type="checkbox"/> J-Project	<input type="checkbox"/> R-Research	<input type="checkbox"/> W-Co-op Educ
<input type="checkbox"/> E-Thesis	<input type="checkbox"/> L-Field Trip	<input type="checkbox"/> S-Seminar	<input type="checkbox"/> Z-Exchange Program
<input type="checkbox"/> F-Field	<input type="checkbox"/> M-Maintenance of Candidacy	<input type="checkbox"/> 4-Grad Work Placement	

Equivalent/Cross listed/Integrated/hybrid				Corequisite Courses	
Subject	Number	Start Term	End Term	Subject	Number

**If Integrated or hybrid - what makes it different from the undergraduate offering**

**Calendar Description**

Examination of one or more selected topics in Nursing relative to the interests of the faculty member and or the student.

**Have Library Resources Been Verified?**    Yes     No     N/A

**Committee Approval** All courses require vetting through appropriate committees prior to being catalogued and time tabled.

**Name of Accredited Instructor:**

**Intended frequency and duration of meetings for discussion of student's work:**

**Number and Nature of Activities Assigned (eg. essays, examinations, problems, seminars, practica, etc.) and**



Method of Grade Determination (75% of the final grade should be of such a nature as could be reevaluated by an Independent Examiner)	
Activity	Percentage of Grade Assigned
1	
2	
3	
4	
5	
	_____
	100%

**Approvals** Signatures below represent that the course information has been approved by the appropriate academic committee.

Program Chair/Department Head	Date:

Line Faculty Associate Dean (Grad & Research)	Date:

FGSR Dean or Designate	Date:
Dean, FGSR or Designate	



www.sasknursingdegree.ca

University  
of Regina

### COURSE SYLLABUS

Course Title:	<b>MNUR 804 Perspectives on Global &amp; Community Health</b>		
Prerequisites:	<b>Program Admission Collaborative Nurse</b>		
Program Title:	<b>Practitioner Program (CNPP)</b>	Faculty:	<b>Faculty of Nursing</b>
Hours:	Theory: 3	Lab: 0	Clinical: 0
Instructor:	TBA		
Office Location:	Phone Number:		
Email:	Fax:		
Skype:			
Availability:	<b>By appointment; communications will be responded to within 24 hours from Monday to Friday, 0800 to 1700 hours, except for statutory holidays</b>		

### CALENDAR DESCRIPTION

In this course students will critically analyze population health and current research on the determinants of health, with an emphasis on the sociopolitical, cultural and environmental determinants of health. The role of the advanced practice nurse in health policy development, and primary health care will be explored.

### COURSE OBJECTIVES

An understanding of human health is incomplete without an understanding of health within the global context. A complex web of relationships and interactions produce themes of global health that can be seen as emergent properties of the human experience.

#### Course Objectives:

Upon completion of the course the student will:

- Examine the philosophical, historical and sociopolitical influences influencing global, immigrant and aboriginal health. (*Professional Leadership*)
- Engage in critical discussions about issues and trends in global health within the Canadian Context. (*Support of Systems*)
- Critically appraise theories, concepts and frameworks used in the discipline of nursing as it applies to global health. (*Evidence-Informed Practice*)
- Critically analyze and assess the influence, impact and implications of selected approaches to knowledge development, translation and evaluation of global health. (*Evidence-Informed Practice*)
- Analyze the inter-relationship of theory, research and practice within an historical context of global health. (*Evidence-Informed Practice*)

See Appendix A for SRNA competencies and SNAP model domains covered.

### COURSE DELIVERY

All courses in the program are delivered via distance delivery methods. Delivery methods for the theory portion include course activities and assignments which may be graded. Students are expected to interact with the online materials, participate as specified in the syllabus, and access electronic resources as necessary. Electronic resources include a variety of databases, and subscriptions to some software. Clinical practice education experiences will occur in a variety of clinical settings as approved by the program. See (link to site) for further information.

### COURSE RESOURCES

The library resources webpage (link) links to a wide selection of materials required in the program.

#### Required and Recommended Readings:

A comprehensive reading list will be provided to students prior to the beginning of the course. As well, students will be required to engage in independent reading of materials of interest to the particular focus that they select.

Students will be expected to select their own articles on a topic of interest for use in assignments.

### ASSESSMENTS AND DATES

Assessment	Date	Weighting (% or Pass/Fail)
1) *Paper: Epidemiology assessment	Week 3	30
2) **Paper: An issue in global health	Week 8	30
3) Paper: Based on you epidemiologic assessment * and a global health issues ** discuss the impact this new knowledge will have on your role as an advanced practice nurse	Week 12	40

The instructor will provide a detailed description of these assignments in another section. See Appendix B for Rubrics

#### Topics to be covered in this course include:

- What is global health?
- Global health promotion
- Theoretical and research approaches to global health
- Global health challenges: The International context
- Global health issues and Healthy Public Policy
- Immigration and health: The Canadian context
- Action in global health for the future

## Appendix A : Competencies and Domains covered in this course

SRNA Competency associated with this course:	SNAP Model Domain	SNAP Domain
<b>1. Professional Role, Responsibility and Accountability: Clinical Practice</b>		
1.1 Practices in accordance with federal and provincial/territorial legislation, professional and ethical standards, and policy relevant to RN(NP) practice.	Support system	
1.2 Understands the changes in scope of practice from that of a registered nurse and the ways that these changes affect responsibilities and accountabilities when assuming the reserved title and scope of practice of a RN(NP).	Direct comprehensive care Support system	
1.3 Incorporates knowledge of diversity, cultural safety and determinants of health in the assessment, diagnosis and therapeutic management of clients and in the evaluation of outcomes.	Direct comprehensive care, Evidence Informed Practice system support	
1.6 Integrates the principles of resource allocation and cost-effectiveness into clinical decision-making.	Support of System, Direct Comprehensive Care Professional Leadership	
1.11 Adheres to federal and provincial/territorial legislation, policies and standards related to privacy, documentation and information management (this applies to verbal, written or electronic records).	Support of System	
1.15 Advocates for clients in relation to therapeutic intervention, health-care access, the health-care system and policy decisions that affect health and quality of life.	Direct Comprehensive Care, Professional leadership, Support of System	
1.16 Collaborates with members of the health-care team to provide and promote interprofessional client-centred care at the individual, organizational and systems levels	Direct Comprehensive Care, Professional leadership, Support of System	
1.19 Engages in evidence-informed practice by critically appraising and applying relevant research, best practice guidelines and theory when providing health-care services.	Direct Comprehensive Care Evidence Informed Practice	
1.20 Develops, utilizes and evaluates processes within the practice setting to ensure that clients receive coordinated health services that identify client outcomes and contribute to knowledge development.	Evidence Informed Practice	
1.21 Identifies and implements research-based innovations for improving client care at the individual, organizational and systems levels.	Evidence Informed Practice	
1.22 Identifies, collects data on, and evaluates the outcomes of, RN(NP) practice for clients and the health-care system.	Evidence Informed Practice, Direct Comprehensive Care	
1.23 Collaborates with other members of the health-care team or the community to identify research opportunities and to conduct and/or support research.	Evidence Informed Practice	
1.24 Acts as a change agent through knowledge translation and dissemination of new knowledge that may include formal presentations, publication, informal discussions and the development of best practice guidelines and policies.	Evidence Informed Practice	
1.27 Articulates and promotes the role of the RN(NP) to clients, other health-care providers, social and public service sectors, the public, legislators and policy-makers	Professional Leadership; Support of System	
1.28 Provides leadership in the development and integration of the RN(NP) role within the health-care system.	Professional Leadership SS	
1.29 Advocates for and participates in creating an organizational environment that supports safe client care, collaborative practice and professional growth.	Professional Leadership Support of System	
1.30 Guides, initiates and provides leadership in the development and implementation of standards, practice guidelines, quality assurance, and education and research initiatives.	Professional Leadership Support of System, Educative Practice	
1.31 Guides, initiates and provides leadership in policy-related activities to influence practice, health services and public policy.	Professional Leadership , Support of System	
<b>4. Health Promotion and Prevention of Illness and Injury</b>		
4.1 Assesses, identifies and critically analyzes information from a variety of sources to determine client and/or population trends and patterns that have health implications.	Direct Comprehensive Care Evidence Informed Practice	
4.2 Initiates or participates in the development of strategies to address identified client and/or population health implications.	Direct Comprehensive Care E Evidence Informed Practice	
4.3 Initiates or participates in the design of services/interventions for health promotion, health protection, and the prevention of injury, illness, disease and complications.	Direct Comprehensive Care Evidence Informed Practice	
4.4 Initiates or participates in the development and implementation of evaluation processes, including identification of indicators for ongoing monitoring of strategies, services and interventions.	Direct Comprehensive Care , Evidence Informed Practice	

## Appendix B: Written assignment evaluation tool

**Student Name:**

**Course Name: MNUR 804 Global Health**

**Assignment: Assignment**

**date:**

**Evaluator:**

GRADE	CRITICAL ANALYSIS & SYNTHESIS	SCHOLARLY NATURE OF LITERATURE	ORGANIZATION	STYLE
90-100% Exceptional	<ul style="list-style-type: none"> <li>-thorough understanding of subject matter</li> <li>-exceptionally thorough discussion of relevant themes</li> <li>-exceptional ability to consistently synthesize themes, theories, concepts and principles</li> <li>-evidence of exceptional creative thinking r/t findings</li> <li>-ability to thoroughly address NP practice &amp; issues</li> <li>-ability to consistently &amp; accurately apply to client situation</li> </ul>	<ul style="list-style-type: none"> <li>-all search strategies of scientific inquiry are included</li> <li>-majority of literature selected from current scholarly, peer-reviewed sources</li> <li>-drawn from broad cross-section of empirical and theoretical sources</li> <li>-critical &amp; insightful critique &amp; application of relevant literature</li> <li>-synthesis of compelling evidence-informed research &amp;/or practice guidelines</li> </ul>	<ul style="list-style-type: none"> <li>-adheres to assignment outline</li> <li>-engaging introduction</li> <li>-exceptional ability to consistently organize and present ideas &amp; rationale fluently and with precision</li> <li>-all points are logical</li> <li>-strictly adheres to time limits</li> <li>-effective use of headings &amp; subheadings</li> <li>-conclusions are consistently clear &amp; supported in depth</li> </ul>	<ul style="list-style-type: none"> <li>-well-developed ideas &amp; arguments</li> <li>- exceptional professional presentation style</li> <li>-no syntax or grammatical errors</li> <li>-accurately uses scientific &amp; medical terminology</li> <li>-no APA referencing / citation errors</li> </ul>
85-89% Excellent	<ul style="list-style-type: none"> <li>-excellent understanding of subject matter</li> <li>-excellent, thorough discussion of relevant themes</li> <li>-excellent ability to consistently synthesize themes, theories, concepts and principles</li> <li>-excellent evidence of creative thinking r/t findings</li> <li>-excellent ability to thoroughly address NP practice &amp; most issues</li> <li>-ability to consistently &amp; accurately apply to client situation</li> </ul>	<ul style="list-style-type: none"> <li>-all search strategies of scientific inquiry included</li> <li>-majority of literature selected from scholarly, peer-reviewed sources</li> <li>-drawn from broad cross-section of empirical and theoretical sources</li> <li>-comprehensive critique and application of relevant literature</li> <li>-synthesis of relevant &amp; compelling evidence-informed research &amp;/or practice guidelines</li> </ul>	<ul style="list-style-type: none"> <li>-adheres to assignment outline</li> <li>-engaging introduction</li> <li>-excellent ability to consistently organize and present ideas &amp; rationale fluently and with precision</li> <li>-1-2 discussion points lacking in logic</li> <li>-strictly adheres to time limits</li> <li>-effective use of headings &amp; subheadings</li> <li>-conclusions are consistently clear and supported</li> </ul>	<ul style="list-style-type: none"> <li>-well-developed ideas &amp; arguments</li> <li>-excellent professional presentation style</li> <li>-no syntax or grammatical errors</li> <li>-accurately &amp; consistently uses scientific &amp; medical terminology</li> <li>-no APA referencing / citation errors</li> </ul>

<p>80-84% Very Good</p>	<ul style="list-style-type: none"> <li>-considerable understanding of subject matter</li> <li>-very few gaps in discussion of important, relevant themes</li> <li>-very good ability to synthesize themes, theories, concepts and principles</li> <li>-very good ability to address NP practice &amp; most issues</li> <li>-very good evidence of creative thinking r/t findings</li> <li>-ability to consistently &amp; accurately apply to client situation</li> </ul>	<ul style="list-style-type: none"> <li>-most of the search strategies of scientific inquiry included</li> <li>-majority of sources are from scholarly, peer-reviewed sources</li> <li>-drawn from limited cross-section of empirical and theoretical sources</li> <li>-effective, focused critique and application of majority of sources of relevant literature</li> <li>-synthesis of convincing evidence-based research &amp;/or practice guidelines</li> </ul>	<ul style="list-style-type: none"> <li>-adheres to assignment outline</li> <li>-engaging introduction</li> <li>-considerable ability to organize and present ideas &amp; rationale fluently and with considerable precision</li> <li>-1-2 discussion points lacking in logic</li> <li>-strictly adheres to time limits</li> <li>-effective use of headings &amp; subheadings</li> <li>-conclusion presented with some support offered</li> </ul>	<ul style="list-style-type: none"> <li>-almost all ideas &amp; arguments are well-developed</li> <li>-very good professional presentation style</li> <li>-very few syntax or grammatical errors</li> <li>-accurately &amp; consistently uses scientific &amp; medical terminology</li> <li>-minimal APA referencing / citation errors</li> </ul>
<p>75-79% Good</p>	<ul style="list-style-type: none"> <li>-good understanding of subject matter</li> <li>-inconsistent but good discussion of important themes</li> <li>-integrates some themes, concepts, principles &amp; theories to generate a reasonable but not consistently well-developed perspective</li> <li>-good evidence of creative thinking r/t findings</li> <li>-good ability to address NP practice &amp; most issues</li> <li>-inconsistent application to client situation</li> </ul>	<ul style="list-style-type: none"> <li>-many search strategies included</li> <li>-literature lacking either empirical or theoretical focus</li> <li>- &gt; 50% peer-reviewed sources</li> <li>-inconsistent or incomplete critique and application of literature sources</li> <li>-inconsistent synthesis of evidence-informed research &amp;/or practice guidelines</li> </ul>	<ul style="list-style-type: none"> <li>-inconsistent use of assignment outline</li> <li>-effective introduction</li> <li>-good ability to organize and present ideas &amp; rationale fluently and with some precision</li> <li>-some discussion points lacking in logic</li> <li>-decreased adherence to time limits</li> <li>-inconsistent use of headings &amp; subheadings</li> <li>-conclusion presented with some support offered</li> </ul>	<ul style="list-style-type: none"> <li>-majority of ideas are well-developed</li> <li>-good professional presentation style</li> <li>-4-6 syntax and grammatical errors</li> <li>-uses scientific &amp; medical terminology with some accuracy</li> <li>-some APA referencing errors</li> </ul>
<p>70-74% Passable</p>	<ul style="list-style-type: none"> <li>- limited understanding of subject matter</li> <li>-incomplete discussion of themes</li> <li>-minimal integration of themes, concepts, principles &amp; theories to generate a perspective lacking depth/detail</li> <li>-difficulty addressing NP practice &amp; most issues</li> <li>-minimal evidence of creative thinking r/t findings</li> <li>-limited ability to address NP practice &amp; issues</li> </ul>	<ul style="list-style-type: none"> <li>-few search strategies included</li> <li>-evidence predominantly website &amp;/or anecdotal sources</li> <li>-many sources are outdated or not peer-reviewed</li> <li>-incomplete critique of literature sources with little or no application of sources</li> <li>-limited synthesis of evidence-informed research &amp;/or practice guidelines</li> </ul>	<ul style="list-style-type: none"> <li>-inconsistent use of assignment outline</li> <li>-weak, vague or cursory introduction</li> <li>-limited ability to organize and present ideas &amp; rationale fluently but main points are clear</li> <li>-many discussion points lacking in logic</li> <li>-decreased adherence to time limits</li> <li>-inconsistent use of headings &amp; subheadings</li> <li>-conclusion presented weakly or not well-supported</li> </ul>	<ul style="list-style-type: none"> <li>-some ideas are well-developed while others are not</li> <li>-professional presentation style lacking</li> <li>-6-10 syntax and grammatical errors</li> <li>-uses scientific &amp; medical terminology with limited use</li> <li>-several APA referencing errors</li> </ul>

<p>&lt; 70% Failure</p>	<ul style="list-style-type: none"> <li>-superficial and/or insufficient understanding of subject matter</li> <li>-gaps in content</li> <li>-minimal discussion of themes</li> <li>-lack of integration of themes, concepts, principles &amp; theories with no clear perspective</li> <li>-lack of evidence of creative use of findings</li> <li>-does not identify NP practice &amp; issues</li> </ul>	<ul style="list-style-type: none"> <li>-no search strategies included</li> <li>-theoretical and/or empirical literature not used</li> <li>-literature is outdated, not peer-reviewed</li> <li>-limited or no critique of sources</li> <li>-no synthesis of evidence-informed research &amp;/or practice guidelines</li> </ul>	<ul style="list-style-type: none"> <li>-major gaps in outline</li> <li>-no introduction</li> <li>-disorganized</li> <li>-consistently lacking in logic</li> <li>-disregards time limits</li> <li>-poor or no use of headings &amp; subheadings</li> <li>-no conclusion stated</li> </ul>	<ul style="list-style-type: none"> <li>-poorly developed ideas/arguments</li> <li>-overuse of quotations</li> <li>- &gt;10 syntax and grammatical errors</li> <li>-inappropriate use of scientific &amp; medical terminology</li> <li>-multiple and/or major APA referencing errors</li> </ul>
-----------------------------	--	---	--	--





# Clinical Nurse Specialist

We acknowledge that we are located on Treaty 4 and 6 Territory and Homelands of the Métis People

## COURSE SYLLABUS

Course Title	<b>NUR 815 Ethics in Advanced Nursing Practice and Health Care</b>		
Prerequisites:	<b>Nil</b>		
Program Title	<b>Clinical Nurse Specialist</b>	Faculty	<b>Faculty of Nursing</b>
Hours	<b>Theory: 3 credits</b>	<b>Lab: N/A</b>	<b>Clinical: N/A</b>
Instructors:	<b>Dr. Ebin J. Arries-Kleyenstuber</b>		
Phone Number:	<b>306-585-4552</b>		
Toll-free			
Office Location	<b>CW 313.5</b>		
Email	<a href="mailto:ebin.arries@uregina.ca"><b>ebin.arries@uregina.ca</b></a>		
Skype	<b>Ebin.Arries</b>		
Availability	<b>Virtual</b>		

## CALENDAR DESCRIPTION

This course will be a critical analysis of ethical theories as it is applied to nursing practice. Nursing problems will be examined using an ethics lens.

## GENERAL COURSE INFORMATION/GOALS

This course focuses on substantive and methodological content and application of ethics theory in advanced nursing practice and healthcare within a professional responsibility and social justice framework. Emphasis will be on examining core elements of major ethical theories, professional responsibilities; current and emerging ethical issues; ethical decision-making; and building of ethical competencies of learners enabling them to provide ethical leadership, advocacy, and consultation in complex dynamic advanced practice settings.

See Appendix A for SRNA competencies and SNAP model domains covered.

The Saskatchewan Nursing Advanced Practice (SNAP) Conceptual Framework provides a model of advanced nursing practice and in doing so, also guides the program and the curriculum development and delivery within the Clinical Nurse Specialist (CNS) program. The SNAP model:

- Clarifies scope of practice.
- Guides advanced nursing practice.
- Reflects advanced nursing practice national and provincial competencies and standards.

- Transitions the registered nurse student through their advanced nursing practice professional role development.

### The SNAP framework includes the following elements:

**Focus** – Central to the framework, is the focus on care provided to the individual patient, family, community and health care system in the community primary care setting. Hence these are at the center of the model.

**Practice Domains** – The five pie-shaped elements radiating from the core represent the five domains of practice for advanced nursing practice. All course concepts and objectives within the CNS program reflect SRNA competencies and standards and are matched to one of these five domains.

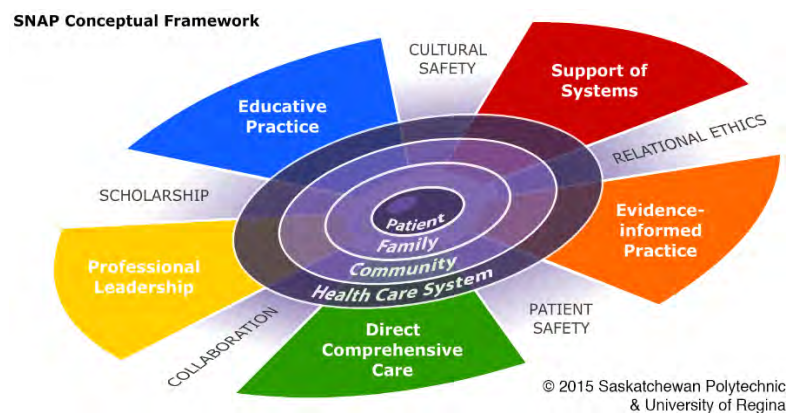
**Unifying Processes** – The five unifying processes appear on the framework between the Practice Domains. These processes represent the ways in which each of the domains of practice are actualized while keeping the focus on care at the center of the model. Read more...

*Graduates in the CNS program will know the core concepts in the SNAP framework and must use them in the context in which they will practice primary care nurse practitioner nursing.*

### Domains and Core Competencies: NUR 815

See Appendix A.

Also, the course concepts and objectives within the CNS program aligns with the CNA Clinical Nurse Specialist (CNS) competencies for advanced nursing practice and matched the CASN domain elements for Master's education level in nursing.



### COURSE OBJECTIVES

Upon completion of the course the student will:

1. Explore the role of ethics in advanced practice nursing and healthcare, including the core elements of professional responsibility (*Domain – Professional Leadership, Support of System, Evidence-Informed Practice, Educative Practice, Process – Relational Ethics, Scholarship, Patient Safety, Cultural Safety, Collaboration*)
2. Analyze the philosophical and theoretical foundations of ethics; core elements of a culture of ethical practice; and the process of critical-reflective ethical decision making in advanced practice nursing and healthcare. (*Domain – Professional Leadership, Support of System, Evidence-Informed Practice, Educative Practice; Process – Relational Ethics, Scholarship, Patient Safety, Cultural Safety, Collaboration*)
3. Apply a framework ethical practice and decision-making to analyze common and emerging ethical dilemmas in various settings in advanced practice nursing and health care. (*Domain – Professional Leadership, Support of System, Evidence-Informed Practice, Educative Practice; Process – Relational Ethics, Scholarship, Patient Safety, Cultural Safety, Collaboration*)
4. Apply principles of ethical governance and policy, leadership, and research to effect and understand a culture of ethical practice and human rights in nursing and health care delivery systems. (*Domain – Professional Leadership, Support of System, Evidence-Informed Practice, Educative Practice; Process – Relational Ethics, Scholarship, Patient Safety, Cultural Safety, Collaboration*)
5. Create a knowledge translation strategy based on the integration of ethical theory and experiential learning. (*Domain – Professional Leadership, Support of System, Evidence-Informed Practice, Educative Practice; Process – Relational Ethics, Scholarship, Patient Safety, Cultural Safety, Collaboration*).

### COURSE DELIVERY

All courses in the program are delivered via distance delivery methods. Delivery methods for the theory portion include course activities and assignments which may be graded. Students are expected to interact with the online materials, participate as specified in the syllabus, and access electronic resources as necessary. Electronic resources include a variety of databases, and subscriptions to some software. Clinical practice education experiences will occur in a variety of clinical settings as approved by the program. See the following link to orientation course site for further information: <https://urcourses.uregina.ca/login/index.php>

## COURSE RESOURCES

The library resources webpage links to a wide selection of materials required in the program:

The University of Regina Library: <http://www.uregina.ca/library/#page=page-4>

University of Regina CNPP Masters of Nursing-Nurse Practitioner Research Guide:

<http://uregina.libguides.com/CNPP>

Faculty of Nursing Masters of Clinical Nurse Specialist Program Guide:

<https://www.uregina.ca/nursing/programs/CNS/index.html>

### **Required and Recommended Readings & Textbooks:**

1. Grace, P.J. (2018). *Nursing Ethics and Professional Responsibility in Advanced Practice*. Third edition. Burlington, MA, USA: Jones and Bartlett Publishers.
2. Canadian Nurses Association. (2017). *Code of ethics for registered nurses*. Ottawa: Canadian Nurses Association.
3. Storch, J.L., Rodney, P. & Starzomski, R. (2013). *Toward a moral horizon: Nursing ethics for leadership and practice*. Second edition. Toronto: Pearson.

### **Recommended Readings (but not required):**

1. Beauchamp, T.L. & Childress, J.F. (2013). *Principles of biomedical ethics*. Seven edition. Oxford University Press.
2. Baylis F., Hoffmaster, B., Sherwin, S. & Bogerson, K. (2012). *Health care ethics in Canada*. Third edition. Toronto: Nelson Education Ltd.
3. Byrne, J.M (2017). *Administration Ethics: Executive Decisions in Canadian Healthcare*. Vancouver, BC: Canadian Scholars. ISBN: 9781551309637.
4. Burhardt, M.A., Nathaniel, A.K. & Walton, N. (2018). *Ethics & issues in contemporary nursing*. Third Canadian edition. Toronto, ON: Nelson Education Ltd.
5. Devettere, R.J. (2010). *Practical decision making in health care ethics: Cases and concepts*. 3<sup>rd</sup> Edition. Washington, DC: Georgetown University Press. ISBN : 1-58901-762-5 [available as an online resource via U of R library]
6. Fisher, J. (2013). *Biomedical ethics: A Canadian focus*. Second edition. Vancouver, BC: Oxford University Press. ISBN-13: 9780195446883.
7. Kluge, E.W. (2013). *Ethics in health care: A Canadian focus*. Toronto: Pearson Canada Inc. ISBN-13: 978-0-13-270847-0.
8. Morrisson, E. & Furlong, B. (2014). *Health care ethics: Critical issues for the 21<sup>st</sup> century*. Third edition. Burlington, MA: Jones & Barlett learning
9. Staples, E., Ray, S.L. & Hannon, R.A. (Eds). (2016). *Canadian perspectives on advanced nursing practice*. Toronto: Canadian Scholars' Press
10. American Psychological Association. (2010) *Publication Manual of the American Psychological Association*. 6th edition. Washington, DC.

Students will be expected to select their own articles on a topic of interest for use in assignments.

Additional unit-specific recommended readings are listed in each unit. Students may supplement these readings with relevant articles related to the unit content.

#### ASSESSMENTS AND DATES

Assessment	Due Date	Weighting (% or Pass/Fail)
1) *Discussion Forums: Case Studies	Weekly	30%
2) *Midterm Ethics Paper	February 26, 2021	30%
3) *Final Scholarly Paper	April 16, 2021	40%

A detail description of guidelines, including assessment rubrics for the abovementioned assignments can be found on the NUR 815 URCourse site under the heading “Important Documents.”

**Pass Grade:** Graduate students must achieve a grade of 70% in order to receive credit for the course.

See <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html> for graduate grading system and descriptions.

Completion of **all** assignments is required to successfully fulfill the course requirements.

**Late submissions:** All graded assessments must be submitted on or before the due dates assigned by the faculty. Failure to submit assignments (except for weekly forum discussions) by 12:00 Noon on the due date will be considered late. This will result in the loss of 5% reduction per day up to 5 days after the due-date of assignment submission has expired. After five (5) days the assignment is not marked and will be given a failing grade.

**Academic Writing Standard:** American Psychological Association (APA) 7th edition format and reference style are required for assignments.

Assignments not meeting this standard will be returned to the student for revision before the assignment is marked. Late assignment marks will be deducted.

#### ATTENDANCE

**Consistent online participation is expected in this course.**

If a student is unable to participate or complete course activities, the student must inform the faculty in writing as soon as possible including a signed medical certificate that expressly states that the student is unable to meet her/his obligations. Students who fail to meet these

requirements will receive an automatic failure unless they discuss their particular circumstances with the faculty in advance. It is important that students understand this means the faculty will only excuse missed assessments or online 'absence' from participating in discussion forums for very serious circumstances. This strict academic philosophy is in order to be fair to the students who work hard to meet all expectations of the course. Proper documentation will be required and university procedures must be followed.

## COURSE EXPECTATIONS

The faculty will establish a learning environment that fosters academic integrity. As a result, students must maintain certain expectations stated below:

1. Be respectful in all interactions and communication (verbally and non-verbally), both in and outside of class.
2. Please familiarise yourself with the content of the syllabus, all mandatory assessment components, and all the documents posted on the NUR 815 course site under the heading "Important Documents". The syllabus and information of this course page is your guide to successfully meet the course requirements.
3. Furthermore, the assignment guideline documents on the course site also allows you to review a summary of your assignments.
4. Please consult the term planner on specific weeks a particular module will be completed.
5. **Discussion Forums: Case studies:** Each week, students will analyze a case study and respond to questions related to it in a discussion forum. Students present their reasoned answers to the questions pertaining to the case study. The length of each answer to a question should **not exceed 200 words**.
6. Integration of appropriately referenced literature sources helps you to demonstrate your analysis of the issue and the critical thinking you have used to frame your response. Each assigned activity **MUST** be completed by **Thursday at 16:00 for each week** to allow your faculty to provide a secondary response/ comment on your work in a timely manner. In their secondary response/ comment, your faculty may add further perspective to further learning.
7. Students may also seek out and discuss additional topical ethical problems that are in the news that are related to the subject matter of the week or their everyday ethical practice. The length of each secondary response/ comment on the answers of their faculty, **should not exceed 100 words**. This creates rich discussion and debate in our online classroom and generates ideas that advance and support your learning.
8. **Grading of Case Studies:** You will be provided with a **formative feedback report at midterm (Week 6)** on your progress. All your work preceding this grading period will be evaluated (Weeks 1-5). To allocate the grade for this component, your overall participation will be examined and influence your mark. **A grade will be assigned for this component at Week 11**, which is worth 30% of your final grade. See rubric for detail. Be sure to check the forum requirements for each unit, as they may change depending on the topics being discussed.
9. Lead instructor monitor responses/ answers to case study questions and where relevant will add comments to postings intended to further learning or re-focus discussions gone off-track.
10. In case you have specific course-related questions and may be in need of a prompt reply, it is recommended that you send an email.

## ACADEMIC REGULATIONS

*You, as a student, are responsible for understanding and following the academic regulations of the university. These regulations are outlined in the [Graduate Calendar](#) and include the responsibilities of students, information about dropping courses and requesting deferral of final assessments or term work, as well as university policies about academic conduct & misconduct, grade appeal, and racial and sexual harassment.*

In particular, you encouraged review the following items prior to engaging in your course work:

- Academic Schedule (important dates): <http://www.uregina.ca/student/registrar/calendars-schedule.html>
- Academic Conduct and misconduct: [https://www.uregina.ca/gradstudies/current-students/Rights%20Academic\\_Misconduct.html](https://www.uregina.ca/gradstudies/current-students/Rights%20Academic_Misconduct.html)
- Special Needs Policy for students with special needs: [https://www.uregina.ca/gradstudies/assets/docs/pdf/special\\_needs\\_procedures.pdf](https://www.uregina.ca/gradstudies/assets/docs/pdf/special_needs_procedures.pdf)

## Appendix A: Domains and Competencies covered in this course

### 1. Direct Comprehensive Care [Clinical Care Competencies]

*The clinical nurse specialist:*

- 1.1. Conducts comprehensive in-depth assessments using advanced nursing knowledge and skills for specific clients, nursing practice situations or systems. [Domain: DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 1.2. Analyzes the complex interaction of sociological, psychological and physiological processes, determinants of health and clients' lived experiences to develop, implement, evaluate and revise plans of care. [Domain: DCC; PL; SS; EIP Process: RE, PS, S; CS].
- 1.3. Differentiates actual or potential risks to client safety, autonomy and quality of care on the basis of assessment and client/population validation. [Domain: DCC; SS; EIP Process: RE, PS, C; S; CS]
- 1.4. Analyzes patterns of client responses and needs within a complex population and develops strategies to create unit-based, organization-based and system-based changes to optimize health-care outcomes. [Domain: DCC; PL; SS; EIP Process: RE, PS, C; S; CS]
- 1.5. Synthesizes the assessment data using advanced knowledge, experience, critical thinking, clinical inquiry and clinical judgment to develop a plan of care for clients with highly complex and often unpredictable needs. [Domain: DCC; PL; EP; EIP Process: RE, PS, C; S; CS]
- 1.6. Uses clinical inquiry to identify the need for reassessment, match intervention to etiology and choose appropriate methods to evaluate outcomes. [Domain: DCC; PL; EP; EIP Process: RE, PS, C; S; CS]
- 1.7. Uses a variety of communication and counselling techniques applicable to specific and highly complex and often unpredictable clinical and team situations. [Domain: DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 1.8. Provides consultations in highly complex and often unpredictable clinical situations that require advanced specialized knowledge and skills. [Domain: DCC; PL; EP; SS Process: RE, PS, C; S; CS]
- 1.9. Measures indicators such as quality of life, client safety, timeliness, effectiveness, efficiency, efficacy, client-centred care, cost effectiveness and appropriateness on a continuous basis. [Domain: DCC; PL; SS; EIP Process: RE, PS, C; S; CS]
- 1.10. Collaborates with clients and appropriate interprofessional team members within the clinical area to achieve optimal health outcomes. [Domain: DCC; PL; EP; Process: RE, PS, C; S; CS]
- 1.11. Advocates for client-centred care to meet their needs in highly complex and often unpredictable situations. [Domain: DCC; PL; EP Process: RE, PS, C; S; CS]

### 2. Support Systems (Systems Leadership competencies)

*The clinical nurse specialist:*

- 2.1. Facilitates interprofessional collaboration, internally and externally to the organization, to achieve desired client outcomes. [Domain: SS; PL; EP Process: RE, PS, C; CS]
- 2.2. Leads the development and implementation of standards of nursing practice; practice guidelines; education strategies; quality management; research initiatives, and/or system change. [Domain: SS; DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]



- 2.3. Critically analyzes socio-political, demographic and economic issues, trends and policies and contributes to the political process to influence change for optimizing health outcomes. [Domain: SS;DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 2.4. Integrates knowledge of clients' perspective during policy development and planning; and Leads initiatives to promote professional growth, continuous learning and collaborative practices of nurses and other members of the health-care team to ensure client safety and quality of care. [Domain: SS;DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 2.5. Fosters an organizational culture of learning, quality and safety through preceptorship, role modelling, mentorship and coaching of nurses, other members of the health-care team and students. [Domain: SS;DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 2.6. Applies knowledge of existing resources and the cost effectiveness of interventions to inform resource decisions at the practice setting, organizational and system levels. [Domain: SS;DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 2.7. Implements strategies to achieve the intended nurse-sensitive client outcomes for a defined population. [Domain: SS;DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 2.8. Applies advanced nursing knowledge and skills to communicate, negotiate and build complex relationships at the individual, practice setting and organizational levels with the goal of optimizing client outcomes. [Domain: SS; DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 2.9. Recognizes potential and existing gaps in clinical care to influence client and organizational decision-making and change. [Domain: SS; DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 2.10. Identifies needs and advocates for the necessary human, material and organizational system resources for safe client care AND develops and leads strategies to promote the uptake of evidence-informed practices to optimize identified client outcomes. [Domain: SS; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 2.11. Participates in key quality and safety initiatives with both internal and external stakeholders from the micro to the macro level and vice versa. [Domain: SS; DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]

### **3. Professional Leadership [Advancement of nursing practice competencies]**

#### *The clinical nurse specialist:*

- 3.1. Models professionalism and accountability in all interactions within the health-care team. [Domain: PL; EP; SS Process: RE, PS, C; CS]
- 3.2. Advocates for and implements change to create safe and healthy workplace environments. [Domain: PL; EP; SS Process: RE, PS, C; S; CS]
- 3.3. Evaluates nursing practice against established benchmarks and evidence-informed practice standards. [Domain: PL; SS; EIP Process: RE, PS, C; S; CS]
- 3.4. Engages in reflective practice to ensure that professional standards of practice are met. [Domain: PL; EP; SS Process: PS, C; S; CS]
- 3.5. Promotes the role and the relevance of the CNS to educators, policy-makers, administrative decision-makers, regulators, other health-care providers and the public. [Domain: PL; EP; SS Process: PS, C; S; CS]
- 3.6. Promotes ethical nursing practice through the development of strong moral climates in the practice setting. [Domain: PL; EP; SS; EIP Process: RE, PS, CS]

**4. 5. Evidence-informed Practice [Evaluation and research competencies]**

*The clinical nurse specialist:*

- 4.1. Evaluates and critiques current practice against best available evidence/benchmarks. [Domain: EIP; DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 4.2. Evaluates the need for practice improvement to promote safe, effective and reliable care that has a positive impact on client and system outcomes. [Domain: EIP; DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 4.3. Uses systematic approaches to redesign care delivery to promote safe, effective and reliable care that has a positive impact on client and system outcomes.
- 4.4. Uses research and outcome data to formulate, evaluate and/or revise policies, procedures, protocols, client-specific programs and client standards of care. [Domain: EIP; DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 4.5. Ensures that ethical standards are promoted and maintained in the practice environment when research and quality improvement initiatives are being conducted. [Domain: DCC; PL; EP; SS; EIP Process: RE, PS, C; S; CS]
- 4.6. Participates in outcome evaluation of nurse-sensitive indicators. [Domain: EIP; DCC; PL; EP; SS; Process: RE, PS, C; S; CS]



## Health, Safety & Emergency Preparedness Information for Students

This information is available in Arabic, Chinese, French, Korean & Portuguese by visiting  
<https://www.uregina.ca/hr/hsw/emergency-management/emergency%20preparedness.html>

**Call 911** for fires, crime in progress, violence, or medical emergencies. If you are calling from a U of R phone just dial **911**, then call Campus Security at 306-585-4999.

### When you hear a fire alarm:

- Follow the directions of Emergency Wardens (orange vests), and Campus Security.
- Immediately proceed to the nearest available fire exit and leave the building.
- Close the door if you are the last person out.
- **Do not use elevators during an evacuation.** If you or someone else is unable to evacuate down the stairs:
  - Ensure that you/they take shelter on the landing of a fire exit stairwell.
  - All inside fire exit stairwells are places of refuge which will provide at least one hour fire protection when all doors are closed.
  - Immediately notify Campus Security or the Fire Department of the location of the person.
- Upon exiting, move a safe distance away from the building.
- Do not re-enter the building until the Fire Department or Campus Security gives clearance.



### Other emergencies:

- In the event of emergencies other than a fire (for example: tornado, chemical spill, or armed intruder), the Emergency Notification System (ENS) will be activated.
- A message will be broadcast on beacons, computers, and building speaker systems across campus.
- Follow the instructions as communicated via the ENS.
- Check for situation updates as they become available on the U of R Emergency Webpage at <http://www.uregina.ca/emergency/>
- Download the ENS software to receive ENS alerts to your personal computer <http://www.uregina.ca/emergency/ens/index.html>
- Download the UofR mobile app (available for iOS and Android) to receive ENS alerts on your smartphone <http://www.uregina.ca/external/communications/app/>



#### Sample Emergency Message:

TORNADO WARNING issued for Regina.  
 Remain indoors.  
 Take shelter in interior rooms or stairwells without windows.



### University of Regina Armed Intruder Video

#### Run - Hide – Decide (available in 6 languages)

While an armed intruder event is very unlikely to occur at the University of Regina, it is important that faculty, staff, and students know what to do in the event that it does. The University of Regina, has produced a short training video depicting the actions to take in the event of an armed intruder on our campuses.

<http://www.uregina.ca/hr/hsw/emergency-management/armed-intruder/index.html>

### Health, Safety & Wellness Contact Information

Phone: 306-337-2370

Office: AdHum 435

Hours: Monday to Friday, 8:15 am - 4:30 pm

E-mail: [health.safety@uregina.ca](mailto:health.safety@uregina.ca)

Web: <http://www.uregina.ca/hr/hsw>

## Incident Reporting <https://www.uregina.ca/hr/hsw/report-safety-concern/index.html>

- Notice something on Campus that seems unsafe? Let us know! It can help ensure your safety and the safety of our campus community. Reporting a **Safety Concern** is easy using our on-line form included in the link above, or call Campus Security at 306-585-4999

## Hand washing

Washing your hands frequently is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others.

- 1) Wet your hands with clean, running water
- 2) Apply soap – lather your hands by rubbing them together
- 3) Scrub your hands for a least 20 seconds
- 4) Rinse your hands well under clean, running water
- 5) Dry your hands using a paper towel, or air dry them.

You can also use the waterless hand antiseptic stations located around our campuses.



## Working or Studying Alone?

Are you studying or working alone day or night and would like somebody to ensure you are safe? Campus Security provides a service where they can check on you periodically while on campus.

Call **Campus Security** at 306-585-4999 or see <http://www.uregina.ca/fm/campus-security/programs/index.html>



## Safe Walk-A-Long

Campus Security can be contacted to walk you to your vehicle or bus stop to ensure you get to your transportation safely. Call them at 306-585-4999. Available anytime, day or night.

## Smoke-free campus

The University of Regina is committed to providing a safe, healthy and clean place for everyone who comes to our campus to study, work, visit, and live. This includes respecting the importance of, and taking responsibility for the quality of the air we breathe and the cleanliness of our surroundings. The University of Regina does not permit smoking or the use of tobacco products in any University owned or leased building, on leased or owned University property, in University vehicles, or vehicles parked on University leased or owned property.



## Violence & Harassment

Respectful University Services provides confidential consultations to anyone who feels that they have experienced inappropriate and disrespectful behaviour. There are many possible solutions, including personal coaching, mediation, and a formal complaint process. Please contact the Coordinator at 306-585-5400 or [respect.matters@uregina.ca](mailto:respect.matters@uregina.ca) for assistance.

## Mental Health Services for Students

U of R Counselling Services provides free individual and group therapy to registered University of Regina students. The most common issues facing students needing support include: adjusting to the University, stress, anxiety, depression, relationship issues, and grief. All services are confidential and both male and female therapists are available. Please call 306-585-4491 or drop by the Student Success Centre front desk (RC 230) to book an appointment.

## Sexual Assault: UR Safe, UR Supported, UR Strong

This program responds to, and helps educate our campus community on incidents of sexual assault, sexual violence and prevention. Further information can be found at <http://www.uregina.ca/sexual-violence>. Please contact Coordinator at 306-337-3149 or [sexual.violence.response@uregina.ca](mailto:sexual.violence.response@uregina.ca)

**Course: MNUR 820/ GERO 893 Patterns of Health & Illness in Older Adults**

**Semester: 202020**

**Instructor(s): Abby Wickson-Griffiths**

**Approval Date: \_\_\_\_\_**

**Approved By: \_\_\_\_\_**

## INSERT UR Nursing Header

We acknowledge that we are located on Treaty 4 and 6 Territory and Homelands of the Métis People

### COURSE SYLLABUS

<b>Course Title</b>	<b>MNUR 820/ GERO 893 Patterns of Health &amp; Illness in Older Adults</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Program Title</b>	<b>Interdisciplinary</b>	<b>Faculty</b>	<b>Faculty of Nursing</b>
<b>Hours</b>	<b>Theory: 3 - Online</b>	<b>Lab: n/a</b>	
<b>Instructors:</b>	<b>Abigail Wickson-Griffiths</b>		
<b>Phone Number:</b>	<b>Office: 306 337 2917 Cell: 306 309 9005</b>		
<b>Toll-free</b>			
<b>Office Location</b>	<b>UR Campus- College West 313.4</b>		
<b>Email</b>	<a href="mailto:Abigail.wickson-griffiths@uregina.ca">Abigail.wickson-griffiths@uregina.ca</a>		
<b>Zoom</b>	<b>Meeting ID: 3063372917</b>		
<b>Availability</b>	<b>Email is the preferred communication in online courses. If desired, Zoom sessions or telephone calls could be arranged. Advanced notice will be required for Zoom sessions or phone calls. For email messages, please use the UR email account only. Messages sent from personal accounts will not be answered due to the potential risk of viruses. Response times to UR account emails will take place within 24 – 48 hours Monday – Friday (excluding holidays).</b>		

### Course Description

This course offer broad-based knowledge and skills through integrated, interprofessional education related to health and illness in old age. Physiological changes and psychosocial aspects of aging as they relate to common health problems will be examined.

### COURSE GOALS & OBJECTIVES

Upon completion of the course the student will:

- Holistically describe current trends in the patterns of health and illness in older adults in local, national and international contexts (ie., physiological and psychosocial considerations)
- Demonstrate knowledge of accessing key resources and informational sources (both academic and grey literature) related to health and illness trends
- Critically examine literature related to key patterns of health and/or illness in the older adult population
- Synthesize literature related to key patterns of health and/or illness in the older adult population

- Disseminate findings of literature synthesis through creation of publishable paper, query letter and presentation
- Contribute to the learning of interdisciplinary peers through online knowledge transfer activities

### COURSE DELIVERY

This course is delivered via distance delivery methods (ie. online delivery).

Students are expected to interact with the online materials, participate as specified in the syllabus, and access electronic resources as necessary.

Electronic resources include a variety of databases, and subscriptions to some software.

### COURSE RESOURCES

The library resources webpage links to a wide selection of materials required in the program:

The University of Regina Library: <http://www.uregina.ca/library/#page=page-4>

#### Required and Recommended Readings & Textbooks for Purchase:

Students will be expected to select their own articles on a topic of interest for use in assignments as well as weekly topics as outlined on the course page. Students will also access resources as directed on the course page (ie. non required for purchase by the student/ accessible through course page or UR library).

Students are strongly encouraged to use the 7<sup>th</sup> edition of the Publication Manual of the American Psychological Association for completing all course related assignments and participation.

### ASSESSMENT AND DATES

Assessment	Date	Weighting (% or Pass/Fail)
Online knowledge transfer activities	Ongoing- refer to assignment guideline document on course page	30%
Progressive literature synthesis assignment: Summary of Issue Rough Draft Final Draft	Summary of Issue- June 8, 2020 Rough Draft- July 6, 2020 Final Draft- August 4, 2020	Summary of Issue- 10% Rough Draft- 5% Final Draft- 25%
Query Letter to Journal Editor	August 4, 2020	10%

Issue/Paper Presentation	Presentation Posted by August 7, 2020;  Discussion completed by August 14, 2020	20%
--------------------------	---	-----

**Pass Grade:** Graduate students must achieve a grade of 70% or more to receive a “pass” on all written assignments, presentations and online knowledge transfer activities.

See <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html> for graduate grading system and descriptions.

Completion of **all** assignments is required to successfully fulfill the course requirements.

**Late submissions:** All graded assessments must be submitted on or before the due dates assigned by the faculty. Failure to submit assignments by 12:00 Noon on the due date will be considered late. This will result in the loss of 5% reduction per day up to 5 days after the due-date of assignment submission has expired. After five (5) days the assignment is not marked and will be given a failing grade.

**Academic Writing Standard:** American Psychological Association (APA) 7th edition format and reference style are required for assignments. In cases where submitted assignments do not meet academic writing standards, the assignment will be returned to the student for resubmission. The late policy will be in effect for the time the student is attending to the assignment before resubmission.

**Please respect copyright.** We will use copyrighted content in this course. We have ensured that the content we use is appropriately acknowledged and is copied in accordance with copyright laws and postsecondary education guidelines.

Copyrighted works, including those created by or for the course, are made available for private study and research and must not be distributed in any format without permission.

Do not upload copyrighted works to a learning management system (such as Course online site), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed. For more information, see the University’s Copyright Office website <http://www.uregina.ca/copyright/>

**Faculty may elect to use *Turnitin* in the evaluation of student work:**

Turnitin.com<<http://Turnitin.com>> is a site that checks against databases of electronic books and articles, archived webpages, and previously-submitted student papers. The Turnitin integration within UR Courses has the student data privacy option enabled. This means all users appear as “Student User” within Turnitin.com<<http://Turnitin.com>>.



Your student name and email address are not sent to Turnitin from URCourses.

Note that it is "plagiarism to use even a single sentence (verbatim or with a little paraphrasing) from someone else's writing without formally acknowledging the source. It is your responsibility to know what plagiarism is and to avoid it in your course work." <http://www.uregina.ca/arts/student-resources/avoiding-academic-misconduct/plagiarism.html>

There is the technical possibility that your personal information (your name and Student ID) could be harvested by Turnitin if that information is included within your submission. If you wish to remain completely protected, do not include your last name, only your last initial, and omit your student ID# so that your personal information on your academic paper looks like this:

John D.

Instructor Name

Course

Date

## ATTENDANCE & COURSE EXPECTATION

**Consistent online participation is expected in this course.**

If a student is unable to participate or complete course activities as outlined in the syllabus and assignment guideline documents, the student must inform the faculty in writing as soon as possible including a signed medical certificate that expressly states that the student is unable to meet her/his obligations.

Students who fail to meet these requirements will receive an automatic failure unless they discuss their particular circumstances with the faculty in advance. It is important that students understand this means the faculty will only excuse missed assessments or online 'absence' from participating in online activities for very serious circumstances. This strict academic philosophy is in order to be fair to the students who work hard to meet all expectations of the course. Proper documentation will be required and university procedures must be followed.

## ACADEMIC REGULATIONS

*You, as a student, are responsible for understanding and following the academic regulations of the university. These regulations are outlined in the [Graduate Calendar](#) and include the responsibilities of students, information about dropping courses and requesting deferral of final assessments or term work, as well as university policies about academic conduct & misconduct, grade appeal, and racial and sexual harassment.*

In particular, you encouraged review the following items prior to engaging in your course work:

- Academic Schedule (important dates): <http://www.uregina.ca/student/registrar/calendars-schedule.html>
- Academic Conduct and misconduct: <http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html#conduct>

- Special Needs Policy for students with special needs  
[http://www.uregina.ca/gradstudies/assets/docs/pdf/special\\_needs\\_procedures.pdf](http://www.uregina.ca/gradstudies/assets/docs/pdf/special_needs_procedures.pdf)

This information is available in Arabic, Chinese, French, Korean & Portuguese by visiting  
<https://www.uregina.ca/hr/hsw/emergency-management/emergency%20preparedness.html>

**Call 911** for fires, crime in progress, violence, or medical emergencies. If you are calling from a U of R phone just dial **911**, then call Campus Security at 306-585-4999.

## When you hear a fire alarm:

- Follow the directions of Emergency Wardens (orange vests), and Campus Security.
- Immediately proceed to the nearest available fire exit and leave the building.
- Close the door if you are the last person out.
- **Do not use elevators during an evacuation.** If you or someone else is unable to evacuate down the stairs:
  - Ensure that you/they take shelter on the landing of a fire exit stairwell.
  - All inside fire exit stairwells are places of refuge which will provide at least one hour fire protection when all doors are closed.
  - Immediately notify Campus Security or the Fire Department of the location of the person.
- Upon exiting, move a safe distance away from the building.
- Do not re-enter the building until the Fire Department or Campus Security gives clearance.



## Other emergencies:

- In the event of emergencies other than a fire (for example: tornado, chemical spill, or armed intruder), the Emergency Notification System (ENS) will be activated.
- A message will be broadcast on beacons, computers, and building speaker systems across campus.
- Follow the instructions as communicated via the ENS.
- Check for situation updates as they become available on the U of R Emergency Webpage at <http://www.uregina.ca/emergency/>
- Download the ENS software to receive ENS alerts to your personal computer  
<http://www.uregina.ca/emergency/ens/index.html>
- Download the UofR mobile app (available for iOS and Android) to receive ENS alerts on your smartphone  
<http://www.uregina.ca/external/communications/app/>



### Sample Emergency Message:

TORNADO WARNING issued for Regina.

Remain indoors.

Take shelter in interior rooms or stairwells without windows.



## University of Regina Armed Intruder Video

### Run - Hide – Decide (available in 6 languages)

While an armed intruder event is very unlikely to occur at the University of Regina, it is important that faculty, staff, and students know what to do in the event that it does.

The University of Regina, has produced a short training video depicting the actions to take in the event of an armed intruder on our campuses.

<http://www.uregina.ca/hr/hsw/emergency-management/armed-intruder/index.html>

## Health, Safety & Wellness Contact Information

Phone: 306-337-2370

Office: AdHum 435

Hours: Monday to Friday, 8:15 am - 4:30 pm

E-mail: [health.safety@uregina.ca](mailto:health.safety@uregina.ca)

Web: <http://www.uregina.ca/hr/hsw>

**Incident Reporting** <https://www.uregina.ca/hr/hsw/report-safety-concern/index.html>

Notice something on Campus that seems unsafe? Let us know! It can help ensure your safety and the safety of our campus community. Reporting a **Safety Concern** is easy using our on-line form included in the link above, or call Campus Security at 306-585-4999

## Hand washing

Washing your hands frequently is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others.

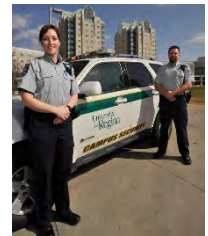
- 1) Wet your hands with clean, running water
- 2) Apply soap – lather your hands by rubbing them together
- 3) Scrub your hands for a least 20 seconds
- 4) Rinse your hands well under clean, running water
- 5) Dry your hands using a paper towel, or air dry them.

You can also use the waterless hand antiseptic stations located around our campuses.



## Working or Studying Alone?

Are you studying or working alone day or night and would like somebody to ensure you are safe? Campus Security provides a service where they can check on you periodically while on campus. Call **Campus Security** at **306-585-4999** or see <http://www.uregina.ca/fm/campus-security/programs/index.html>



## Safe Walk-A-Long

Campus Security can be contacted to walk you to your vehicle or bus stop to ensure you get to your transportation safely. Call them at **306-585-4999**. Available anytime, day or night.

## Smoke-free campus

The University of Regina is committed to providing a safe, healthy and clean place for everyone who comes to our campus to study, work, visit, and live. This includes respecting the importance of, and taking responsibility for the quality of the air we breathe and the cleanliness of our surroundings. The University of Regina does not permit smoking or the use of tobacco products in any University owned or leased building, on leased or owned University property, in University vehicles, or vehicles parked on University leased or owned property.



## Violence & Harassment

Respectful University Services provides confidential consultations to anyone who feels that they have experienced inappropriate and disrespectful behaviour. There are many possible solutions, including personal coaching, mediation, and a formal complaint process. Please contact the Coordinator at **306-585-5400** or [respect.matters@uregina.ca](mailto:respect.matters@uregina.ca) for assistance.

## Mental Health Services for Students

U of R Counselling Services provides free individual and group therapy to registered University of Regina students. The most common issues facing students needing support include: adjusting to the University, stress, anxiety, depression, relationship issues, and grief. All services are confidential and both male and female therapists are available. Please call **306-585-4491** or drop by the Student Success Centre front desk (RC 230) to book an appointment.

## Sexual Assault: Sexual Violence Prevention and Response

This program responds to, and helps educate our campus community on incidents of sexual assault, sexual violence and prevention. Further information can be found at <http://www.uregina.ca/sexual-violence>. Please contact Coordinator at 306-337-3149 or [sexual.violence.response@uregina.ca](mailto:sexual.violence.response@uregina.ca)

# **CURRICULUM VITAE**

Ebin J. Arries-Kleyenstüber (RN,  
PhD)

Associate Professor

Faculty of Nursing (University of Regina)

Phone number: 306-585-4552 [Office]

**Email address:** [ebin.arries@uregina.ca](mailto:ebin.arries@uregina.ca)

## Table of Contents

1. EDUCATION.....	4
2. CREDENTIALS & LICENSURE .....	4
3. ACCREDITATIONS AND PROFESSIONAL CERTIFICATION.....	4
4. PROFESSIONAL MEMBERSHIPS .....	5
5. ACADEMIC APPOINTMENTS AND PROMOTIONS.....	5
6. ADMINISTRATIVE APPOINTMENTS .....	6
Positions with Responsibility Stipend.....	6
Positions Without Responsibility Stipend .....	6
7. HONOURS AND AWARDS.....	6
8. CONTINUOUS PROFESSIONAL DEVELOPMENT .....	7
9. PROFESSIONAL EXPERIENCE / ACTIVITIES .....	10
10. TEACHING AND RELATED DUTIES.....	11
Courses Assigned & Taught.....	11
Guest Lecturers.....	14
Teaching Materials Developed or Authored.....	14
11. CONTRIBUTIONS TO GRADUATE SUPERVISION/ RESEARCH MENTORING.....	15
Thesis Supervision .....	15
Thesis Examiner (External) .....	16
Research Mentoring .....	18
12. RESEARCH, SCHOLARSHIP OR EQUIVALENT PROFESSIONAL ACTIVITIES.....	18
Grants (Awarded).....	18
13. PUBLICATIONS.....	19
Publications in Refereed/ Peer-Reviewed Journals .....	19
Book & Chapters Contributed to Books .....	21
Publications in Non-Refereed/ Non-Peer Reviewed Journals/ Outlets .....	22
Book Reviews.....	22
14. PROCEEDINGS OF MEETINGS AND SYMPOSIA (INVITED & PEER-REVIEWED) .....	23
Oral Presentations / Keynote Addresses & Papers.....	23
Poster Sessions .....	25
Proceedings Published Online (Peer-Reviewed) .....	26
Invited Addresses.....	26
Workshops Presented .....	26

15. RESEARCH RELATED ACTIVITIES: PEER REVIEW WORK OF OTHERS.....	26
16. EXTERNAL CONSULTATION .....	29
17. COLLEGIAL GOVERNANCE & SERVICE .....	30
University Service.....	30
Professional & Community Service.....	33

## 1. EDUCATION

- 2002** Doctor Philosophiae (Professional Nursing Science). Rand Afrikaans University. (University of Johannesburg). Johannesburg, South Africa.
- 2005** Magister Philosophiae (Ethics). University of Johannesburg. South Africa.
- 1998** Magister Curationis (Medical and Surgical Nursing Science: Critical Care Nursing (General)) [**Cum Laude**]. Rand Afrikaans University (University of Johannesburg). Johannesburg, South Africa.
- 1996** Baccalaureus Curationis (Educationis et Administrationis). Rand Afrikaans University (University of Johannesburg). Johannesburg, South Africa
- 1993** Diploma in Nursing (General, Community, Psychiatric) and Midwifery. Sarleh Dollie Nursing College - Affiliated to the University of Western Cape. Cape Town, South Africa.

## 2. CREDENTIALS & LICENSURE

- 2010 – current** Registered Nurse in good Standing, Saskatchewan Registered Nurses' Association (# 0040110)
- 1999 – current** Registration in Medical and Surgical Nursing: Critical Care Nursing (General). South African Nursing Council. (# 13546486)
- 1996 – current** Registration in Nursing Education, South African Nursing Council (#13546486)
- 1996 – current** Registration in Nursing Administration, South African Nursing Council. (#13546486)
- 1993 – current** Registered Nurse in good Standing, South African Nursing Council (#13546486).

## 3. ACCREDITATIONS AND PROFESSIONAL CERTIFICATION

- 2014 – current** Faculty of Graduate Studies and Research, Category D (2014). Honorary Member. University of Regina, Regina, SK, Canada. Member of the Graduate Committee for the Collaborative Nurse Practitioner Program. Faculty of Nursing. University of Regina, Regina, SK, Canada.
- 2010 – 2014** College of Graduate Studies and Research, Category D (2010). Member of Graduate Committee. College of Nursing, University of Saskatchewan, Prince Albert, SK, Canada.
- 1999 – current** Registration of additional qualification in Medical and Surgical Nursing: Critical Care Nursing (General). (# 200014654). South African Nursing Council. January 20, 1999.



- 1996 – current** Registration of additional qualification in Nursing Education. (# 970003895) South African Nursing Council. December 6, 1996.
- 1996 – current** Registration of additional qualification in Nursing Administration. (# 970003896). South African Nursing Council. December 6, 1996.
- 1993 – current** Registration as Nurse (General, Community, Psychiatry) and Midwife. (# 930009941). South African Nursing Council. July 1, 1993.

#### 4. PROFESSIONAL MEMBERSHIPS

- 2010 – current** Member in Good Standing, Saskatchewan Registered Nurses' Association (#0040110)
- 2010 – current** Member. (2010 to current). *Canadian Nurses Association (CNA)*, Ottawa ON, Canada
- 2014 – current** Member. (2014 to current). *University of Regina Faculty Association (URFA)*. University of Saskatchewan, Saskatoon, SK. Canada
- 2008 – current** Member. (2008 to current). *International Network for Doctoral Education in Nursing*. Johns Hopkins University, Baltimore, MD, USA. (#87741337)
- 2004 – current** Member. (2004 to current). *Honour Society of Nursing, Sigma Theta Tau International- Tau Lambda-at-Large Chapter*. South Africa (#0443840)
- 2012 – 2014** Member. (2012-2014). *Canadian Gerontological Nursing Association*. (#300002714)
- 2010 – 2014** Member. (2010-2014). University of Saskatchewan Faculty Association (USFA). University of Saskatchewan, Saskatoon, SK. Canada
- 1993 – 2009** Member. (1993-2009). Democratic Nurses Association of South Africa (DENOSA). Pretoria. South Africa

#### 5. ACADEMIC APPOINTMENTS AND PROMOTIONS

- 2016 – current** Associate Professor (tenured). Faculty of Nursing, University of Regina.
- 2014 – 2015** Assistant Professor (tenure-track). Faculty of Nursing, University of Regina.
- 2014 – current** Professional Affiliate, School of Nursing, Saskatchewan Polytechnic. 2014
- 2010 – 2014** Assistant Professor (tenure-track). College of Nursing, University of Saskatchewan. July 1, 2010
- 2004 – 2009** Senior Lecturer, Academic – Permanent. Department of Nursing/ Medical & Surgical Nursing. University of Johannesburg. July 1, 2004, to June 30, 2009
- 2003** Assistant Professor (B - Visiting Professor). Faculty of Para Medical Sciences/ Department of Nursing. Applied Science University. February 2, 2003, to August 7, 2003.

- 1998 – 2004** Lecturer, Academic – Permanent. Department of Nursing. University of Johannesburg. July 1, 1998, to June 30, 2004
- 1996 – 1998** Senior Registered Nurse. (Permanent). General Intensive Care Unit, Helen Joseph Hospital. Johannesburg, South Africa. Date of appointment: July 1st, 1996 to June 30, 1998.
- 1993 – 1996** Registered Nurse. (Permanent). General Intensive Care Unit, Helen Joseph Hospital. Johannesburg, South Africa. Date of appointment: July 1st, 1993 to June 30, 1996.

## **6. ADMINISTRATIVE APPOINTMENTS**

### **Positions with Responsibility Stipend**

- 2000 – 2009** Course Coordinator, Department of Medical and Surgical Nursing, Faculty of Health Sciences. University of Johannesburg. South Africa. February 19, 2008.

### **Positions Without Responsibility Stipend**

- 2016** CASN Coordinator. 2016 Canadian Association of Schools of Nursing (CASN) Accreditation – Path B. University of Regina, Faculty of Nursing. Canada

## **7. HONOURS AND AWARDS**

- 2016** Merit Award. April 20, 2016. Faculty of Nursing, University of Regina, Regina, Saskatchewan, Canada.
- 2008** Long-Service Award. Ten (10) years of uninterrupted service at the University of Johannesburg. University of Johannesburg. South Africa. June 23, 2008
- 2004** Inauguration as Member, Honor Society of Nursing, Sigma Theta Tau International- Tau Lambda-at-Large Chapter. Johannesburg, South Africa. August 8<sup>th</sup>, 2004.
- 1999** Magister Curationis (M.Cur) – Medical-Surgical Nursing Science: Critical Care Nursing [General] [Cum Laude], University of Johannesburg (Rand Afrikaans University), Johannesburg, South Africa.
- 2007 – 2008** Merit Bursaries based on Academic performance in program Magister Curationis Medical and Surgical Nursing Science: Critical Care Nursing (General), Rand Afrikaans University, South Africa.
- 1997** Kagiso Prize for Best Student in B.Cur (Ed et Admin)), Rand Afrikaans University. Johannesburg, South Africa.
- 1997** Student Council award for achievement in Professional Nursing Science, University of Johannesburg (Rand Afrikaans University). Johannesburg, South Africa.

- 1994 – 1996** Merit Bursaries based on Academic performance in program Baccalaureus Curationis (Educationis et Administrationis), Rand Afrikaans University, South Africa.
- 1993** Dr. A.E Todt Trophy for Best student in Midwifery Theory, Sarleh Dollie College of Nursing (Western Cape College of Nursing) Affiliated to University of Western Cape (UWC). Cape Town, South Africa.
- 1993** Gorvalla Exchange Trophy for Best student in Community Nursing Science, Sarleh Dollie College of Nursing (Western Cape College of Nursing) Affiliated to University of Western Cape (UWC). Cape Town, South Africa.
- 1993** Metropolitan Life award (Best Student in General Nursing Science), Sarleh Dollie College of Nursing (Western Cape College of Nursing). Affiliated to the University of Western Cape (UWC). Cape Town, South Africa.
- 1993** Old Mutual Medical Group Scheme Trophy for Best student in Midwifery Practical. Sarleh Dollie College of Nursing (Western Cape College of Nursing) Affiliated to University of Western Cape (UWC). Cape Town, South Africa.
- 1990** Juta & Co. Book Prize for Best First-Year Student, Sarleh Dollie College of Nursing (Western Cape College of Nursing) Affiliated to University of Western Cape (UWC). Cape Town, South Africa.

## 8. CONTINUOUS PROFESSIONAL DEVELOPMENT

- 2022** University of Regina (2022, March 7). Unconscious bias training. In Tricia Hodel, Rory McCorriston & Janine Brown. Faculty of Nursing, University of Regina.
- 2021** University of Calgary (2021, September 28 – November 16). Participant in *T1 0705 -003 Quality Graduate Supervision MOOC*. In Michele Jacobson, Hawazen Alharbi, Shawn Fraser & Shauna Reckseidler-Zenteno (Instructors), *Quality Graduate Supervision MOOC*. Online University of Calgary. <https://d2l.ucalgary.ca/d2l/login?noRedirect=1>
- Canadian Association of Research Ethics Boards. (2021 March 22). CAREB Webinar on *Reviewing a Research Study in the Biomedical Domain Series – General Administrative Considerations (Part 1-4)*. In CAREB.
- Indigenous Peoples' Health Research Centre (IPHRC) and Saskatchewan Centre for Patient-Oriented Research (SCPOR). (2021 October 28). Training Module – *Building Research Relationships with Indigenous Communities (BRRIC)*.
- University of Regina Queer Initiative (2021, October 15). Explorations in Quantum Physics, Spacetime, Gender, and Disability. In Prof A.W. Peet. University of Regina office of the Vice President (Research), the Faculty of Science, the Faculty of Engineering and Applied Science, the University of Regina Queer Initiative (URQI) and the Humanities Research Institute (HRI).

- 2020** Canadian Association of Schools of Nursing Virtual Council Meeting (November 24, 2020). Attended Graduate Studies and Undergraduate Forums. *Virtual Graduate Education: Challenges, Solutions, Innovations; Challenges, Impacts and Solutions of educating undergraduate nurses virtually*. Canadian Association of Schools of Nursing (CASN).
- 2020** Flexible Learning Center for Continuing Education. (December 1, 2020). In: Gregory Bawden. Attended Presentation on *Intro to Zoom Part 1 & Part 2*. University of Regina, Flexible Learning Center for Continuing Education.
- 2020** Flexible Learning Center for Continuing Education. (December 3, 2020). In: Gregory Bawden. Attended Presentation on *Recording Lectures/Kaltura upload*. University of Regina, Flexible Learning Center for Continuing Education.
- 2020** Johnson Shoyama Graduate School of Public Policy. (April 22, 2020). In: Doug Moen. Presentation: *Keeping Canadians Safe: Emergency legislation in Canada*. University of Regina Accommodation Center University of Regina, Regina, SK, Canada
- 2020** Faculty of Nursing Meeting of the Academy. (April 7, 2020). In: Stephanie Smith. Presentation: *Update on Accommodation Test Centre (ACT) – Accommodate Simplicity software*. University of Regina Accommodation Center University of Regina, Regina, SK, Canada
- 2020** Canadian Nurses Association (April 3, 2020). In: Claire Betker. Webinar: *"Coffee with Claire — Conversations on COVID-19 with CNA's president"*.
- 2020** The Canadian Nurses Protective Society (CNPS). (March 4, 2020). In: Anastasia Elaine Borg. Webinar: *Defamation*.
- 2020** Ubisim. (February 12, 2020). In: david Gregory. Seminar: *Ubisim Virtual Reality nursing training platform*.
- 2020** The Canadian Nurses Protective Society (CNPS). (February 14, 2020). In: Elaine Borg. *Webinar: An Introduction to Health Law for Students*.
- 2019** Indigenous Peoples' Health Research Centre (IPHRC) and the Saskatchewan Centre for Patient-Oriented Research (SCPOR) (November 29, 2019). *Building research relationships with Indigenous communities training module*. First Nation University of Canada, Regina.
- 2019** Faculty of Nursing Doctoral Nursing Network Conference (Attendance). (June 10 & 11, 2019) University of Regina, Regina, SK, Canada.
- 2019** Social Sciences and Humanities Research Council. (May 22, 2019) In: Social Sciences and Humanities Research Council. *SSHRC Webinar Connection Grants (English)*. University of Regina, Regina, SK. <https://sshrc-crsh.adobeconnect.com/rqsopgo1266y/>
- 2018** Saskatchewan Health Research Foundation (SHRF) & Saskatchewan Centre for Patient-Oriented Research (SCPOR). (December 7, 2018) In: Michelle Flowers. *Training workshop on Module 2: Fundamentals of Health Research in Canada*. University of Regina, Regina, SK

- 2018** Saskatchewan Health Research Foundation (SHRF) & Saskatchewan Centre for Patient-Oriented Research (SCPOR). (December 7, 2018) In: Michelle Flowers. *Training workshop on Module 1: Patient-Oriented Research*. University of Regina. Regina, SK.
- 2018** The Canadian Nurses Protective Society (CNPS). (March 21, 2018). In: Jennifer Katsuno. *Webinar: Charting by exception – Getting it right*.
- 2018** Nursing Exemplars seminar. (May 24, 2018). In: Denise Nelson. Presentation of nursing exemplars in teaching. Faculty of Nursing, University of Regina.
- 2017** Attend. *Spiritualities of Human Enhancement and Artificial Intelligence Conference*. (December 1 & 2, 2017). Guildford Sheraton Hotel, Surrey, British Columbia.
- 2017** Attendant. *Heath Innovation Summit*. November 15, 2017. Queensbury Convention Centre, Regina, SK. Canada.
- 2016** Attendant: Faculty of Nursing. 3rd Canadian Doctoral Nursing Network Conference: Leveraging Your Ph.D. For Success. June 8-10, 2016. *Faculty of Nursing, University of Regina*. Regina SK, Canada
- 2016** Attendant: 2016 NCSBN NCLEX Conference for Canadian Educators. April 18, 2016. Toronto, Ontario, Canada
- 2015** Participant: 9th Annual Partners in Education and Integration of Internationally Educated Nurses (IEN's) Conference. April 30 to May 1, 2015. *Partners in Education and Integration of IEN's*. Regina, Saskatchewan, Canada.
- 2015** Participant. 2015 Summer Teaching Institute Indigenization Workshop. University of Regina Center for Teaching and Learning. September 3 & 4, 2015. University of Regina. Regina, SK. Canada
- 2014** Participant: NVIVO training workshop, November 21, 2014. In: Cara Bradley and Gillian Nowlan, University of Regina, SK, Regina, SK. Canada.
- 2014** Participant: UR Courses (CRN 25136) Seminar. August 5, 2014. In: Technology Learning Centre, University of Regina, SK, Regina, SK. Canada.
- 2013** Participant: Lippincott Williams Wilkins. Webinar training session on Docucare. July 29<sup>th</sup>, 2013. In Karen Cole (Presenter), Toronto, Ontario, Canada.
- 2013** Participant: The 3rd Annual Symposium for the Scholarship of Teaching and Learning (SoTL). April 29<sup>th</sup> and 30<sup>th</sup>, 2013. Gwenna Moss. Center for Discovery in Learning, University of Saskatchewan.
- 2013** Participant: Saskatchewan Registered Nurses' Association. SRNA Annual Meeting and Conference (2013, April 30 to May 2). Communications & Technology: Transforming RN Practice. TCU Place, Saskatoon, SK, Canada.
- 2013** Participant: The Saskatchewan Provincial Nursing Council Nursing Leadership Conference. March 7 & 8<sup>th</sup>, 2013. Ministry of Health, Saskatchewan Provincial Government.

- 2013** Participant: Teaching Discussion Group. *How to engage distance students*. Participant. College of Nursing, University of Saskatchewan. March 4<sup>th</sup>, 2013. In: Donna Ludwar (Facilitator/ Presenter). Saskatoon SK, Canada.
- 2013** Participant: Teaching Discussion Group. *Teaching Diverse students: With a focus on international students*. Participant. College of Nursing, University of Saskatchewan. January 14<sup>th</sup>, 2013. In: Donna Ludwar (Facilitator/ Presenter). Saskatoon SK, Canada.
- 2012** Participant: Teaching Discussion Group. *Let's Talk Teaching*. Participant. College of Nursing, University of Saskatchewan. October 23<sup>rd</sup>, 2012. In: Donna Ludwar (Facilitator/ Presenter). Saskatoon SK, Canada.
- 2011** Attended: Saskatchewan Registered Nurses' Association. *SRNA Annual Meeting and Conference (2011, May 4-6). Evidence-Informed Nursing for Quality Care, Radisson Hotel*. Saskatoon, SK, Canada.
- 2011 – 2014** CPR Certification: Health Care provider (HCP). Canadian Red Cross. Certification valid till October 28, 2014.
- 2010** Attended: Orientation to Teaching at the U of S Participant. Gwenna Moss Center for Teaching Effectiveness, University of Saskatchewan. August 30<sup>th</sup> to September 1<sup>st</sup>, 2013.

## 9. PROFESSIONAL EXPERIENCE / ACTIVITIES

- 2012 – current** Arries, E.J. (2012). Editorial Board Member. *Nursing Ethics*. SAGE Publications.
- 2008 – current** Arries, E.J. (2008). Reviewer, *Nursing Ethics*. SAGE Publications.
- 2015 – 2017** Arries, E.J. (2015). Case Studies Editor. *Nursing Ethics*. SAGE Publications.
- 2014** Arries, E.J. (2014). Reviewer, *Journal of Religion & Health*. Springer Link.
- 2012 – 2014** Arries, E.J. (2012 – 2014). Features Editor. *Nursing Ethics*. SAGE Publications.
- 2007** Arries, E.J. (2007). Consultant: Expert critical care nursing consultant and compile a medico-legal report for Fishmer-Stockenström-Fourie Attorneys, Pretoria, South Africa.
- 2006** Arries, E.J. (2006). Consultant. Expert critical care nursing consultant and compile a medico-legal report for Geldenhuys-Lessing-Malatji Attorneys, Johannesburg, South Africa.
- 2005** Arries, E.J. (2005). Consultant. Expert critical care nursing consultant and compile a medico-legal report for Deneys-Reitz Attorneys, Johannesburg, South Africa.
- 2005** Arries, E.J. (2005). Member: ICU Forum for the development of Critical Care Nursing Standards. Critical Care Society of Southern Africa, Johannesburg, South Africa.

- 2002 – 2009** Arries, E.J. (2002 – 2009). Reviewer: *Curationis. Journal of the Democratic Nursing Organisation (DENOSA)*, Pretoria, South Africa.
- 2001 – 2003** Arries, E.J. (2001 – 2003). Member: Executive Committee. Clinical Practice Portfolio. Forum for Nursing Departments in South Africa (FUNDISA).
- 2000 – current** Arries, E.J. (2000 – current). Reviewer, *Health SA Gesondheid-Journal of Interdisciplinary Health Sciences*. OASIS Publishing

## 10. TEACHING AND RELATED DUTIES

### Courses Assigned & Taught

- 2021 – current** CNUR 209 Nursing Research Methods. [3 credits]. Faculty of Nursing, University of Regina. (Undergraduate)  
Synchronous: Remotely via Zoom  
Role: Lead Instructor and Course Coordinator
- 2018 – current** CNUR 403/404: *Transition to Practice*. [6 credits]. Faculty of Nursing, University of Regina. (Undergraduate)  
Asynchronous: Clinical practice-based learning (Preceptorship)  
Role: Lead Instructor
- 2018 – 2021** MNUR 815: *Ethics in Advanced Nursing Practice and Health care*. [3 credits]. Faculty of Nursing, University of Regina. (Graduate)  
Asynchronous: Online  
Role: Lead Instructor and Course Coordinator
- 2017 – current** CNUR 204 *Alterations in Health & Advanced Assessment*. [6 credits]. Faculty of Nursing, University of Regina. (Undergraduate)  
Synchronous: Laboratory and medium-fidelity simulation.  
Role: Instructor
- 2015 – 2018** CNUR 209 *Nursing Research Methods*. [3 credits]. Faculty of Nursing, University of Regina. (Undergraduate)  
Synchronous: Lecture  
Role: Lead Instructor and Course Coordinator
- 2014 – current** CNUR 400 *Social, Political and Economic Perspectives in Nursing*. [3 credits]. Faculty of Nursing, University of Regina. (Undergraduate)  
Asynchronous: Online  
Role: Lead Instructor and Course Coordinator
- 2014 – 2018** MNUR 801: *Research in Advanced Nursing Practice*. [3 credits]. Faculty of Nursing, University of Regina. (Graduate)  
Asynchronous: Online  
Role: Lead Instructor and Course Coordinator
- 2016** CNUR 202 *Pharmacology*. [3 credits], Faculty of Nursing, University of Regina. (Undergraduate)  
Synchronous: Laboratory and low-fidelity simulation.  
Role: Instructor

- 2013 – 2014** NURS 308.3 *Integrating Mental Health Nursing Within Practice* [3 credits].  
College of Nursing (Prince Albert site), University of Saskatchewan  
Course  
Asynchronous: Preceptor-based Learning  
Role: Faculty Resources Person
- NURS 306.3 *Exploring Chronicity and Aging*. [3 credits]. College of Nursing  
(Prince Albert site), University of Saskatchewan.  
Synchronous: Lecture  
Role: Primary Teacher
- NURS 332.3 *Exploring Complexity and Acuity*. [3 credits]. College of Nursing  
(Prince Albert site), University of Saskatchewan.  
Synchronous: Lecture  
Role: Primary Teacher
- NURS 333.3 *Complexity Nursing Care Practice*. [3 credits]. College of  
Nursing (Prince Albert site), University of Saskatchewan  
Asynchronous: Clinical practice-based learning  
Role: Primary Teacher
- 2011 – 2013** NEPS 323 21624.3 *Research for Professional Practice* [3 credits]. College of  
Nursing (Prince Albert site), University of Saskatchewan.  
Synchronous: Lecture  
Role: Primary Teacher
- 2010 – 2013** NEPS 300 82002.3 *Health Challenges III Theory* [3 credits]. College of  
Nursing (Prince Albert site), University of Saskatchewan  
Synchronous: Lecture  
Role: Primary Teacher
- NEPS 301 82003.3 *Health Challenges III Clinical* [3 credits]. College of  
Nursing (Prince Albert site), University of Saskatchewan  
Asynchronous: Clinical practice-based learning  
Role: Primary Teacher
- NEPS 425 20130.6 *Clinical Integration* [6 credits]. College of Nursing (Prince  
Albert site), University of Saskatchewan  
Asynchronous: Preceptor-based Learning  
Role: Faculty Resources Person
- 2000 – 2009** MCV 2057.8 – *Critical Care Nursing: General Surgery and Sepsis*. [8 credits].  
Department of Nursing, University of Johannesburg (Rand Afrikaans  
University), South Africa.  
Synchronous: Lecture  
Role: Primary Teacher
- 2000 – 2009** MCV 2037.8 – *Critical Care Nursing: Nephrology*. [8 credits]. Department of  
Nursing, University of Johannesburg (Rand Afrikaans University), South  
Africa.  
Synchronous: Lecture  
Role: Primary Teacher



- 2000 – 2009** MCV 2057.8 – *Critical Care Nursing: Pulmonology*. [8 credits]. Department of Nursing, University of Johannesburg (Rand Afrikaans University), South Africa.  
Synchronous: Lecture  
Role: Primary Teacher
- 2002** BSN – *Adult Nursing*. [3 credits]. Department of Nursing, Faculty of Para Medical Sciences, Applied Science University, Amman, Jordan.  
Synchronous: Lecture  
Role: Primary Teacher
- 2002** BSN – *Infection Control*. [3 credits]. Department of Nursing, Faculty of Para Medical Sciences, Applied Science University, Amman, Jordan  
Synchronous: Lecture  
Role: Primary Teacher
- 2002** Diploma in *Critical Care Nursing*. Department of Nursing, Faculty of Para Medical Sciences, Applied Science University, Amman, Jordan  
Synchronous/ Asynchronous: Blended Learning - Lecture and Clinical Practice-based learning  
Role: Primary Teacher
- 2001 – 2009** BCU0001 VPK1A: *Hemopoietic System, Oncology, Cardiovascular System and Endocrinology*. [8 credits]. Department of Nursing, Rand Afrikaans University (University of Johannesburg), South Africa.  
Synchronous: Lecture  
Role: Lead Instructor and Course Coordinator
- 2001 – 2009** BCU0001 VPK1B: *Gastrointestinal System and Theatre Nursing; Musculoskeletal and Dermatology*. [8 credits]. Department of Nursing, Rand Afrikaans University (University of Johannesburg), South Africa.  
Synchronous: Lecture  
Role: Lead Instructor and Course Coordinator
- 2001 – 2009** BCU0001 VPK1C: *Pulmonology, Ear, Nose, Throat and Eye Conditions; Nephrology, Urology and Neurology*. [8 credits]. Department of Nursing, Rand Afrikaans University (University of Johannesburg), South Africa.  
Synchronous: Lecture  
Role: Lead Instructor and Course Coordinator
- 2001 – 2009** BCU0001 VPK1D *Clinical Skills (Medical-Surgical Nursing)*. [8 credits]. Department of Nursing, Rand Afrikaans University (University of Johannesburg), South Africa.  
Synchronous/ Asynchronous: Blended Learning – Laboratory and Clinical practice-based learning  
Role: Lead Instructor and Course Coordinator
- 1998 – 2001** BCU0001 AVK 3: *General Nursing: Medical-Surgical Nursing III*. [8 credits]. Department of Nursing, Rand Afrikaans University, South Africa.  
Synchronous: Lecture  
Role: Primary Teacher

## Guest Lecturers

- 2017** CNUR 209 *Nursing Research Methods*. [3 credits]. Faculty of Nursing (Saskatoon site), University of Regina. March 10, 2017  
Synchronous: Lecture  
Role: Guest Lecture
- 2016** Guest Lecturer, Faculty Kinesiology, University of Regina.  
KIN 204  
February 24, 2016
- 2012 – 2013** Guest lecturer, College of Nursing (Prince Albert site), University of Saskatchewan  
NURS 990, Graduate Seminar
- 2010 – 2011** NURS 990, *Graduate Seminar* [3 credits]. College of Nursing (Prince Albert site), University of Saskatchewan.  
Synchronous: Seminar  
Role: Guest Lecture
- 2008 – 2009** Ph.D. DCU.8, *Doctoral Research Program. Philosophies of Science in Nursing*. [8 credits]. Department of Nursing, University of Johannesburg, South Africa.  
Synchronous: Lecture  
Role: Guest Lecture
- 2008 – 2009** BCU0002 PNS1A.8 – Ethos and Professional Practice. [8 credits]. Department of Nursing, University of Johannesburg, South Africa  
Synchronous: Lecture  
Role: Guest Lecture
- 2000 – 2001** BCU0002 PNS1A.8 – *Ethos and Professional Practice*. [8 credits]. Department of Nursing, Rand Afrikaans University, South Africa.  
Synchronous: Lecture  
Role: Guest Lecture

## Teaching Materials Developed or Authored

- 2021** Arries-Kleyenstuber, E.J. (2021). *CNUR 400 Advocacy Assignment Policy Brief: Guidelines and Rubric*. Faculty of Nursing, University of Regina.
- 2020** Arries, E.J. (2020). *CNUR 209: Guidelines on Initial and Additional Appraisal Assignments*. Faculty of Nursing, University of Regina, Regina, SK, Canada
- 2017** Arries, E.J. (2017). *MNUR 815: Ethics in Advanced Nursing Practice and Health Care*. Faculty of Nursing, University of Regina, Regina, SK, Canada
- 2015** Arries, E.J. & Domm, E. (2014). *MNUR 801: Research in Advanced Nursing Practice*. Syllabus, Course Manual and Online Course webpage  
Arries, E.J. (2014). *CNUR 209 Nursing Research Methods*. Course Manual
- 2014** Arries, E.J. & Miller, L. (2014). *MNUR 801 Research in Advanced Nursing Practice*. Syllabus and Course Manual (Online course webpage)

- Arries, E.J. (2014). CNUR 400 *Social, Political and Economic Perspectives in Nursing*. Online course webpage
- 2013** Arries, E.J. (2013). NURS 332.3, *Exploring Complexity and Acuity*. Course syllabus and manual (Prince Albert site).
- Arries, E.J. (2013). NURS 333.3 *Complexity Nursing Care Practice*. Course syllabus and manual (Prince Albert site).
- Arries, E.J. (2013). NURS 306.3 *Exploring Chronicity and Aging*. Course syllabus and manual (Prince Albert site).
- 2011** Arries, E.J. (2011). NEPS 323-42 21624, *Research for Professional Practice*, Course Syllabus and course manual (Prince Albert site).
- 2010** Arries, E.J. (2010). NEPS 301.3 82002, *Health Challenges III*. Clinical. Course syllabus and manual, Final Clinical Examination Information Guide; Clinical Skills Evaluation Tools (Prince Albert site).
- Arries, E.J. (2010). NEPS 300.3 82002, *Health Challenges III: Theory*. Course Syllabus and Manual (Prince Albert site).
- 2000 & 2003** Arries, E.J. & Nel, W.E. (2000). MCV 2057.8 – *Critical Care Nursing: General Surgery and Sepsis*. Course manual.
- Arries, E.J. & Nel, W.E. (2000). MCV 2037.8 – *Critical Care Nursing: Nephrology*. Course manual.
- Arries, E.J. & Nel, W.E. (2000). MCV 2057.8 – *Critical Care Nursing: Pulmonology*. Course manual.
- 2001 & 2003** Arries, E.J. (2001). BCU0001 VPK1A: *Hematopoietic System, Oncology, Cardiovascular System and Endocrinology*. Course syllabus and manual.
- Arries, E.J. (2001). BCU0001 VPK1B: *Gastrointestinal System and Theatre Nursing; Musculoskeletal and Dermatology*. Course syllabus and manual.
- Arries, E.J. (2001). BCU0001 VPK1C: *Pulmonology, Ear, Nose, Throat and Eye Conditions; Nephrology, Urology and Neurology*. Course syllabus and manual.
- Arries, E.J. (2001). BCU0001 VPK1D *Clinical Skills (Medical-Surgical Nursing)*. Course syllabus and manual.

## 11. CONTRIBUTIONS TO GRADUATE SUPERVISION/ RESEARCH MENTORING

### Thesis Supervision

- 2016** Advisor/Mentor, Aschenbrenner, N.D. (MNUR 809 Publishable paper). *Harm Reduction Strategies: Best Practice Interventions for Urban Communities*. Faculty of Nursing, University of Regina, SK, Canada
- 2008 – 2010** Supervisor, Seekoe, E., D.Cur (Professional Nursing Science), *A mentoring Model for newly appointed nurse educators in South Africa*, University of Johannesburg.

- 2008 – 2009** Supervisor, Rix, A., M.Cur (Critical Care Nursing). *Guidelines for a gender-sensitive approach for the assessment of chest pain in patients experiencing acute coronary syndrome*. University of Johannesburg. (Completed)
- 2008 – 2009** Co-Supervisor, Campbell, B., M.Cur (Nursing Management). *A mentoring strategy for nurse unit managers in private hospitals in Gauteng*, University of Johannesburg.
- 2001 – 2002** Supervisor, James, V., M.Cur (Critical Care Nursing), *The perceptions of health-care professionals regarding blood conservation in the private health sector*, Department of Nursing, Rand Afrikaans University.
- 2000 – 2001** Supervisor, Smit, M., M.Cur (Critical Care Nursing), *The experience of coronary artery by-pass patients after exposure to a pre-operative teaching program*. Department of Nursing, Rand Afrikaans University.
- 1999 – 2000** Supervisor, Martin, M., M.Cur (Critical Care Nursing), *Standards for the adult patient on pressure-controlled ventilation in critical care units*, Department of Nursing, Rand Afrikaans University.
- 2005 – 2006** Co-Supervisor, Verwey, M., M.Cur (Nursing Management), *Managing guidelines to support parents with the hospitalization of their child in a private pediatric unit*. Department of Nursing, University of Johannesburg.
- 2003 – 2004** Co-Supervisor, Mangena, A., M.Cur (Nursing Education), *Strategies to overcome obstacles in the facilitation of critical thinking in nursing education*. Rand Afrikaans University.
- 2000 – 2001** Co-Supervisor, Wessels, H.C., M.Cur (Critical Care Nursing), *Application of infection control measures in critical care units*. Department of Nursing, Rand Afrikaans University.
- 2000 – 2001** Co-Supervisor, De Beer, G., M.Cur (Critical Care Nursing), *Guidelines for the respiratory management of cardiothoracic patients, post-extubation*. Department of Nursing, Rand Afrikaans University
- 1999 – 2000** Co-Supervisor, Vivier, T., M.Cur (Critical Care Nursing), *The use of auto-transfusion in cardiothoracic patients*. Department of Nursing, Rand Afrikaans University.
- 1999 – 2000** Co-Supervisor, De Wet, B., M.Cur (Critical Care Nursing). *Clinical competence of the critical care nurse during the delivery of nursing care to a patient on an intra-aortic balloon pump*, Department of Nursing, Rand Afrikaans University.
- 1998 – 1999** Co-Supervisor, Olivier, K., M.Cur (Critical Care Nursing), *The effectiveness of administering intravenous antibiotics in critical care units*, Department of Nursing, Rand Afrikaans University.

### Thesis Examiner (External)

- 2018** External Examiner (Nominated and Appointed), Ph.D. (Nursing) Thesis. *Strategies to preserve the professional dignity of nurses in a demanding healthcare environment*. University of Pretoria, Pretoria: South Africa.

- 2017** External Examiner (Nominated and Appointed), Ph.D. (Nursing) Thesis. *Facilitating lesbian, gay, bisexual, transgendered and intersected youth-inclusive primary health care in Tshwane district, Gauteng province, South Africa: A constructivist grounded theory study.* University of Pretoria, Pretoria: South Africa.
- 2005** External Examiner (Nominated and Appointed), M.Sc. (Nursing) Treatise. *Response times of ambulances to calls from Midwife Obstetric Units within the Peninsula Maternal and Neonatal Services,* School of Nursing, University of Cape Town.
- External Examiner (Nominated and Appointed), M.Sc. (Nursing) Treatise. *The effect of the registered nurse shortage on specific aspects of access to patient care in a state pediatric intensive care unit,* School of Nursing, University of Cape Town.
- External Examiner (Nominated and Appointed), M.Sc. (Nursing) Treatise. *Stresses encountered by nurses caring for HIV/AIDS Patients at Bugando Medical Centre,* Mwanza, Tanzania, School of Nursing, University of Cape Town.
- External Examiner (Nominated and Appointed), M.Sc. (Nursing) Treatise. *Study of experiences of migrant patients from outside the Republic of South Africa admitted to medical wards at Groote Schuur Hospital,* School of Nursing, University of Cape Town.
- External Examiner (Nominated and Appointed), M.Sc. (Nursing) Treatise. *Patient's knowledge and beliefs about the prevention of pulmonary tuberculosis at Bugando Medical Center,* Mwanza, Tanzania, School of Nursing. University of Cape Town.
- External Examiner (Nominated and Appointed), M.Sc. (Nursing) Treatise. *Health professionals' attitudes towards sexual assault at a tertiary Hospital in Mwanza,* Tanzania, School of Nursing, University of Cape Town.
- 2004** External Examiner (Nominated and Appointed), M.Tech (Critical Care Nursing) Dissertation. *Effect of blood conservation on the length of stay and total cost of treatment of anterior-posterior spinal fusion surgery patients,* Tshwane University of Technology.
- 2004** External Examiner (Nominated and Appointed), M.Sc. (Nursing) Treatise. *The decision-making of HIV positive mothers regarding infant feeding in a rural African context,* School of Nursing, University of Kwa-Zulu Natal.
- 2002** External Examiner (Nominated and Appointed), M.Cur (Critical Care Nursing) Treatise. *Registered Nurse's Understanding and Utilization of Neurological Assessment,* Department of Nursing, University of Port Elizabeth.

## Research Mentoring

- 2020-2021** Azogu, I. Research Assistant. *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). Faculty of Nursing, University of Regina, Canada.
- 2016** Advisor/Mentor, Aschenbrenner, N.D. (MNUR 809 Publishable paper). *Harm Reduction Strategies: Best Practice Interventions for Urban Communities*. Faculty of Nursing, University of Regina, Canada
- 2015-2016** Obasi, E (mentee). Research Assistant. *Strengthening Inter-Professional Ethics Education Practices of Nursing and Social Work Professionals in Saskatchewan: Deepening Understandings of Ethical Issues and Early Indicators*. Saskatchewan Health Research Foundation. Collaborative Innovation Development Grant. Faculty of Nursing University of Regina, Canada.

## 12. RESEARCH, SCHOLARSHIP OR EQUIVALENT PROFESSIONAL ACTIVITIES

### Grants (Awarded)

- 2020-2022** **Arries, E.J.** (PI), Luhanga, F., Chipanshi, M., Davies, S. (Co-I's) & Cosford, K. (Collaborator). (2021). *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). \$28,159. [https://www.sshrc-crsh.gc.ca/results-resultats/recipient-recipientaires/2020/ksg\\_digital\\_economy-ssc\\_economie\\_numerique-eng.aspx](https://www.sshrc-crsh.gc.ca/results-resultats/recipient-recipientaires/2020/ksg_digital_economy-ssc_economie_numerique-eng.aspx)
- 2018** Anonson, J. (PI), de Padua, A., Sardali, A., Mishak, B., **Arries, E.J.**, Anderson, J. & Maposa, S. (Co-PI's). (2018). *Addressing homelessness in Prince Albert and surrounding community: a multi-disciplinary, intersectoral approach*. 3B Partnership Engage Grants. Social Sciences and Humanities Research Council (SSHRC). \$25,000.
- 2016 – 2017** Kostiuk, S. & **Arries, E.** (2016) (PI's). *Profiling specific nurse-patient situations for effective communication in entry-level practice by Nursing students in Saskatchewan*. 2016 SCBScN Collaborative Research Grant. Saskatchewan Polytechnic and University of Regina. June 29, 2016, to June 2018. Amount: \$5,000. [Project Status: Completed]
- 2015 – 2017** **Arries, E.J.** (PI). *Relationship between ethical ideology, professional values, commitment and resilience: Perspectives among undergraduate nursing students in Saskatchewan*. Vice President-Research, New Faculty Start-Up Fund & Faculty of Nursing. University of Regina. March 1, 2015, to February 29, 2017. Amount: \$10,000. [Project Status: Completed]

- 2015 – 2016** **Arries, E.J.** (Principle Investigator), Johner, R, Urban, A., Wagner, J., Anonson, J., Luhanga, F. & Donnelly, G. (Co-Investigators), Arvidson, S., White, J., Gregory, d. & Pesut, B. (Collaborators). (2015). *Strengthening Inter-Professional Ethics Education Practices of Nursing and Social Work Professionals in Saskatchewan: Deepening Understandings of Ethical Issues and Early Indicators*. Saskatchewan Health Research Foundation. Collaborative Innovation Development Grant. March 1, 2015, to February 29, 2016. Amount: \$ 36,512. [Project Status: Completed]
- 2013 – 2016** Petrucka, P. (Principal Investigator), **Arries E.**, Bassendowski, S., Dietrich Leurer, M., Smadu, M., Jeffrey, B., Martz, D., White, G., Elabor-Idemudia, P., de Boer, D., Danilkewich, A. (Co-investigators). (2013). *Mama Kwanza (Mother First) Socio-economic and Health Initiative*, Canadian International Development Agency (CIDA) in partnership with Regina Qu'Appelle Health Region, SaskTel, U of S and Coutts Courier. Amount: \$3,6 million. January 1, 2013, to June 2016. [Project Status: Completed]
- 2012 – 2014** Anonson, J., Care, W.D., Racher, F.E. (Principal Investigators), **Arries, E.J.**, Berry, L.E., Foster, C.M., Graham, R.J., & Person, B.A. (Co-Investigators). (2011). *Integrated Knowledge Translation Fosters Partnerships as Rural Postsecondary Students Collaborate to Improve the Health of their Campus Communities*. Canadian Institute of Health Research Knowledge Translation, Canadian Institutes of Health Research (CIHR). (2012 to 2014. Amount: \$93,586.00. [Project Status: Completed]
- 2011** **Arries, E.J.** (2011). *Start-Up Research and Equipment*. College of Nursing and University of Saskatchewan. (in-kind research fund)). University of Saskatchewan, Saskatoon, Saskatchewan, Canada. Amount: Total: \$8,800. [Project Status: Completed]

### 13. PUBLICATIONS

#### Publications in Refereed/ Peer-Reviewed Journals

- 2021** **Arries-Kleyenstüber, E.J.**, Davies, S., Luhanga, F., Chipanshi, M., & Cosford, K. (in press). *Ethical challenges regarding emerging digital technologies in virtual nursing care and practice* (Evidence Brief). Social Sciences Health Research Council.
- 2021** **Arries-Kleyenstüber, E.J.** (2021). Moral Resilience in Nursing Education: Exploring Undergraduate Nursing Students Perceptions of Resilience in relation to Ethical Ideology. *SAGE Open Nursing Journal*, 7, 1-14. <https://doi.org/10.1177/23779608211017798>.
- 2020** **Arries, E.J.** (2020). Professional values and ethical ideology: Perceptions of nursing students'. *Nursing Ethics*, 27(3), 726-740. <https://doi.org/10.1177/0969733019889396>

- 2018**      **Arries, E. J.** (2018). Foundations of research in nursing for evidence-informed practice. In K. Jooste. (Ed.). *The principles and practice of nursing and healthcare: Ethos and professional practice, management, staff development, and research* (pp. 293-306). 2<sup>nd</sup> Edition. Pretoria: Van Schaik Publishers. Note: Chapter 25
- 2015**      **Arries, E.J.** (2015). *Expert comment on case study on Ebola response* [Peer comment on the paper "There was no good choice": An ethics case study from the Ebola response" by G. McKay]. *Nursing Ethics*, 22, 827-830. Doi: 10.1177/0969733015593858.
- 2014**      Racher, F.E., Hyndman, K., Anonson, J., **Arries, E.**, & Foster, C. (2014). Taking the right action in the right way: A comparison of frameworks for assessing the health and quality of life of postsecondary student campus community. *Research and Theory for Nursing Practice*, 28(3), 228-251. Doi: 10.1891/1541-6577.28.3.228
- 2014**      **Arries, E.** (2014). Patient safety and ethics quality: Nursing ethics for ethics quality. *Nursing Ethics*, 21, 3-5. Doi: 10.1177/0969733013509042
- 2014**      Anonson, J., Walker, M. E., **Arries, E.**, Maposa, S., Telford, T., & Berry, L. (2014). Qualities of exemplary nurse leaders: perspectives of frontline nurses. *Journal of Nursing Management*, 22, 127-136. Doi: 10.1111/jonm.12092 [PubMed ID 23822100].
- 2013**      **Arries, E. J.**, & Maposa, S. (2013). Cardiovascular risk factors among prisoners: An integrative review. *Journal of Forensic Nursing*, 9(1), 52-64. doi: 10.1097/JFN.0b013e31827a59ef
- 2011**      **Arries, E.** (2011). Editorial Board member, Ebin Arries, interviewed by Ann Gallagher. *Nursing Ethics*, 18, 134-137. Doi: 10.1177/0969733010387052.
- 2010**      Beukes, S., Nolte, A. G. W. & **Arries, E.** (2010). Value-sensitive clinical accompaniment in Community Nursing Science. *Health SA Gesondheid*, 15(1), 1-7. Art. #485. DOI: 10.4102/hsag.v15i1.485.
- 2010**      **Arries, E.** (2010). Leila Toiviainen interviewed by Ebin Arries. *Nursing Ethics*, 17, 527-528. Doi: 10.1177/0969733010366963.
- 2009**      **Arries, E. J.** (2009). Is an African ethics possible? *Nursing Ethics*, 16(6), 281–282.
- Arries, E. J.** (2009). Interactional justice perceptions within student-staff nurse interactions. *Nursing Ethics*, 16(2), 147-160.
- 2008**      **Arries, E. J.**, & Newman, O. (2008). Outpatients' experience of quality service delivery at a teaching hospital in Gauteng. *Health SA Gesondheid*, 13(1), 41–54.
- Verwey, M., Jooste, K., & **Arries, E.** (2008). Experiences of parents during the hospitalization of their child in a private pediatric unit. *Curationis*, 3(2), 30-42.
- 2006**      **Arries, E.** (2006). Practice standards for quality clinical decision-making in nursing. *Curationis*, 29(1), 62–72.



- 2005**      **Arries, E.** (2005). Virtue ethics: an approach to moral dilemmas in nursing. *Curationis*, 28(3), 64–72.
- 2004**      **Arries, E., & Nel, E.** (2004). Conceptualizing a system for quality clinical decision-making in nursing. *Health SA Gesondheid*, 9(3), 66–81.
- Arries, E. J., & Du Plessis, D.** (2004). Clinical Course: A Concept Analysis. *Health SA Gesondheid*, 9(1), 10–26
- 2002**      Martin, M., **Arries, E., & Nel, E.** (2002). Clinical nursing care standards for the adult patient on pressure-control ventilation in a critical care unit. *Health SA Gesondheid*, 7(3), 19–31.
- DeBeer, G., Nel, W. E., & **Arries, E.** (2002). Guidelines for the respiratory management of cardiothoracic patients during the post-extubation phase. *Health SA Gesondheid*, 7(1), 56-67.
- Martin, M., **Arries, E., & Nel, E.** (2002). A framework for the nursing care of a patient on pressure-control ventilation in a critical care unit. *Health SA Gesondheid*, 7(3), 3-18.
- 2001**      **Arries, E. J., Botes, A. C., & Nel, W. E.** (2001). Intuition in clinical decision-making by the nurse in ICU. *Health SA Gesondheid*, 6(2), 18–31.
- 1999**      **Arries, E. J., Botes, A. C., & Nel, W. E.** (1999). Concept analysis of Intuition. *Curationis*, 22(3), 88-94.

### Book & Chapters Contributed to Books

- 2019**      Anonson, J., Anderson, J., Kaczur, M., Bae, H., Brooks, D., Galbraith, S., Allen, F., **Arries, E., ... & Woods, S.** (2019). Support services in Prince Albert. University of Saskatchewan. Retrieved from: [www.princealberthomelesservices.com](http://www.princealberthomelesservices.com).
- 2018 – current**      **Arries, E. J.** (2018). Foundations of research in nursing for evidence-informed practice. In K. Jooste. (Ed.). *The principles and practice of nursing and healthcare: Ethos and professional practice, management, staff development, and research* (pp. 293-306). 2<sup>nd</sup> Edition. Pretoria: Van Schaik Publishers. Note: Chapter 25.
- 2010**      **Arries, E. J.** (2010). Foundations of research. In K. Jooste. (Ed.). *The principles and practice of nursing and healthcare: Ethos and professional practice, management, staff development, and research* (pp. 269-275). 1<sup>st</sup> Edition. Pretoria: Van Schaik Publishers. Note: Chapter 25.
- 2006**      **Arries, E. J.** (2006). *Conditions of the gastrointestinal system, liver and biliary tract*. In E. L. Stellenberg, & J. C. Bruce. (Eds.). *Nursing Practice: Medical-surgical nursing for hospital and community* (pp. 87-130). Churchill Livingstone Elsevier. Chapter 6.
- 2002**      **Arries, E.J.** (2002). *A system for quality decision making in Nursing* (Unpublished doctoral dissertation). Rand Afrikaans University, Johannesburg, South Africa

- 1998**            **Arries, E.J.** (1998). *The role of intuition in clinical decision making in ICU* (Unpublished master's mini-dissertation). Rand Afrikaans University, Johannesburg, South Africa

### **Publications in Non-Refereed/ Non-Peer Reviewed Journals/ Outlets**

- 2021**            **Arries-Kleyenstüber, E.J.**, Davies, S., Luhanga, F., Chipanshi, M., & Cosford, K. (2021). *Emerging Digital Technologies in Virtual Care in Clinical Nursing Practice: An Integrative Review of Ethical Considerations and Strategies* (Comprehensive Report). Social Sciences Health Research Council. University of Regina: oURSpace. <http://hdl.handle.net/10294/14451>
- 2015**            **Arries, E.J.**, Dixon, S. & Morrissey, M. (2015, April). *2016 Canadian Association of Schools of Nursing (CASN) Accreditation (Part B): An overview*. In: Gregory d. & Dyck, N. *SCBScN Undergraduate Nursing Council Meeting*. Faculty of Nursing and Saskatchewan Polytechnic, Saskatoon, SK. Canada
- 2011 – 2012**    **Arries, E. J.**, Donnelly, G., Heaslip, J., Jukes (Hewson), K., & Buxton, Z. (2011). *Report on Medication Safety OSCE*. Comment: College of Nursing, University of Saskatchewan, Prince Albert, Saskatchewan, March 22nd, 2011.
- 2007 – 2008**    **Arries, E.J.** (2008). *Perceptions of Professional Nurses about the expected roles and competencies for newly qualified nurses in Gauteng*. Gauteng Department of Health Curriculum Action Work-group, Johannesburg, South Africa.
- 2007 – 2008**    **Arries, E.J.** (2008). *Perceptions of Nurse unit managers on the competencies of newly qualified professional nurses in Gauteng healthcare institutions*. Gauteng Department of Health Curriculum Action Work-group, Johannesburg, South Africa.
- 2004**            **Arries, E.** (2004). Role of ethics in critical care nursing practice. *Nursing Update*, 28(8), 30-31.
- 2003**            **Arries, E. J.** (2003). Intuition: A contesting conversation in clinical nursing practice. *Nursing Update*, 26(12), 18-21.
- 2002**            **Arries, E. J.** (2002). Contesting conversations in practice, education, research and policy. *Nursing Update*, 26(3), 52-53.

### **Book Reviews**

- 2014**            Reviewer. Book Proposal Review: Magnussen (Schattschneider), H.J. *The moral work of nursing: Asking and living with the questions*. Broadview Press.

## 14. PROCEEDINGS OF MEETINGS AND SYMPOSIA (INVITED & PEER-REVIEWED)

### Oral Presentations / Keynote Addresses & Papers

- 2021** Arries-Kleyenstüber, E.J. et al. (2021, September 28). *An Integrative Review on Ethical Considerations with regard to the Use of Emerging Digital Technologies in Virtual Nursing Care: Implications for Policy, Practice and Research*. Skills and Work in the Digital Economy. SSHRC Knowledge Synthesis Grant Forum. Social Sciences Health Research Council and Future Skills Center. Canada.
- 2021** Arries-Kleyenstüber, E.J. et al. (2021, June 22). *Ethical considerations and emerging digital technologies: Implication for Nursing research, Education, and Policy*. Nursing Undergraduate Internship Program (NURIP) Forum, University of Regina, Regina, SK, Canada
- 2021** Arries-Kleyenstüber, E.J., Davies, S., Luhanga, F., Chipanshi, M., Cosfrod, K. & Azogu, I. (2021, February 3). *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 Workforce Economy*. Skills and Work in the Digital Economy. Knowledge Synthesis Grant Forum – Kick-off Webinar. Social Sciences Health Research Council (SSHRC) and Future Skills Center. Canada.
- 2019** Arries, E.J. (2019, July). *Panel Discussion: Is it Always Ethical to prolong life?* In: McCarthy, J. (Chair). The 20<sup>th</sup> International Nursing Ethics Conference & the 5<sup>th</sup> International Care Ethics Conference. Conference theme: “Cross-Cultural Perspectives on Ethics, Healthy Ageing and Care.” University of Surrey, Guildford, UK.
- 2017** Arries, E.J. (2017, April). *Relationship between ethical ideology, professional vales, commitment and resilience in contemporary nursing practice: Undergraduate nursing student perceptions*. Roundtable Discussion. 11<sup>th</sup> Annual Partners in Education and Integration of IEN’s Conference, April 27 & 28, 2017, Halifax, SN, Canada.
- 2016** Arries, E.J. (2016, September). *Plenary Session (Panel member): Promoting Human Rights and Ethical Care in Practice in Care - Challenges and Opportunities*. 2<sup>nd</sup> International Ethics in Care Conference, 17<sup>th</sup> Nursing Ethics Conference. Conference theme: Ethics and Human Rights in Health and Social Care, September 14<sup>th</sup> & 15<sup>th</sup>, 2016. Roberião Preto, Brazil.
- 2016** Arries, E.J., Johner, R., Luhanga, F., Arvidson, S. & Anonson, J. (2016, September). Paper presentation. *Ethics and Human Rights in Post-Secondary Education: Students and Faculty Experiences of Ethical Issues in Nursing and Social Work Education*. 2<sup>nd</sup> International Ethics in Care Conference, 17<sup>th</sup> Nursing Ethics Conference. Conference theme: Ethics and Human Rights in Health and Social Care. September 14<sup>th</sup> & 15<sup>th</sup>, 2016. Roberião Preto, Brazil.

- 2016** Arries, E.J., Johner, R., Luhanga, F. & Arvidson, S. (2016, February 19). *Ethical Issues in Nursing and Social Work Education: Preliminary Findings from a Q-methodological Study*. WNRCSN 2016 Conference. Conference theme: Nursing Education: The Synergy of Teaching, Research, and Practice. Saskatoon, SK, Canada
- 2015** Arries, E.J. (2015, July 18). *Revisiting Complexity, Systems Philosophy and Ethics: Possibilities and Implications for Contemporary Ethical Practice and Care in Nursing*. The 1st International ICE Observatory Ethics in Care and 16th Nursing Ethics Conference, Conference Theme: The Future of Ethics In Care. University of Surrey, Guildford UK.
- 2015** Arries, E.J. (2015, June 11). *Moral Complexity and Ways of Responsiveness in Communicating Moral Concern in Contemporary Ethical Practice in Nursing: A Critical Perspective*. Canadian Doctoral Nursing Network Conference. Faculty of Nursing, University of Regina, SK, Canada.
- 2014** Arries, E.J. (2014, September 3). *Moral Complexity and Resilience Engineering: Cultivating Moral Resilience and Ethics Quality*. Paper presented at the 15th International Nursing Ethics Conference of the International Center for Nursing Ethics, Bengaluru, India.
- 2013** Anonson, J., Walker, M., & Arries, E. (2013, May 6). *Participatory Action Research: A Strategy to Examine and Support the Health and Well Being of Post-Secondary Students*. Paper presented at Athens Institute for Education & Research: 1st Annual International Conference on Health & Medical Sciences, Athens, Greece.
- 2012** Arries, E. J. (2012, October). *Rethinking the Ethics of Quality Improvement and Knowledge Translation in Global Health Nursing: Possibilities and Contributions of an Ethic of Care*. Plenary lecture delivered at the 13th ICNE International Conference of the International Center for Nursing Ethics (ICNE) in collaboration with Hacettepe University, Faculty of Health Sciences Nursing Department, on October 4-6, 2012, in Kuşadası, İzmir, Turkey. The conference theme entitled: Overcoming Challenges to Ethical Caring. Date of Plenary Presentation October 6th, 2012.
- 2011** Arries, E. J. (2011, October 5). *Whole prison communities: Promoting Cardiovascular Health among Aboriginal Inmates*. Paper presented at Custody and Caring 12th Biennial International Conference - The Role of Nurses in the Criminal Justice System. In C. Peternelj-Taylor (Conference Chair), Regina, Saskatchewan, Canada.
- 2011** Arries, E. J. (2011, September 8). *Research Ethics in Forensic and Correctional Context: Ethical and Methodological Issues in Nursing Research with Aboriginal Prisoners*. Paper presented at ICNE 2011 - 12th ICNE International Conference. Researching Nursing Ethics and the Ethics of Research. In A Gallagher (Conference Chair), University of Surrey, Guildford, Surrey, UK.

- 2009** Arries, E. J. (2009, June 28). *An African Ethic: Humanization of a Dehumanized Workplace*. Paper presented at the International Centre for Nursing Ethics (ICNE) 2009 - Pre-ICN Trans-Cultural Ethics Conference. School of Nursing, University of Kwa-Zulu Natal, Durban, South Africa
- 2008** Arries, E. J. (2008, October 17). *Perceptions of Interactional Justice within Student-Staff Nurse Interactions*. Paper presented at International Centre for Nursing Ethics (ICNE) Conference - Nursing Ethics and Health Care Policy: Bridging Local, National and International Perspectives. Yale School of Nursing, Yale University, Connecticut, US.
- 2006** Arries, E. J. (2006, October 20). *Men in Nursing: An Ethical Approach to Sexual Difference*. Paper presented at 31st Conference for Men in Nursing - Men in Nursing: Leading Men to Healthier Lives. University of Portland, in collaboration with the American Association for Men in Nursing (AAMN), Portland, Oregon, US.
- 2002** Arries, E. J. (2002, June 19). *A System for Quality Clinical Decision-making in Nursing*. Paper presented at 2nd International Health Conference - Reshaping the Nursing Landscape. Department of Nursing Education, University of Witwatersrand (Wits), Johannesburg, South Africa. Presentation on October 19th, 2006.
- 2000** Arries, E. J. (2000, August). *Role of intuition in clinical decision-making in ICU*. Paper presented at 2nd International Health Care Conference - Global Multidisciplinary Health Care into the 21st Century. University of South Africa (UNISA), Pretoria, South Africa
- 1999** Arries, E. J. (1999). *Concept Analysis of Intuition*. Paper presented at 1st Wits University International Conference. Reshaping the Nursing Landscape. University of Witwatersrand (WITS). South Africa., Johannesburg, South Africa.
- 1998** Arries, E. J. (1998). *Concept Analysis: Intuition in clinical decision-making by the nurse in ICU*. Paper presented at 8th Annual Research Forum, Johannesburg, South Africa. Comment: Department of Nursing Science, Rand Afrikaans University (RAU).

### Poster Sessions

- 2005** Arries, E. J. (2005, July 28). *Out-Patients Experience of Quality Nursing Care*. Poster presented at 5th US-Russian International Nursing Conference - Bridging Cultures to Enhance Health-care. US Nurses, in collaboration with the Russian Nursing Association, St Petersburg, Russia.
- 2001** Arries, E. J. (2001, October 4). *Intuition in Clinical Nursing Practice: A Contesting Conversation*. Poster presented at 4th Series "Contesting Conversations" International Nursing & Midwifery Conference - Contesting Conversations in Practice, Education, Research and Policy, Adelaide, Australia.

### Proceedings Published Online (Peer-Reviewed)

- 2007** Verwey, M., Jooste, K., & Arries, E. (2007). Managerial guidelines to support parents with the hospitalization of their child in a private pediatric unit. *South African Journal of Psychiatry*, 13(3), 118–119.

### Invited Addresses

- 2017** Arries, E.J. (2017, October). *Panel discussion: Ethical Leadership and Nursing Practice*. In: Anonson, J. (Chair) Leadership Retreat on Friday, October 19<sup>th</sup> at the Kinasao Retreat Center, Christopher Lake, SK, Canada.
- 2016** Arries, E.J. (2016, October). *Panel discussion: Leadership and Ethics*. In: Anonson, J. (Chair) Leadership Retreat on Friday, October 21<sup>st</sup> at the Kinasao Retreat Center, Christopher Lake, SK, Canada.
- 2015** Arries, E.J. (2015, October). *Panel discussion: The Role of Ethics in Leadership*. In: Anonson, J. (Chair) Leadership Retreat on Friday, October 16<sup>th</sup> at the Kinasao Retreat Center, Christopher Lake, SK, Canada.
- 2012** Arries, E.J. (Guest Speaker). (2012, May). *Diamonds: Graduation Class of 2012*. College of Nursing (Prince Albert site) NEPS Graduation Ceremony, University of Saskatchewan, Prince Albert.

### Workshops Presented

- 2009** Presenter: Arries, E.J. (2009, April 2). *Theory for Health Promotion in Nursing Education*. Workshop facilitated at Ann Latsky Nursing College affiliated to University of Johannesburg, Johannesburg, South Africa. Presented on April 2<sup>nd</sup>, 2009.

## 15. RESEARCH RELATED ACTIVITIES: PEER REVIEW WORK OF OTHERS

- 2015 – current** Arries, E.J. (2019). Review of Research Ethical Approval Applications. [Reviewed 12 applications, produced by the Research Ethics Board, 2019]. *Research Ethics Board*, University of Regina.
- 2015 – 2021** Arries, E.J. (2015). Peer-review Committee member: *Review of tenure application cases*. Faculty of Nursing, University of Regina, Regina, SK, Canada.
- 2020** Arries, E.J. (2020). Manuscript review [Reviewed Manuscript NE-20-0244, produced by SAGE Publications, 2020]. *Nursing Ethics*
- 2020** Arries, E.J. (2020). Manuscript review [Reviewed Manuscript NE-19-0342, produced by SAGE Publications, 2020]. *Nursing Ethics*
- 2020** Arries, E.J. (2020). Manuscript review [Reviewed Manuscript HSAG-1403-13323-2-RV, produced by AOSIS Publications, 2020]. *Health SA Gesondheid*.

- 2020** Arries, E.J. (2020). Manuscript review [Reviewed Manuscript HSAG-1377-13119-2-RV, produced by AOSIS Publications, 2020]. *Health SA Gesondheid*.
- 2019** Arries, E.J. (2019). Manuscript review [Reviewed Manuscript NE-18-0291, produced by SAGE Publications, 2019]. *Nursing Ethics*.
- 2019** Arries, E.J. (2019). Manuscript review [Reviewed Manuscript NE-18-0275, produced by SAGE Publications, 2019]. *Nursing Ethics*
- 2018** Arries, E.J. (2018). Manuscript review [Reviewed Manuscript ID CJNR-18-0048, produced by SAGE Publications, 2018]. *Canadian Journal of Nursing Research*.
- 2018** Arries, E.J. (2018). Manuscript review [Reviewed Manuscript NE-18-0260, produced by SAGE Publications, 2018]. *Nursing Ethics*
- 2018** Arries, E.J. (2018). Manuscript review [Reviewed Manuscript NE-18-0226, produced by SAGE Publications, 2018]. *Nursing Ethics*
- 2017** Arries, E.J. (2017). Manuscript review [Reviewed Manuscript DGIJNES.2016.0072, produced by De Gruyter Publishers, 2017]. *International Journal of Nursing Education Scholarship*
- 2017** Arries, E.J. (2017). Manuscript review [Reviewed Manuscript DGIJNES.2016.0046, produced by De Gruyter Publishers, 2017]. *International Journal of Nursing Education Scholarship*
- 2017** Arries, E.J. (2017). Manuscript review [Reviewed Manuscript NE-16-0236, produced by SAGE Publications, 2017]. *Nursing Ethics*
- 2017** Arries, E.J. (2017). Manuscript review [Reviewed Manuscript NE-17-0171, produced by SAGE Publications, 2017]. *Nursing Ethics*
- 2017** Arries, E.J. (2017). Manuscript review [Reviewed Manuscript NE-16-0236, produced by SAGE Publications, 2017]. *Nursing Ethics*
- 2016** Arries, E.J. (2016). Manuscript review [Reviewed Manuscript NE-16-0004, produced by SAGE Publications, 2016]. *Nursing Ethics*.
- 2016** Arries, E.J. (2016). Manuscript review [Reviewed Manuscript NE-16-0003, produced by SAGE Publications, 2016]. *Nursing Ethics*
- 2016** Arries, E.J. (2016). Manuscript review [Reviewed Manuscript NE-15-0200, produced by SAGE Publications, 2016]. *Nursing Ethics*
- 2016** Arries, E.J. (2016). Manuscript review [Reviewed Manuscript NE-15-0193, produced by SAGE Publications, 2016]. *Nursing Ethics*
- 2015** Arries, E.J. (2015). Manuscript review [Reviewed Manuscript NE-15-0153, produced by SAGE Publications, 2015]. *Nursing Ethics*
- 2015** Arries, E.J. (2015). Manuscript review [Reviewed Manuscript NE-15-0105, produced by SAGE Publications, 2015]. *Nursing Ethics*.

- 2015** Arries, E.J. (2015). Manuscript review [Reviewed Manuscript NE-15-0215, produced by SAGE Publications, 2015]. *Nursing Ethics*.
- 2015** Arries, E.J. (2015). Manuscript review [Reviewed Manuscript NE-15-0001, produced by SAGE Publications, 2015]. *Nursing Ethics*.
- 2015** Arries, E.J. (2015). Manuscript review [Reviewed Manuscript HSAG-D-15-00055, produced by AOSIS Publications, 2015]. *Health SA Gesondheid*.
- 2015** Arries, E.J. (2015). Manuscript review [Reviewed Manuscript HSAG-D-15-00002, produced by AOSIS Publications, 2015]. *Health SA Gesondheid*.
- 2014** Arries, E.J. (2014). Manuscript review [Reviewed Manuscript NE-14-0217, produced by SAGE Publications, 2014]. *Nursing Ethics*.
- 2014** Arries, E.J. (2014). Manuscript review [Reviewed Manuscript NE-14-0211, produced by SAGE Publications, 2014]. *Nursing Ethics*.
- 2014** Arries, E.J. (2014). Manuscript review [Reviewed Manuscript NE-14-0062, produced by SAGE Publications, 2014]. *Nursing Ethics*.
- 2014** Arries, E.J. (2014). Manuscript review [Reviewed Manuscript NE-14-0037, produced by SAGE Publications, 2014]. *Nursing Ethics*.
- 2014** Arries, E.J. (2014). Manuscript review [Reviewed Manuscript HSAG-815-6838-2-RV, produced by AOSIS Publications, 2014]. *Health SA Gesondheid*.
- 2014** Arries, E.J. (2014). Manuscript review [Reviewed Manuscript HSAG-829-7150-2-RV, produced by AOSIS Publications, 2014]. *Health SA Gesondheid*.
- 2014** Arries, E.J. (2014). Manuscript review [Reviewed Manuscript JORH-D-14-00026, produced by Springer Link Publications, 2014]. *Journal of Health & Religion*.
- 2013** Arries, E.J. (2013). Manuscript review [Reviewed Manuscript NE-13-0192, produced by SAGE Publications, 2013]. *Nursing Ethics*
- 2013** Arries, E.J. (2013). Manuscript review [Reviewed Manuscript HSAG-674-5618-1-SP, produced by AOSIS Publications, 2013]. *Health SA Gesondheid*.
- 2013** Arries, E.J. (2013). Manuscript review [Reviewed Manuscript HSAG-712-5285-3-RV, produced by AOSIS Publications, 2013]. *Health SA Gesondheid*.
- 2013** Arries, E.J. (2013). Manuscript review [Reviewed Manuscript HSAG-712-5285-2-RV, produced by AOSIS Publications, 2013]. *Health SA Gesondheid*.
- 2013** Arries, E.J. (2013). Manuscript review [Reviewed Manuscript HSAG-712-5875-1-SP, produced by AOSIS Publications, 2013]. *Health SA Gesondheid*.



- 2013** Arries, E.J. (2013). Conference Scientific Committee. Review of Abstract Submissions. International Centre of Nursing Ethics (ICNE) 2013 - 14th International Nursing Ethics Conference. Melbourne, Australia.
- 2012** Arries, E.J. (2012). Manuscript review [Reviewed Manuscript NE-12-0135, produced by SAGE Publications, 2012]. *Nursing Ethics*.
- 2012** Arries, E.J. (2012). Manuscript review [Reviewed Manuscript NE-12-0131, produced by SAGE Publications, 2012]. *Nursing Ethics*.
- 2012** Arries, E.J. (2012). Manuscript review [Reviewed Manuscript NE-12-0024, produced by SAGE Publications, 2012]. *Nursing Ethics*.
- 2012** Arries, E.J. (2012). Manuscript review [Reviewed Manuscript HSAG-674-4760-2-RV, produced by AOSIS Publications, 2012]. *Health SA Gesondheid*.
- 2011** Arries, E.J. (2011). Conference Scientific Committee. Review of Abstract Submissions. International Centre for Nursing Ethics (ICNE) 2012- 13th International Nursing Ethics Conference. Guildford, Surrey, UK.
- 2011** Arries, E.J. (2011). Manuscript review [Reviewed Manuscript NE-11-0016, produced by SAGE Publications, 2011]. *Nursing Ethics*.
- 2010** Arries, E.J. (2010). Manuscript review [Reviewed Manuscript NE-10-1197, produced by SAGE Publications, 2010]. *Nursing Ethics*.
- 2010** Arries, E.J. (2010). Manuscript review [Reviewed Manuscript NE-10-1157, produced by SAGE Publications, 2010]. *Nursing Ethics*.
- 2009** Arries, E.J. (2009). Manuscript review [Reviewed Manuscript NE-09-1126, produced by SAGE Publications, 2009]. *Nursing Ethics*.
- 2009** Arries, E.J. (2009). Manuscript review [Reviewed Manuscript NE-09-1109, produced by SAGE Publications, 2009]. *Nursing Ethics*.
- 2009** Arries, E.J. (2009). Manuscript review [Reviewed Manuscript NE-09-1084, produced by SAGE Publications, 2009]. *Nursing Ethics*.

## 16. EXTERNAL CONSULTATION

- 2007 – 2008** Gauteng Department of Health Curriculum Action Work-group, Researcher for the Curriculum Development Group, Johannesburg, South Africa. Comment: Lead the investigations and compile a report on *Perceptions of Professional Nurses about the expected roles and competencies for newly qualified nurses in Gauteng*.
- 2007 – 2008** Gauteng Department of Health Curriculum Action Work-group, Researcher for the Curriculum Development Group, Johannesburg, South Africa. *Perceptions of Nurse unit managers on the competencies of newly qualified professional nurses in Gauteng healthcare institutions* respectively for the Gauteng Department of Health, Johannesburg, South Africa.

- 2007** Serve as a critical care nursing consultant and compile a medico-legal report for Fishmer-Stockenström-Fourie Attorneys, Pretoria, South Africa.
- 2006** Serve as a critical care nursing consultant and compile a medico-legal report for Geldenhuys-Lessing-Malatji Attorneys, Johannesburg, South Africa.
- 2005** Serve as a critical care nursing consultant and compile a medico-legal report for Deneys-Reitz Attorneys, Johannesburg, South Africa.

## 17. COLLEGIAL GOVERNANCE & SERVICE

### University Service

- 2021** Member (Appointed). Member of the Research Ethics Board. University of Regina, SK, Canada. Contributions: Attend Board meetings, review minimal and above-minimal risks research ethics applications, compile review reports and make recommendations on ethical approvals.
- 2021** Chairperson (Elected). Faculty of Nursing Undergraduate Student Appeals Committee. University of Regina, Regina, SK, Canada. Role and Contributions: Chair appeals hearing, attend meetings; participate in deliberations and decisions; compiled decision letters; convey Committee decision to Dean.
- 2021** Member (volunteered). *Ad Hoc Committee to Review Faculty of Nursing Committees*. Faculty of Nursing, University of Regina, SK. Canada.
- 2019 – 2020** Chairperson (Elected). *Academic Peer Review Committee*. Faculty of Nursing, University of Regina, SK. Canada. Contributions: Call, arrange and chair meetings; review applications for renewal, tenure, promotion and merit; compose recommendation letters; sign required documents on PRC behalf; keep records of decisions and recommendations.
- 2018 – current** Member (Appointed). *Graduate Programs Committee*. Faculty of Nursing, University of Regina, SK. Canada. Contributions: Attend meetings, participate in research scholarship funding allocation decisions, actively participate in decision making and make recommendations regarding the development and management of graduate programs.
- 2016 – 2020** Member (Appointed). *Member of the Research Ethics Board*. University of Regina, SK, Canada. Contributions: Attend meetings, review research ethics applications, compose review reports and recommendations.
- 2018 – current** Chairperson (Appointed). *Faculty Selections Committee*. (July 2018). University of Regina, Regina, SK, Canada. Contributions: Chair and participate in interview process and selection of candidates; chair committee meetings; compose recommendation letters.
- 2014 – 2018** Chairperson (Elected). *Peer Review Committee*. Faculty of Nursing, University of Regina. Contributions: Call, arrange and chair meetings; review applications for renewal, tenure, promotion and merit; compose recommendation letters; sign required documents on PRC behalf; keep records of decisions and recommendations.

- 2016 – 2018** Chairperson (Elected). *Faculty of Nursing Undergraduate Student Appeals Committee*. University of Regina, Regina, SK, Canada. Contributions: Hear appeals relating to the requirement to discontinue and relevant academic decisions of the Associate Dean (Undergraduate); attend meetings; participate in deliberations and decisions; compile decision letters; sign decision letters on behalf of the Committee.
- 2016 – 2018** Member (Nominated). *Faculty of Graduate Studies and Research Council*. Comment of Role: Participate in meetings and decisions; Term ended on June 2018
- 2015 – 2017** Member (Elected). *Executive of Council*. University of Regina, Regina, SK, Canada.
- 2014 & 2015** Member & Stand-in Chair (Appointed). *Faculty Selections Committee*. University of Regina, Regina, SK, Canada. Contributions: Chair and participate in interview process and selection of candidates; chair committee meetings; compose recommendation letters.
- 2015** Member (Elected). *Review Committee in the Faculty of Nursing for Re-appointment of the Dean of Nursing*. Faculty of Nursing, University of Regina. Contributions: Attend committee meetings; participate in the review process.
- 2015 – 2016** Member (Volunteered). *Faculty Arts Council (2015)*. Selected Faculty Representative. University of Regina, Regina, SK, Canada.
- 2014 – 2015** Arries, E.J. (2014). Member (Nominated). *Institutional Working Group on Open-Access and Research Dissemination (2015)*. University of Regina, SK, Canada.
- 2014** Member (Nominated). *Collaborative Nurse Practitioner Program Council*. Faculty of Nursing, University of Regina, SK, Canada.
- 2014 – 2015** Member (Volunteered). *Faculty of Engineering and Applied Science Council (2014)*. Selected Faculty Representative. University of Regina, Regina, SK, Canada.
- 2011 – 2013** Member (Elected): *Undergraduate Education Committee*, College of Nursing, University of Saskatchewan.
- 2010 – 2013** Member: *NEPS 3 Year Committee*, College of Nursing, University of Saskatchewan.
- Member (appointed): *Graduate Studies Committee*, College of Nursing, University of Saskatchewan.
- 2011** Member (Appointed): *Ad-hoc Graduate Admissions Committee*, College of Nursing, University of Saskatchewan.
- 2011** Member and Team-lead: *Ad-hoc NEPS Year 3 Committee*, College of Nursing, University of Saskatchewan. Contributions: Review and Compile a report on Medication Safety OSCE (2010). (Team: Dr. Glen Donnelly, Prof Jane Heaslip, Student-representative Mr. Zachary Buxton & Prof Karen Jukes (Hewson))

- 2010 – 2011** Member (appointed): *Search Committee for the College of Nursing*, College of Nursing, University of Saskatchewan. Contributions: Search Committee for the Associate Dean, North & North Western Saskatchewan and Rural and Remote Engagement.
- 2010 – 2011** Member: (Stand-in): *College of Nursing Information Technology (IT) Committee*, College of Nursing, University of Saskatchewan. Comment: (Prince Albert site representative).
- 2007 – 2009** Program Coordinator: *Undergraduate (Baccalaureus Curationis (B. Cur)) Program*, Department of Nursing, University of Johannesburg. South Africa.
- 2006 – 2009** Member: *Departmental Higher Degree Committee*, Department of Nursing, University of Johannesburg. South Africa.
- 2005 – 2006** Coordinator: *Annual Rubicon: Professional Development weekend for 4th Year Undergraduate Students*. Department of Nursing Science, University of Johannesburg, Johannesburg, South Africa.
- 2005** Member: *ICU Forum for the development of Critical Care Nursing Standards*. Critical Care Society of Southern Africa, Johannesburg, South Africa.
- Faculty Library Liaison: *Library liaison person for Department of Nursing Science*, University of Johannesburg. Johannesburg, South Africa.
- Member: *Delegation on Sigma Teta Tau (Lambda Chapter) and WHO Capacity building project. Curriculum Development Group for the Master's Degree program in East Africa (Kenya and Tanzania)*. Prof Leanna Uys (Project Team Lead). My role: Conduct situation analysis of Clinical Learning Facilities (Muhimbili Orthopaedic Institute and Hospital ICU's) in Dar-Es-Salaam, Tanzania, for approval as clinical placement sites for training of Critical Care Nurses in East Africa.
- 2004 – 2009** Member: *Academic Appeals Committee*, Ann Latsky Nursing College. Johannesburg, South Africa. Comment: Representative for the Department of Nursing, University of Johannesburg (UJ).
- 2003 – 2006** Member: *Clinical Standard Committee*. Helen Joseph Affiliated Training Hospital, Johannesburg, South Africa. Comment: Representative of Department of Nursing, University of Johannesburg (UJ)
- 2002 – 2006** Member. *Faculty of Health Academic Ethics Committee*, University of Johannesburg. Johannesburg, South Africa.
- 2001 – 2003** Member: *Executive Committee*, Clinical Practice Portfolio. Forum for Nursing Departments in South Africa (FUNDISA).
- 2000 – 2001** Member: *Ann Latsky Nursing College Senate Committee*, Ann Latsky Nursing College. Johannesburg, South Africa. Comment: Representative of Department of Nursing, University of Johannesburg (UJ).
- 1999 – 2009** Member: *Undergraduate (Baccalaureus Curationis (B. Cur)) Education Committee*, Department of Nursing, University of Johannesburg. South Africa.

- 1998 – 2009** Member: *Medical-Surgical Nursing Syllabus Committee*, Department of Nursing, University of Johannesburg, Johannesburg South Africa.
- 1999 – 2009** Member: *Syllabus Committee for General Nursing Science III*, Ann Latsky Nursing College. Johannesburg, South Africa. Comment: Representative of Department of Nursing, University of Johannesburg (UJ).
- 1999 – 2005** Member: *Departmental Science Committee*, Department of Nursing, University of Johannesburg. Johannesburg South Africa
- 1999 – 2001** Member: *Syllabus Committee for General Nursing Science III*, Coronation Nursing College. Johannesburg, South Africa. The representative of the Department of Nursing, University of Johannesburg (UJ).

### **Professional & Community Service**

- 2018** Arries, E.J. (2018). Review of Regina Regional Science Fair on March 23, 2018. University of Regina, SK, Canada.
- 2017** Arries, E.J. (2017). Review of Regina Regional Science Fair on April 6, 2017. University of Regina, SK, Canada.
- 2016** Arries, E.J. (2016). Review of Regina Regional Science Fair on April 8, 2016. University of Regina, SK, Canada.
- 2015** Arries, E.J. (2016). Report Writer/ Coordinator: *2016 Canadian Association School of Nursing (CASN) Accreditation Educational Unit Self-study Report*, Path B. Faculty of Nursing, University of Regina. Regina, SK. Canada.
- 2015 – 2017** Case Studies Editor. *Nursing Ethics*. SAGE Publications.
- 2014** Member (invited): Clinical nurse specialist working group. *Curriculum development for the Clinical Nurse Specialist program*. Faculty of Nursing, University of Regina, Regina SK, Canada.
- 2014** Reviewer, *Journal of Religion & Health*. Springer Link
- 2012 – current** Editorial Board Member. *Nursing Ethics*. SAGE Publications.
- 2012 – 2014** Features Editor. *Nursing Ethics*. SAGE Publications.
- 2012** Arries, E.J. (2012). 2012 Joint Collaborative Project RN entry-level competencies document for the SRNA. Saskatchewan Registered Nurses Association. Regina SK: Canada.
- 2012** Arries, E.J. (2012). Ethics Advisory Group: Reviewer of ICN Register Nurses Code of Ethics. International Council of Nurses (ICN). Geneva: Switzerland
- 2012** Certificate of Appreciation. First Nations University of Canada, Northern Campus, Prince Albert, Canada. November 6, 2012
- 2012** Certificate of Appreciation. First Nations University of Canada, Northern Campus, Prince Albert, Canada. January 18, 2012

- 2011 – 2013** Chairperson (founding member). Prince Albert Q-Network, Inc. Community-based support network for LGBTQ people. Prince Albert, SK. Canada.
- 2011** Certificate of Appreciation. First Nations University of Canada, Northern Campus, Prince Albert, Canada. January 27, 2011
- 2008** Long-Service Award. Ten (10) years of uninterrupted service at the University of Johannesburg. University of Johannesburg. South Africa. June 23, 2008
- 2004** Reviewer/ External Moderator: Conduct Accreditation Review of Clinical Learning Facilities in Gaborone in my role as external moderator for the General Nursing Science Program (Department of Health), Department of Nursing, University of Botswana. Date of Review March 15<sup>th</sup> to 19<sup>th</sup>, 2004.
- 2003** Service Certificate. Assistant Professor B, Faculty of Para Medical Sciences/ Department of Nursing, Applied Science University, Amman, Jordan. February 2 to August 2, 2003.
- 2001** Letter of Appreciation. Singapore Airlines Limited.

-----END----

**CURRICULUM VITAE**  
**Dr. Sherry Arvidson**  
**Assistant Professor Faculty of Nursing**  
**University of Regina**  
**306-337-3164 (work) 306-535-4129 (cell)**  
[sherry.arvidson@uregina.ca](mailto:sherry.arvidson@uregina.ca)

**EDUCATION**

Doctor of Education in Leadership, Specializing in Curriculum & Instruction  
University of Phoenix 2015

Master of Nursing (MN)  
Athabasca University 2011

Bachelor of Nursing  
Athabasca University 2008

Diploma Nursing  
Keewatin Community College 1991  
The Pas, Manitoba

LPN to RN Bridging  
Keewatin Community College 1990  
The Pas, Manitoba

Licensed Practical Nursing  
Assiniboine Community College 1989  
Brandon, Manitoba

**HONORS AND AWARDS**

Patient Engagement Application Development Award Saskatchewan Centre for Patient Oriented  
Research 2019; \$2 200

Faculty of Nursing Travel Award University of Regina 2017; \$2 000

President's New Faculty Teaching Award of Recognition University of Regina 2016; \$1 000

Faculty of Nursing Travel Award University of Regina 2015; \$2 000

Master of Nursing with Distinction Athabasca University 2011

Government of Saskatchewan Bursary for Health Educators 2009; \$10 000

Multiple Course Recognition Award Athabasca University 2007

Bachelor of Nursing with Distinction Athabasca University 2007

Saskatchewan Nurses Foundation Bursary CNA 2006; \$500

## **LICENSURE**

Saskatchewan Registered Nurses Association (SRNA)

## **PROFESSIONAL MEMBERSHIPS**

Canadian Association for Nursing Research 4 years

Canadian Association of University Teachers (CAUT) 7 years

Faculty of Graduate Studies & Research- University of Regina 5 years

Faculty of Nursing Council- University of Regina 7 years

Saskatchewan Collaborative Bachelor of Science in Nursing Program Council 7 years

University of Regina Faculty Association (URFA) 7 years

Canadian Nurses Association (CNA) 30 years

## **PROFESSIONAL CERTIFICATION**

First Nations Information Governance Centre Fundamental of OCAP March 2020

National Critical Care Certification Edinburg Hospital USA 1993-1996

National Chemotherapy Certification Mission Hospital USA 1993-1996

Level B Accreditation Faculty of Graduate Studies and Research University of Regina 2015

## **ACADEMIC APPOINTMENTS AND PROMOTIONS**

Faculty of Nursing University of Regina (2016-present) Assistant Professor

Faculty of Nursing University of Regina (2013-2016) Instructor III

Nursing & Health Studies Saskatchewan Institute of Applied Science and Technology (SIAST)  
2007-2013 Instructor

Saskatchewan Indian Institute of Technology (SIIT) Indian Institute of Technology (SIIT).  
Practical Nursing Program Fort Qu'Appelle, Sask. 2006-2007



## ASSOCIATE AND CLINICAL APPOINTMENTS

Research Associate. Affiliation with Regina Qu'Appelle Health Region 2016-2019

Saskatchewan Centre for Patient Oriented Research (SCPOR) Alliance member. 2019-present

## CONTINUING EDUCATION

Emily Grafton, Indigenous Lead University of Regina (June 3, 2020). Introducing Indigenous - centered Research Practices. Zoom session

Donica Belisle (May 27, 2020). Humanities Research Institute. Living Heritage Cluster. Whiteness and Race Construction in Canadian Consumer Culture. University of Regina. Zoom

Government of Canada. TCPS2: Core Module 9: Research Involving First Nations, Inuit, & Metis Peoples of Canada. March 2020

Canadian Institute of Health Research (February 2020). Gender and Health Core Competency Module for Sex and Gender in Primary Data Collection with Human Participants

4 Seasons of Reconciliation (February 2020). Professional Development Online Module

National Collaborating Centre for Indigenous Health (February 11, 2020). At the Interface: Indigenous health practitioners and evidence based practice. Webinar.

Indigenous Peoples' Health Research Centre [IPHRC]. (January 31, 2020). Building Research Relationships with Indigenous Communities (BRRIC) (4.5 hours)

University of Regina (May 2, 2019). Faculty Development Workshop Part 3: Facilitating and Developing IPE Activities and Experiences. (1hour)

Heather Hadjistavropoulos (May 28, 2019). Saskatchewan Centre for Patient-Oriented Research (SCPOR). Improving Mental Health Using the Internet: Past Findings and Current Directions in Patient-Oriented Research

Faculty of Graduate Studies. (April 29, 2019). Exploring Best Practices in Graduate Supervision University of Regina. (6 hours)

Elan Paluck (April 24, 2019). Research Rounds: The Effectiveness of the Dedicated Substance Abuse Treatment Unit: A Case Study of How Service Collaborations and Research Can Make an Impact

Faculty Development Workshop Part 2: Exploring Toolkits & Resources. April 2, 2019 (1 hour). University of Regina

University of Regina (March 7, 2019). Faculty Development Workshop Part 1: Understanding Interprofessional Education and Collaboration and the SCBScN Framework (1 hour)

Cara Bradley (February 2019). Conducting a Literature Review. Centre for Teaching and Learning. University of Regina (Online 1.5 hours)

Karen Fleck. (January 25, 2019). Respect Phase II. Respectful University Services. University of Regina (1 hour).

Cara Bradley (January 17, 2019) Using the Library Workshops: NVivo, Refworks, SPSS, Qualtrics, and Literature Reviews. University of Regina (Online Session 1 hour)

Office of Indigenization. (March 9, 2018). Indigenizing Curriculum Workshop. University of Regina (2 hours).

Centre for Teaching and Learning. (December 11, 2017). Introduction to Open Access Publishing: Information Session University of Regina (1 hour)

Alex Couros (November 22, 2017). Using Student Response Systems for Formative Assessment & Student Engagement: Information Session University of Regina (1 hour)

Alex Couros (November 17, 2017) Using Zoom for Facilitating Online Sessions: Information Session University of Regina (1 hour)

Gail Tomlin-Murphy (June 14, 2017). Advanced Innovation Health Systems Planning: Lessons Learned From Applying Needs Basic Health System and Workforce Planning. University of Regina (2 hours)

University of Regina (May 30, 2017) Indigenous Research Ethics Workshop (8 hours)

Tobias Sperlich (March 1, 2017). Student Engagement in Large Classes: Discussing Online & Face-to-Face Strategies. Centre for Teaching & Learning, University of Regina (1 hour)

Malorie Keller. (2017). Patient-oriented Research and SCPOR Information. University of Regina

Tri-council Cohort Program. (2017). Research and Innovation, University of Regina

Mallory Keller (January 5 & 6, 2017) SCPOR Training Modules , University of Regina

Saskatchewan Registered Nurses Association (May-October, 2016). Working Group Managers and Non-managers Tool Kit

Nataliya Ivankova (September 13, 2016). Mixed Methods Series Webinar, International Institute for Qualitative Methodology, University of Alberta (1 hour)

Regina Qu'Appelle Health Region (September 24 & 25, 2016). Clinical Trials Workshop, (15 hours)

Dr. Halldorsdottir (September 15, 2016). In order to Understand: Doing Phenomenology According to the Vancouver School Webinar ATLAS ti Training (1 hour)

University of Regina (April 26, 2016) New Faculty Orientation, University of Regina (8.5 hours)

Canadian Nurses Association (April 26, 2016). Primary health care- What does it mean for patient care. Webinar (1 hour)

NSBCN Regional (April 8, 2016). NCLEX Workshop. University of Regina (6.5 hours)

Lippincott DocuCare (March 22, 2016) Webinar (1 hour)

National Collaborating Centre for Determinants of Health (March 15, 2016) Acting Across Sectors – Frameworks for Moving Forward on the Social Determinants of Health. Webinar (1 hour)

Wolters Kluwer, Gerontology & Pharmacology (March 14, 2016) V-Sim Webinar (1 hour)

L. Curtis & K. Rybczyski (March 8, 2016). Poverty: Does Gender Matter? University of Waterloo, Canadian Research Data Centre Network Webinar (1 hour)

Ara Steininger & Larena Hoerber, (March 3, 2016). Demystifying the REB Application and Review Process. University of Regina (2 hours)

Centre for Teaching and Learning (February 23, 2016). Rising from the Ashes of Instructional Failure. University of Regina (1 hour)

Faculty of Nursing (December 14, 2015) Research Retreat. University of Regina

Erin Campbell Howell (November 24, 2015) NCLEX-RN Retreat. Conexus Arts Centre. November 24, 2015

Centre for Teaching and Learning (September, 3 & 4, 2015). Indigenizing Teaching, University of Regina

Doctoral Conference (June 2015) Co-chair planning Committee. University of Regina

Innovative Strategies in the Classroom (June 2015). ATI Nursing Education. Webinar

Centre for Teaching and Learning (February 2015). NVivo Training. University of Regina

Canadian Nurses Association (February 2015). Aboriginal Health Policy. Webinar (2 hours)

Centre for Teaching and Learning. (January 2015). Conducting a Literature Review. University of Regina

Centre for Teaching and Learning (January 2015). Publishing Your Academic Work. University of Regina

Faculty of Nursing Doctoral Conference (June 2014) Panel Discussions, guest speakers, university professor presentations on research methodologies, research designs, ethics, and research processes. Methodology workshops and networking sessions. University of Regina

University of Regina (2014). Inspiring Leadership Forum: Panel discussions with local, national, and global leaders on cultural diversity, social justice, health care, and professional relations

University of Phoenix (2013). Phenomenology Presentation Online Videos

Saskatchewan Institute of Applied Science and Technology (2013). Research Workshop: Research Methodology and Design conference

Teaching and Learning Services. (2013). Plagiarism and Prezi Session. University of Regina

Collaborative Institutional Training Initiative (June 2013). : Online Modules for Human Subjects Research

Centre for Teaching and Learning (2012). Creative Writing Workshop. University of Regina

Saskatchewan Institute of Applied Science and Technology (2012). Colors Session: Group dynamics, learning styles, conflict resolution, Regina, SK

De-cluttering the Curriculum (April 2020). Workshop on Curriculum revisions. Davidson, SK

Saskatchewan Institute of Applied Science and Technology (June 2010). Scholarship Symposium. Regina, SK

Saskatchewan Institute of Applied Science and Technology (2010). Best Practices Workshop. Regina, SK.

## **PROFESSIONAL EXPERIENCE**

Staff RN (1999-2009). Intensive Care, Cardiac Care, Cardiac Surveillance Unit, Charge Nurse Role, Code team, Regina Qu'Appelle Health Region

Magic Valley Regional Medical Centre, Twin Falls Idaho, USA. (1996-1999). Roles: Nursing Supervisor, Charge Nurse Role, Clinical Resource Nurse

McAllen Medical Centre, McAllen Texas, USA. (1993-1996). Staff RN: Intensive Care

Flin Flon General Hospital, Flin Flon, Manitoba. (1988-1990). LPN: Medical, Surgical, Obstetric Units, Long Term Care, Home Care

## TEACHING HISTORY

**Fall 2020** CNUR100 Service Learning Seminar; CNUR 402 Rural & Remote Older Adult Course Coordinator (Remote Delivery)

**Spring/Summer 2020** CNUR201 Counselling Course Coordinator; CNUR404; MNUR818 Leadership Course Coordinator (Remote Delivery)

**Fall 2019** CNUR201 Course Coordinator; CNUR202 Lab

**Spring/Summer 2019** MNUR818 & CNUR201

**Fall 2019** Seminar Instruction/Course Coordination CNUR201: Counselling. Lab Instruction CNUR 202: Pharmacology

**Spring/Summer 2019** Seminar Instruction CNUR201: Counselling

**Spring/Summer 2016-2019.** Online Instruction, University of Regina MNUR818: Advanced Nursing Practice Leadership

**Spring/Summer 2017** Online Instruction, University of Regina CNUR300: Family Health

**Fall 2017** Mentored New Faculty to Classroom & Lab Instruction, University of Regina CNUR102: Foundations of Care I: A Developing Professional

**Fall 2013-2016** Classroom & Instruction/Course Coordinator, Grade Reassessment as requested, Macro-curriculum Revisions (2017), Video Conferencing to Swift Current, University of Regina. CNUR102: Foundations of Care I: A Developing Professional

**Fall 2015** Lab Instruction and OSCE testing, University of Regina CNUR203: Alterations in Health and Assessment I

**Summer 2015** Online Instruction, University of Regina CNUR402: Health Promotion With Senior Adults and Rural and Remote Populations

**Fall 2013-2018** Spring 2015 Lab Instruction, University of Regina CNUR202: Pharmacology

**Winter 2013-2015** Lab Instruction, University of Regina CNUR103: Foundations of Care II

**Fall 2013, 2018** Classroom Instruction, University of Regina CNUR201: Counselling Groups

**Winter 2011, 2014** Clinical Practice, University of Regina CNUR101: Practice Education

**Summer 2014** Student Support, University of Regina CNUR101: Practice Education

**Winter 2008-2010** Course Leader, classroom & lab instruction, SIAST NEPS115: Concepts of Care

**2008-2010** Seminar Instruction, SIAST NEPS112: Development of Self

**2008-2009** Seminar Instruction, SIAST NEPS113: Nursing

**2005-2009** Clinical Instructor, SIAST NEPS: Clinical Practice Casual Term Contracts. Critical Care Program, Continuing Education Program, Practical Nursing Program

**2004-2005** Lead Instructor Practical Nursing Program Saskatchewan Indian Institute of Technologies (SIIT) Fort Qu'Appelle, Saskatchewan

### **TEACHING MATERIALS DEVELOPED OR AUTHORED**

Sherry Arvidson, Lynn Miller (2015). MNUR818: Advanced Practice Leadership

Sherry Arvidson, Anne Marie Urban (2011). CNUR100: Community Service Practice Education

Sherry Arvidson, Cindy Kuster Orban (2011). CNUR101: Practice Education: Stable Populations

Sherry Arvidson, Saran Kostiuk, 2010-2011, CNUR103: Foundations of Care II

### **CONTRIBUTIONS TO GRADUATE EDUCATION**

Committee Member for Master Student, Zohal Azizi, Gerontology, University of Regina.  
January 2020 - present

Committee Member for Master Student, Ester Semakula, Gerontology, University of Regina.  
December 2018 - 2019

Committee Member for Master Student, Heather VanStarkenburg, Gerontology, University of Regina, September 2016- August 2017

### **THESIS EXTERNAL EXAMINER**

Reviewer of 45 NSERC Applications, Faculty of Graduate Studies & Research University of Regina. January 30, 2020

Chair of NSERC Applications. Faculty of Graduate Studies & Research University of Regina.  
February 6, 2020

Reviewer of NSERC Applications, Faculty of Graduate Studies & Research University of Regina. 2017

Chair of Oral Defence, Chelsea Anne Delparte, Faculty of Graduate Studies & Research, Department of Psychology, University of Regina, February 2, 2016

## **PUBLICATIONS: CHAPTERS CONTRIBUTED TO BOOKS**

**Arvidson, S., & Kostiuk, S.** (2019). In Gregory, Chapter Writing: Arvidson, S., & Kostiuk, S. Balancing Rest & Exercise. In Gregory, D., Raymond, C., & Patrick, L (2017). *The Art & Science of Canadian Nursing* (1<sup>st</sup> ed.). Philadelphia: Lippincott, Williams, & Wilkins.

**Arvidson, S., & Kostiuk, S.** (2015). In Gregory, Chapter Writing: Arvidson, S., & Kostiuk, S. Balancing Rest & Exercise. In Gregory, D., Raymond, C., & Patrick, L (2017). *The Art & Science of Canadian Nursing* (1<sup>st</sup> ed.). Philadelphia: Lippincott, Williams, & Wilkins.

## **PEER-REVIEWED RESEARCH PUBLICATIONS**

**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)

**Arvidson, S., Davies, S., Desnomie, C., & Luhanga, F.** (2020). Exploring factors influencing the retention rates of Indigenous students in post-secondary education. *Journal of Nursing Education & practice*, 10(11), 1-7. <http://jnep.sciedu.com>

Luhanga, L. F., Pupilampu, V. A., **Arvidson, S.**, & Ogunade, A. (2019). Nursing students experiences of bullying in clinical practice. *Journal of Nursing Education and Practice*, 10(3), 98-97. doi: <https://doi.org/10.5430/jnep.v10n3p89>

Carlton, N., Horswill, S., Wagner, J., Luhanga, F., Mantesso, J., **Arvidson, S.**, Donnelly, G., NcCarrib, N., Kyster, J., Neary, P., Harenberg, S. (2019). A prospective Assessment of PTSD Symptoms Using Analogue Trauma Training with Nursing Students. *American Psychological Association*

**Arvidson, S.** (2018). Nursing Education: Challenges Exist Globally for the Diverse Learner. *Juniper Online Journal of Case Studies*, 6(1), 1. doi:10.19080/JOJCS.2018.06.55567

**Arvidson, S., Kostiuk, S. L., Moyer, K., & Davies, S.** (2018). Are we upholding communication standards in nursing education: Saskatchewan nurse educators' experience facilitating and assessing nursing student's handover skills in the clinical setting? *Journal of Online Case Studies*. 6(3), 1-7. doi:10.19080/JOJCS.2018.06.55569

**Arvidson, S., Heuss, R., & Urban, A.** (2017). Community Service Learning: Fostering First Year Nursing Students' Understanding of Others. *Madridge journal of Nursing*, 2(1). 19-26. Doi: 10.18689/mjn.2017-104

**Arvidson, S.** (2017). Cultivating Learning Through Deep Thinking Techniques: Is it Enough? *Juniper Online Journal of Case Studies*, 1(1), 2. Editorial

**Arvidson, S.** (2016). Promoting Student Success in Academia and Practice. *Juniper Online Journal of Case Studies*, 1(1), 1. Editorial

**Arvidson, S.** (2016). Phenomenological Findings of Nursing Student Experiences in Service-learning. *Madridge Journal of Nursing*, 1(2). 61-68  
<http://dx.doi.org/10.18689/MJN.02.A1.002>

## RESEARCH STUDIES

**Arvidson, S.,** Brown, S., Iroh, N., Kohler, T., Mvumbi-Mambu, L., & Siddiqui, M. (2019). Testing the Capacity, opportunity, and motivational behaviour (COM-B) model with patients in the home intravenous program: A randomized trial (PEADA award - \$2200; Received eligibility; SHRF Not funded)

Siddiqui, M., **Arvidson, S.,** Murthy, A., Erlich, V., & Senft, J. (2019). How Wait Times Related to Procedures and Patient Demographics in Cardiovascular Care Affect Health Outcomes. (PEADA award - \$2200; CIHR not funded)

Mvumbi Mambu, L., & **Arvidson, S.** (2019). Challenges of Implementing and Teaching Courses in a Collaborative Bilingual Bachelor of Nursing Program in a Western Canadian Francophone Minority Context. (Role: Co-applicant). (Successful Seed Grant Fund \$5000)

**Arvidson, S.,** & Davies, S. (2019). Home Intravenous Therapy: Exploring the Challenges of Self-Administration and its Impact on Health. Role: PI. (Seed Grant Application 2019 funding denied)

Clune, L., Davies, S., **Arvidson, S.** Montgomery, M. (2019). Hidden Homelessness. (Funding denied).

Arries, E., **Arvidson, S.** Luhanga, F., & Davies, S. (2019). Dignity in Care. (SHRF Grant Competition II 2018). Role: Co-Applicant. (Seed Grant Application funding denied)

**Arvidson, S.,** Davies, S., Desnomie, C., Luhanga, F., Peigan, K., Ouewezance, C. (2017-2019). An In Depth Look at the Factors Influencing the Retention Rates of Indigenous Students in the Faculties of Social Work, Education, and Nursing at University of Regina (Seed Grant \$4505). Role: Principal Investigator

**Arvidson, S.,** Luhanga, F., MacAusland-Berg, L., & Puplampu, V. (2016-2019). Nursing Student Experiences of Bullying During Clinical Practice. Role: Co-Investigator. (Internal Funding from the President \$5000)

Arries, E., **Arvidson, S.** Luhanga, F., & Davies, S. (2018). Dignity in Care. (SHRF Grant Competition II 2018). Role: Co-Applicant. (Approval denied)



## CONFERENCES, PUBLIC PRESENTATIONS & ACTIVITIES

**Arvidson, S.** (June 15-17, 2020). *Indigenous Student Success: The Need for Cultural Understanding*. 3<sup>rd</sup> Global Experts Meeting on Frontiers in Nursing Education and Practice Conference. Oral Presentation. June 15-17, 2020. Zurich, Switzerland. Abstract accepted. Conference on hold

**Arvidson, S.** (April, 2020). *Indigenous Student Success: The Need for Cultural Understanding*. Poster Presentation. NETNEP 2020: 8<sup>th</sup> International Nurse Education Conference. Sitges, Spain. Conference on hold

Arvidson, S., Luhanga, F., & Puplampu, V. (April, 2020). *Bullying in Clinical Practice*. NETNEP 2020: 8<sup>th</sup> International Nurse Education Conference. Sitges, Spain. Conference on hold

**Arvidson, S., & Davies, S.** (November 7<sup>th</sup>, 2019). *Indigenous Student Success: The Need for Cultural Understanding*. Dr. Shirley Stinson conference. Faculty of Nursing. University of Alberta (Oral Presentation)

**Arvidson, S., & Davies, S.** (October, 2019). *Indigenous Student Success: The Need for Cultural Understanding*. Indigenous Research Showcase. University of Regina

**Arvidson, S.** (September 27, 2019). *Recruitment Challenges in Research: Factors Influencing Retention Rates Among Indigenous Students in Post-secondary Education*. 3<sup>rd</sup> International Conference & Exhibition on Nursing. Houston, Texas, USA. (Abstract accepted)

**Arvidson, S.** (September 27, 2019). *Welcome Presentation*. 3<sup>rd</sup> International Conference & Exhibition on Nursing. Houston, Texas, USA. (Online presentation)

**Arvidson, S. & Luhanga, F.** (April 2019). *President Scholars Presentation. Bullying in the Clinical Setting Study*. University of Regina

**Arvidson, S., Bilgalky, J., & Davies, S.** (June 13, 2018). *Tips and Tricks to Survive the Doctoral Journey*. Panel Discussion. Canadian Doctoral Nursing Network conference. University of Regina

**Arvidson, S.** (August 20-22, 2018). *An In-depth Look at the Factors Influencing the Retention Rates of Indigenous Students in the Faculties of Social Work, Education, and Nursing at University of Regina*. World Nursing 2018. Rome, Italy

**Arvidson, S.** (January 29-31, 2018). *Strategies to Enhance Critical Thinking: Challenges in Nursing Education*. NursingUSA-2018. Las Vegas, Nevada

**Arvidson, S.** (March 14, 2017). *Strategies to Enhance Critical Thinking*. Centre for Teaching & Learning Workshop. University of Regina

**Arvidson, S., & Luhanga, F.** (February 26, 2016). *Phenomenological Findings of Student Experiences in Service-learning*. Scholars Café. Faculty of Nursing. University of Regina

Arries, E., **Arvidson, S.**, Luhanga, F., & Johner, R. (February, 2016). Research Presentation: Ethical Study Preliminary Findings. Western & North Western Region Canadian Association of Schools of Nursing. Nursing Education: The Synergy of Teaching Research, and Practice. Delta Bessborough Hotel. Saskatoon, Saskatchewan

**Arvidson, S.**, Brass, H., McNabb, S., & Luhanga, F. (February, 2016). Nursing Student Knowledge Application in Service-learning: Phenomenological Findings. Aboriginal Nurses Association of Canada. Authentic Indigenous Health and Wellness Partnerships: Reclaimative Leading 2016 National Forum February 15 - 17, 2016. Montreal, QC. Montreal, Quebec

**Arvidson, S.** (February 2016). Aboriginal Nurses Conference Montreal & WRNCASN Saskatoon, Saskatchewan

**Arvidson, S.** (December 5-7, 2016). Phenomenological Findings of Student Experiences in Service-learning. Oral Presentation. International Nursing Conference 2016. Dubai, United Arab Emirates

**Arvidson, S.**, & Luhanga, F. (February, 2015). Aboriginal Nurses Association of Canada. Service-learning Opportunities Among Aboriginal Communities. Winnipeg, Manitoba

**Arvidson, S.**, & Andreas, D. (September, 2014). Orientation Presentation Faculty and Students. CNUR 102. Swift Current, SK

**Arvidson, S.** (February 2016). Aboriginal Nurses Conference Montreal & WRNCASN Saskatoon, Saskatchewan

**Arvidson, S.**, Luhanga, F. & Talbot, S. (February, 2014). Western and North-Western Canadian Association of Canadian Student Nurses (WRCASN). Emphasizing Knowledge Application in Service-learning. Winnipeg, Manitoba

**Arvidson, S.** (July, 2013). Interview Presentation Faculty of Nursing University of Regina. Knowledge Application in Service-learning. Regina, SK

**Arvidson, S.**, & Urban, A. M. (May, 2013). World Congress: Registered Psychiatric Nursing. Service-learning. Winnipeg, Manitoba

**Arvidson, S.**, & Muzychuk, V. (April, 2012). World Congress ACCC. Knowledge Exchange: Service-learning. Halifax, Nova Scotia

**Arvidson, S.**, Deagle, M., Tancrede, L., & Urban, A. M. (August 2012). Group Presentation: Beyond Acute Care. SIAST Annual Nursing Division Meeting. Saskatoon, SK

## MEDIA INTERVIEWS

**Arvidson, S.** (June 11, 2015). Interview with Global Regina. Canadian Doctoral Nursing Network conference. University of Regina

## REVIEWER ACTIVITIES

Reviewed one manuscript for *Quality Advancement in Nursing Education*. Canadian Association Schools of Nursing. March 2020

Reviewed one manuscript for Herald Open Access Journal of Practical & Professional Nursing (2019)

Reviewed two abstracts for Nursing USA Leadership 2019 (2019)

Reviewed two abstracts for Nursing USA Leadership 2018. (2018)

Reviewed three manuscripts for the *International Journal of Service Learning*. (2017- 2018)

Reviewed one manuscript for the *Canadian Journal of Nursing Research*, SAGE Publications, Thousand Oaks, CA (2017)

Potter & Perry: *Canadian Fundamentals of Nursing*, Review of 14 Textbook Chapters. (2015)

## RESEARCH GRANTS & AWARDS

Humanities Research Institute Fellowship. Application submitted May 2020 \$5000

Canadian Institute of Health Research (CIHR). Planning and Dissemination. Application submitted April 2020 for \$24233 (Deadline extended)

**Role:** Principal Investigator

Canadian Frailty Network. Application submitted February 2020 for \$29000

**Role:** Principal Investigator (not funded)

HRI Living Heritage Micro-Grant. Submitted application February 2020 for \$2000

**Role:** Principal Investigator

Patient Engagement Application Development Award 2019 (PEADA) \$2200 Saskatchewan Centre for Patient Oriented Research (SCPOR)

**Role:** Principal Investigator

Patient Engagement Application Development Award 2019 (PEADA) \$2200

In Preparation for CIHR Catalyst Grant Saskatchewan Centre for Patient Oriented Research (SCPOR)

**Role:** Co-applicant

President's Seed grant 2017-2019 University of Regina. \$4505  
Research Project: *An In-Depth Look at the Factors Influencing the Retention Rates of Indigenous Students in the Faculties of Social Work, Education, and Nursing at University of Regina*  
**Role: Principal Investigator**

Presidents Teaching and Learning Scholars (PTLS) Award \$3970.40 Research Project: *Nursing Student Experiences with Bullying During Clinical Practice*  
**Role: Co-Investigator**

President's Seed grant. Research Project. Communicating Effectively in the Clinical Setting.  
University of Regina/Sask \$3400  
Polytechnic Collaborative Grant June 2016  
**Role: Co-Principal Investigator**

## UNIVERSITY SERVICE & FACULTY OF NURSING

NSERC USRA Chair for review and ranking of 45 student applications. February 6, 2020

NSERC USRA Review Committee. (2020). Review and ranking of 45 student applications.  
January 30, 2020

Doctoral Review Selections Committee. Faculty of Grad Studies. University of Regina.  
November 2019

Respect in the Workplace Certificate program. (January 2019). University of Regina. (Phase One)

Executive Council, University of Regina, March 2017- March 2019

Application Review, Review & ranking of 40 NSERC USRA applicants, Faculty of Graduate Studies & Research, March 29 & April 11, 2017

Scholarship Sub-committee, Graduate Studies Committee, Faculty of Nursing, University of Regina, March 1, 2017- Present

Committee Member, Indigenization Task Force, Faculty of Nursing, University of Regina, March 2016-2017

Grant Reviews (Four), Paul R. MacPherson Institute for Leadership, Innovation, and Excellence in Teaching, McMaster University, June 2017

Indigenous Advisory Planning Committee, University of Regina, January 15, 2016

Proposal Reviews, Indigenous Research Organizing Committee, University of Regina, 2017

Reappointment Deanship of University of Regina Nursing Committee, 2015

Regional Science Fair Judge for Student Posters Presentations, University of Regina, 2014 & 2015 (4 hours)

Appeals Committee, University of Regina, September 2014- 2015, 2016-2019

Graduate Programs Committee, CNPP, University of Regina, 2017-2019

Graduate Programs Scholarship Committee, CNPP, University of Regina, 2017-2019

Conexus Arts Centre Convocation, University of Regina, October 21, 2016, June 2, 2016

Working Group: Employee Engagement, Faculty of Nursing, 2017-Present

Working Group for Indigenizing Curriculum, Faculty of Nursing, March 2016- present

Working Group: Review of application Market Stipends, Faculty of Nursing, March 2016

Consultation in Committee Meetings of the Academy, SCBScN Program Council, University of Regina, 2013-2019

CNPP Council, Nursing Network conference, 2016-Present

Master of Ceremony, CNUR102 Nursing Student Pledge Ceremony, Saskatchewan Polytechnic/University of Regina, November 30, 2015

Program Council, Saskatchewan Collaborative Bachelor of Science in Nursing, October 2015-present

Co-chair Planning committee, Doctoral Conference, University of Regina, 2015

Peer Review Committee, Faculty of Nursing, University of Regina, September 2015-2016

Ad hoc Appeal Committee, Faculty of Nursing, University of Regina, September 2015

Working Group for Doctoral Conference, Faculty of Nursing, University of Regina, 2014

Student Appeals, Appeals Committee, Faculty of Nursing, University of Regina, 2013-2015

Working Group for Course Mentor Role, Faculty of Nursing, University of Regina, 2013

Faculty Selections Committee, Faculty of Nursing, University of Regina, 2013-2015

NEPS Faculty Committee, Saskatchewan Institute of Applied Science and Technology, 2007-2013

## SERVICE TO THE PROFESSION

Review of *Varcarolis' Canadian Psychiatric Mental Health* 3<sup>rd</sup> edition textbook. September 2020

Organizing Committee Member 3<sup>rd</sup> International Conference & Exhibition on Nursing: *Innovations and Advanced Practices in Nursing & Challenges to Provide Health Care* Houston, Texas, USA September 27-28<sup>th</sup> 2019

Editorial Board

*Herald Scholarly Open Access (HOSA) Journal of Professional and Practical Nursing*, 2561

Corneila Rd. #205

Herndon VA 20171, USA

<http://www.heraldopenaccess.us/journals/Practical-&-Professional-Nursing/editorial-board.php>

Accepted Position June 2017

Associate Editor

*Nursing & Healthcare International Journal (NHIJ)*

MedWin Publishers

2609 Crooks Rd #229

Troy, MI 48084

Open Access Journal

Clinical & basic topics pertaining to Nursing

Accepted position April 13, 2017

Duties: <https://medwinpublishers.com/associate-editor.php>

Website: <https://medwinpublishers.com>

Honourable Editor

*Juniper Online Journal of Case Studies*

Juniper Publishing Group

Juniper Publishers Inc.

1890 W. Hillcrest Dr.

Newbury Park, CA 91320

United States

[www.juniperpublishers.com](http://www.juniperpublishers.com)

Accepted Position March 31, 2016

Organizing Committee Member. Nursing USA-2018 Conference. Las Vegas, Nevada

## PROFESSIONAL/NON-PROFESSIONAL SERVICE TO THE COMMUNITY

Access Communications Volunteer Recognition Dinner: April 12, 2019

Kinsmen/Kinettes Pilot Butte Division: Initial Meeting March 6<sup>th</sup> 2018

Access Communications Volunteer Recognition Luncheon: 2015, 2016, 2017, 2018 & 2019

First Nations University of Canada Pow Wow: Volunteer Recognition Night May 5, 2016.

Selling 50/50 tickets Brandt Centre Regina, Saskatchewan April 2, 2016

Regina Food bank Volunteer 2013 - Present

Access Communications/Regina Food Bank: Gate admission/greeting public, September 2019 (6 hours) Gate admission/Information Booth

Access Communications/Regina Food Bank: Gate admission, collecting food donations, information booth, September 2018 (6 hours)

Canadian Pacific Railway Holiday Train December 2017 (3 hours): Collecting food and money donations.

Regina Food Bank: IGA-Emerald Park: Canada screams for Ice Cream June 24, 2017 (4 hours): Selling ice cream treats

Regina Food Bank: Save-on-foods: Help Hunger Disappear April 10, 2016 (5 hours): Collecting donations

Regina Food Bank: Investor's Group Client Appreciation Night March 9, 2016 (2 hours): Collecting food donations.

Regina Food Bank: Twelve Days of Christmas Campaign December 12, 2015 (4 hours): Collecting donations

Access Communications/Regina Food Bank: Food Drive October 2015 (4 hours): Collecting donations

Access Communications: Car Show and Shine September 2014 (6 hours), September 2015 (6 hours), September 2016 (6 hours), September 2017 (6 hours)

Regina Food Bank: Farmer's Market August 2015 (5 hours): Collecting donations

Stuff the Bus July 2014 & 2015 (4 hours): Collecting food and money donations

Saskatchewan Roughriders Volunteer Committee (May 7, 2016). Training and Orientation Session Mosaic Stadium (4 hours)

Saskatchewan Roughriders. (2016). Directional Assistant for 6 games (12 hours)

**References are available if needed**

**MOHAMAD BAYDOUN, RN, PhD**  
**Assistant Professor**  
**University of Regina, Faculty of Nursing**  
**3737 Wascana Parkway, Regina, Saskatchewan, S4S 0A2**  
**Email: [Mohamad.Baydoun@uregin.ca](mailto:Mohamad.Baydoun@uregin.ca)**  
**Phone: 306-337-2917**

## **EDUCATION AND TRAINING**

05/2019 PhD in Nursing, University of Michigan School of Nursing, Ann Arbor, USA  
11/2012 Research Internship, University of Michigan School of Nursing, Ann Arbor, USA  
06/2013 Master of Science in Nursing, American University of Beirut, Beirut, Lebanon  
06/2007 Bachelor of Science in Nursing, Lebanese University, Beirut, Lebanon

## **LICENSURE, CERTIFICATION AND BOARDS**

Registered Nurse (Licensure # 48454)  
College of Registered Nurses of Saskatchewan, Canada, Completed September 2020-Present

Registered Nurse (Licensure #20263714)  
College of Nurses of Ontario, Canada, Completed April 2020-Present

Registered Nurse (Licensure #203/10)  
Lebanon, Completed July 2007-Present

Basic Life Support - American Heart Association  
Completed August 2008-Present

## **ACADEMIC AND CLINICAL APPOINTMENTS**

07/2021-Present Assistant Professor, University of Regina Faculty of Nursing

06/2019-06/2021 Eyes High Postdoctoral Fellow, University of Calgary Cumming School of Medicine, Department of Oncology

09/2015-05/2019 Graduate Student Research Assistant, University of Michigan School of Nursing, Ann Arbor, USA

05/2014-07/2015 Nurse Case Manager, Bone Marrow Transplantation Program, American University of Beirut Medical Center, Beirut, Lebanon

09/2011-09/2012 Research Assistant (part-time), American University of Beirut School of Nursing, Beirut, Lebanon

08/2008-04/2014 Registered Nurse, American University of Beirut Medical Center, Bone Marrow Transplantation, Beirut, Lebanon

07/2007-07/2008 Registered Nurse, Beirut University Hospital, Beirut, Lebanon

## **MEMBERSHIP IN PROFESSIONAL SOCIETIES**

04/2016-present Oncology Nursing Foundation, USA  
01/2019-present Canadian Association of Nurses in Oncology



07/2019-present Canadian Association of Psychosocial Oncology

## **RESEARCH GRANTS**

University of Regina President's Research Seed Grant 2022

7/2022-7/2024

\$6000 CAD

Experiences and Needs of Lesbian, Gay, Bisexual, Transgender, Queer, and Two-Spirit Canadians with Cancer During the COVID19 Pandemic: A Qualitative Study

PI: Mohamad Baydoun

Saskatchewan Collaborative Bachelor of Science in Nursing Collaborative Grant 2022.

5/2022-5/2024

\$6000 CAD

Qualitative Exploration of Cancer Patients' Experiences with Decision Making Regarding COVID19-Related Public Health Behaviours

PI: Mohamad Baydoun

Canadian Interdisciplinary Network of Complementary Medicine Researchers: Canadian Complementary and Alternative Medicine Research Fund (CCRF) Grant 2020

11/2020-11/2022

\$5000 CAD

Effects of changing intervention delivery mode from in-person to online groups due to COVID-19: Exploring cancer survivors' experiences in the Mindfulness and Tai Chi for Cancer Health (MATCH) Study

PI: Mohamad Baydoun

Oncology Nursing Foundation (ONF): ONF Dissertation Grant

9/2017-9/2018

\$5000 USD

Yoga for Fatigue in Cancer Survivors Treated with Hematopoietic Cell Transplantation: A Mixed-Methods Feasibility Pilot Study

PI: Mohamad Baydoun

## **FELLOWSHIPS AND AWARDS**

4/2020 Summer Scholarship, the International COVID-19 Awareness and Response Evaluation (iCARE) Team, Montreal Behavioural Medicine Centre (\$4,000 CAD)

06/2019-06/2021 Eyes High Postdoctoral Fellowship, University of Calgary (\$55,000 CAD/year)

06/2019-06/2021 TRACTION (Training in Research And Clinical Trials in Integrative Oncology) Fellowship, University of Calgary (\$2,500 CAD/year)

11/2016 Young Investigator Scholarship and Travel Award, Society of Integrative Oncology (SIO) (\$1,500 USD)

## **MANUSCRIPT REVIEWER**

Journal of Integrative Oncology

European Journal of Integrative Medicine

Psycho-oncology

Integrative Cancer Therapies

Breast Cancer Research and Treatment  
Cancer  
European Journal of Oncology Nursing  
Journal of Clinical Oncology  
Journal of Palliative Medicine  
International Journal of Nursing Studies

### **TEACHING, UNIVERSITY OF REGINA**

2021 Fall CNUR 202: Pharmacology Lab  
2022 Winter CNUR 209: Research Design and Methodology  
2022 Winter CNUR 304: Theory and Practice Education: Mental Health Partnerships  
2022 Summer CNUR 304: Theory and Practice Education: Mental Health Partnerships

### **MENTORING ACTIVITIES**

2019-2020 Undergraduate Honours Student Co-Supervisor, Department of Oncology Division of Psychosocial Oncology, University of Calgary  
Student: Anamika Kambo  
Project: The Benefits of Psychosocial Care Services for Distressed Cancer Patients Treated with Hematopoietic Cell Transplantation

2019-2020 Undergraduate Honours Student Co-Supervisor, Department of Oncology Division of Psychosocial Oncology, University of Calgary  
Student: Drishti Munjal  
Project: Referral Patterns to Psychosocial Services in a Sample of Hematopoietic Cell Transplant Survivors Routinely Screened for Distress

06/2022-present Research Mentor, Nursing Undergraduate Research Internship Program, University of Regina Faculty of Nursing  
Students: Aiman Wajid; Alisha Tejani  
Projects TBD

### **COMMITTEE, ORGANIZATIONAL, AND VOLUNTEER SERVICE**

Institutional (University of Regina)  
2021-2022 Member, Faculty of Nursing Conference Planning Committee, 2022 Canadian Doctoral Nursing Network Virtual Conference  
2021-present Member, Faculty of Nursing Peer Review Committee  
2021-present Member, Faculty of Graduate Student and Research Scholarship & Awards Committee  
2022-present Member, Collaborative Nurse Practitioner Program Application Review Committee

Institutional (University of Calgary)  
2019-2021 Member, Alberta Complementary Therapy and Integrative Oncology Centre Education Subcommittee

Institutional (University of Michigan)  
2017-1018 Member, Faculty of Nursing Recruitment and Selection Committee

**PEER-REVIEWED PUBLICATIONS**

Deleemans JM, Chleilat F, Reimer RA, **Baydoun M**, Piedaloe KA, Lowry DE, Henning JW, Carlson LE. The Chemo-Gut Pilot Study: Associations between Gut Microbiota, Gastrointestinal Symptoms, and Psychosocial Health Outcomes in a Cross-Sectional Sample of Young Adult Cancer Survivors. *Curr Oncol*. 2022 Apr 21;29(5):2973-2994. doi: 10.3390/currenconcol29050243. PMID: 35621633; PMCID: PMC9140183.

**Baydoun M**, Levin G, Balneaves LG, Oberoi D, Sidhu A, Carlson LE. Complementary and Alternative Medicine Online Learning Intervention for Oncology Healthcare Providers: A Mixed-Methods Study. *Integr Cancer Ther*. 2022 Jan-Dec;21:15347354221079280. doi: 10.1177/15347354221079280. PMID: 35311375; PMCID: PMC8941705.

**Baydoun M**, Specca M, Taylor-Brown J, Joann S, Piedaloe KL, Turner J, & Carlson LE. Comparing online support groups with psychoeducation versus psychoeducation alone for distressed breast cancer survivors: a randomized controlled trial. *Journal of Psychosocial Oncology Research and Practice*: 2021 July-September; 3(3): p e058.

**Baydoun M**, Moran C, McLennan A, Piedaloe KL, Oberoi D, Carlson LE. Mindfulness-Based Interventions in Cancer Survivors: A Systematic Review of Participants' Adherence to Home Practice. *Patient Prefer Adherence*. 2021 Jun 9;15:1225-1242. doi: 10.2147/PPA.S267064. PMID: 34135575; PMCID: PMC8200136.

Bowman C., Piedaloe KA., **Baydoun M.**, Carlson LE. The Quality of Life and Psychosocial Implications of Cancer-Related Lower-Extremity Lymphedema: A Systematic Review of the Literature. *J Clin Med*. 2020 Oct 2;9(10):3200. PMID: 33023211; PMCID: PMC7601061.

**Baydoun M.**, Oberoi D., Flynn M., Moran C., McLennan A., Piedaloe KL., Carlson LE. Effects of Yoga-Based Interventions on Cancer-Associated Cognitive Decline: a Systematic Review. *Curr Oncol Rep*. 2020 Jul 28;22(10):100. PMID: 32725436. 5

Deleemans JM., Chleilat F., Reimer RA., Henning JW., **Baydoun M.**, Piedaloe KA., McLennan A., Carlson LE. The chemo-gut study: investigating the long-term effects of chemotherapy on gut microbiota, metabolic, immune, psychological and cognitive parameters in young adult Cancer survivors; study protocol. *BMC Cancer*. 2019 Dec 23;19(1):1243. PMID: 31870331; PMCID: PMC6927187.

**Baydoun M.**, Barton DL., Peterson M., Wallner LP., Visovatti MA., Arslanian-Engoren C., Choi SW. Yoga for Cancer-Related Fatigue in Survivors of Hematopoietic Cell Transplantation: A Feasibility Study. *J Pain Symptom Manage*. 2020 Mar;59(3):702-708. Epub 2019 Nov 23. PMID: 31765760.

Barton D.L., Brooks T.M., Cieslak A., Elkins G.R., Clark P.M., **Baydoun M.**, Smith A.B., Van Poznak C.H. Phase II randomized controlled trial of hypnosis versus progressive muscle relaxation for body image after breast or gynecologic cancer. *Breast Cancer Res Treat*. 2019 Nov;178(2):357-365. Epub 2019 Aug 9. PMID: 31399932.

**Baydoun M.**, Barton D.L., Arslanian-Engoren C. A cancer specific middle-range theory of symptom selfcare management: A theory synthesis. *J Adv Nurs*. 2018 Dec;74(12):2935-2946. Epub 2018 Oct 5. PMID: 30132962.

**Baydoun M.**, Barton D.L. Complementary therapies for fatigue after hematopoietic stem cell transplantation: an integrative review. *Bone Marrow Transplant*. 2018 May;53(5):556-564. Epub 2018 Jan 16. PMID: 29339799.

Roe K., Visovatti M.K., Brooks T., **Baydoun M.**, Clark P., Barton D.L. Use of complementary therapies for side effect management in breast cancer: evidence and rationale. *Breast Cancer Manag*. 2016;5(3):125–38.

**Baydoun M.**, Dumit N, Daouk-Öyry L. What do nurse managers say about nurses' sickness absenteeism? A new perspective. *J Nurs Manag*. 2015 Jan;24(1):97-104. Epub 2015 Jan 7. PMID: 25580638.

**Baydoun M.**, Otrock ZK, Okaily S, Nehme R, Abu-Chahine R, Hamdan A, Nouredine S, Kanj S, Kanafani Z, Bazarbachi A, Kharfan-Dabaja MA. Prophylactic administration of doxycycline reduces central venous catheter infections in patients undergoing hematopoietic cell transplantation. *Mediterr J Hematol Infect Dis*. 2013;5(1):e2013015. Epub 2013 Feb 16. PMID: 23505603; PMCID: PMC3591294.

## BOOK CHAPTERS

Carlson L, Moran C, & **Baydoun M.** Mindfulness-based Interventions (Handbook of Psychiatry in Palliative Medicine: Psychosocial Care of the Terminally Ill, 3rd edition). 2022. In press.

Carlson L, **Baydoun M.**, & Flynn. Emerging Integrative Medicine Approaches to Disease Management (APA Handbook of Health Psychology). 2022. In press.

## PRESENTATIONS

06/2021 **Baydoun M.**, Birnie K, Patton M, Gajtani Z, Mclennan A, Green C, Szewczyk P, Cartwright S, & Carlson L. The Virtual Mind Study: Virtual Reality Guided Mindfulness for Chronic Pain in Cancer Survivors: Protocol for a Single-group Feasibility Trial. Poster presented virtually at the 36th Canadian Association of Psychosocial Oncology Annual Conference.

05/2021 **Baydoun M.**, Birnie K, Patton M, Gajtani Z, Mclennan A, Green C, Szewczyk P, Cartwright S, & Carlson L. The Virtual Mind Study: Virtual Reality Guided Mindfulness for Chronic Pain in Cancer Survivors: Protocol for a Single-group Feasibility Trial. Poster presented virtually at the IPOS2020: The 22nd World Congress of Psycho-Oncology and Psycho-social Academy.

12/2020 **Baydoun M.**, Balneaves L., Peacock S., Richardson H., & Carlson L.E. Impact of COVID19 on Canadians with Cancer: Focus on Health Equity. Poster presented virtually at the 78th Annual Scientific Meeting of the American Psychosomatic Society.

07/2020 **Baydoun M.**, Pink J. C., Beattie S., Piedalue K. L., Alawami A. L., Munjal D., Kambo A., Carlson L. E., Bultz B. D., & Labelle L. E. Psychological distress during the first year after autologous hematopoietic cell transplantation: longitudinal trajectories and correlates. Poster presented virtually at the 35th Canadian Association of Psychosocial Oncology Annual Conference.

11/2019 **Baydoun M.**, Barton D., Visovatti M., Peterson M., Arslanian-Engoren C., Choi S., & Wallner L. The feasibility and benefits of a 6-week yoga intervention for adult recipients of

hematopoietic cell transplantation. Poster presented at the 16th International Conference of the Society for Integrative Oncology, New York, NY.

11/2017 **Baydoun M.**, & Barton D. L. Complementary therapies for fatigue after hematopoietic cell transplantation: An integrative review. Poster presented at the 14th International Conference of the Society for Integrative Oncology, Chicago, IL.

04/2017 Brooks T., **Baydoun M.**, Roe K., Cieslak A., Clark P., & Barton D.L. Mind-body therapies for cancer-related fatigue: a systematic review. Poster presented at the University of Michigan School of Nursing 2017 Dean's Research Day, Ann Arbor, MI.

11/2016 **Baydoun M.** Yoga for persistent fatigue in survivors of hematopoietic cell transplantation: a study proposal. Oral presentation at the 13th International Conference of the Society for Integrative Oncology, Miami, FL.

11/2016 **Baydoun M.**, Roe K., Brooks T., Cieslak A., Clark, P., Elkins G., & Barton D.L. Evaluating hypnosis to improve body-image in female cancer survivors: an RCT in progress. Poster presented at the 13th International Conference of the Society for Integrative Oncology, Miami, FL.

04/2016 **Baydoun M.**, & Barton D.L. The role of mind-body therapies in reducing fatigue after hematopoietic cell transplantation: a scoping review. Poster presented at the University of Michigan School of Nursing 2016 Dean's Research Day, Ann Arbor, MI.

04/2015 **Baydoun M.**, Ali A., Okaily S., Nehme R., Kawas R., & Bazarbachi A. Patient education in hematopoietic cell transplantation. Poster presented at the 41th Annual Meeting of the European Society for Blood and Marrow Transplantation, Istanbul, Turkey.

04/2014 Nehme R., Dabaja M., Otrrock Z., **Baydoun M.**, & Bazarbachi A. Fertility recovery and prevalence of pregnancy after hematopoietic cell transplantation: A 15-year single institution experience. Poster presented at the 40th Annual Meeting of the European Society for Blood and Marrow Transplantation, Milan, Italy.

04/2013 **Baydoun M.**, Ali A., Okaily S., Sleiman S., Zahreddine A., Fares S., & Bazarbachi. A. A new multidisciplinary approach to foster multidisciplinary collaboration in hematopoietic cell transplantation. Podium presentation at the 39th Annual Meeting of the European Society for Blood and Marrow Transplantation, London, UK.

04/2012 **Baydoun M.**, Otrrock Z., Okaily S., Nehme R., Abu-Chahine R., Hamdan A., Nouredine S., Kanj S., Zeina K., Bazarbachi A., & Kharfan-Dabaja M. Prophylactic administration of 7 doxycycline reduces central venous catheter infections in patients undergoing hematopoietic cell transplantation. Poster presented at the 38th Annual Meeting of the European Society for Blood and Marrow Transplantation, Geneva, Switzerland.

**DR. JANINE BROWN, RN CCNE PH.D. ASSISTANT PROFESSOR**  
**UNIVERSITY OF REGINA, FACULTY OF NURSING**  
**306 664 7395**  
**JANINE.BROWN@UREGINA.CA**

**EDUCATION**

Degree	Area of Study	Institution	Year completed
Doctor of Philosophy in Health Sciences	Medical assistance in dying (MAID) and End-Of-Life	University of Saskatchewan	2021
Master of Science in Nursing	Nursing	Norwich University, Vermont, USA	2009
Bachelor of Science in Nursing	Nursing	University of Saskatchewan	2000

**HONORS AND AWARDS**

Name of Award	Institution	Date
Dean's Travel Award	The University of Regina, Faculty of Nursing	2019
Speaker at CNUR 100/CNUR 102 Pledge Ceremony	SCBScN	2019
Merit	The University of Regina, Faculty of Nursing	2018
Speaker at CNUR 100/CNUR 102 Pledge Ceremony	SCBScN	2018
Robert Ernest Guy Memorial Scholarship	University of Saskatchewan Graduate Awards	2018
Tuition Bursary	University of Saskatchewan, College of Medicine	2018
Dean's Travel Award	University of Regina, Faculty of Nursing	2018
Key Note Speaker (SCBScN Saskatoon Graduation)	Saskatoon Nursing Student's Association	2017
Speaker at CNUR 100/CNUR102 Pledge Ceremony	SCBScN	2017
Saskatoon City Hospital Nurses Alumnae Bursary	Administered through the Saskatchewan Nurses Foundation	2017
Kernen-Miner Bursary	Administered through the Saskatchewan Nurses Foundation	2017
Saskatchewan Nurses Foundation Bursary	Saskatchewan Nurses Foundation	2017
Sigma Theta Tau Invitation	Edmonton Chi-Nu Chapter	2017
SCBScN Honourable Mention Award	Saskatoon Nursing Student's Association	2016
Graduate Cum Laude	Norwich University	2009
Vermont Nurse Leadership Scholarship	Vermont Nurses' Association	2009
Undergraduate Great Distinction	University of Saskatchewan	2000

**LICENSURE**

Current, unrestricted license with the College of Registered Nurses of Saskatchewan
---

**ACADEMIC APPOINTMENTS**

Year of Appointment	Institution	Academic Rank
July 2022- Present	University of Regina, Faculty of Nursing	Assistant Professor
July 2020 - Present	University of Regina, Faculty of Nursing	Associate Dean (Faculty Affairs)
July 2015 - Present	Saskatchewan Polytechnic	Professional Affiliate
July 2015 – July 2022	University of Regina-Faculty of Nursing	Tenured Instructor III
December 2008 – July 2014	Mount Royal University	Contract Online Facilitator

**PROFESSIONAL EXPERIENCE**

Years of Employment	Agency	Role
July 2015 – Present	University of Regina	Tenured Instructor III (Tenured March 27, 2020)
June 2011 – July 2020	Saskatchewan Health Authority	Registered Nurse
August 2012 – June 2015	Northern Intertribal Health Authority	Tuberculosis Nurse
2008; December 2010 – June 2014	Mount Royal University	Contract Online Facilitator, Forensic Nursing Program
April 2011 – August 2012	Athabasca Health Authority	Outpost Homecare Nurse

May 2008 – April 2011	Ministry of Justice and Attorney General, Saskatchewan Government	Coroner
June 2007 – May 2008	Health Canada, First Nations, and Inuit Health	Acting Regional Tuberculosis Coordinator
June 2003 – May 2008	Correctional Service of Canada	Registered Nurse
August 2004 – June 2007	Saskatchewan Health, Saskatchewan Government	Tuberculosis Nurse
September 2002 – July 2004	Cypress Health Region	Public Health Nurse
January 2000 – September 2002	Mamawetan Churchill River Health District	Public Health Nurse

**RESEARCH FUNDING**

Year	Amount	Funder	Role	Project Title
2022	\$117,004.00	Saskatchewan Health Research Foundation Establishment Grant	Principal Investigator	Multiple sclerosis and medical assistance in dying: A qualitative exploration of patient and family- centered care
2021	\$2,000.00	Canadian Association of MAID Assessors and Provider	Co-Applicant	Exploring the experiences and needs of funeral care providers in supporting individuals and families before, during, and after a MAID death
2020	\$5,000.00	SCBScN Collaborative Grant	Co-Applicant	Determining the Feasibility of Engaging Patients as Partners in the SCBScN Program Curriculum
2020	\$2,500.00	SCOPR Patient Engagement Development Award	Co-Applicant	Funds supported the engagement of patient partners in developing a collaborative grant application to regarding engaging patients as partners in curriculum
2019	\$10,000.00	Dying with Dignity Canada	Co- Investigator	Pilot project on advanced requests for MAID
2018	\$5,000.00	WNRCSN Educational Innovation Award	Co-PI	Factors in Nursing Students' Academic Success during Program Progression
2017	\$7,500.00	SCBScN Collaborative Grant & Sask Polytech School of Nursing Grant	Co-PI	Transition Into a Nursing Program: Developing Supports for Students Displaced from Home Communities
2016	\$5,000.00	SCBScN Collaborative Grant	Co-PI	Factors in Nursing Student's Academic Success over the First Two Years
2016	\$5,000.00	Sask Polytech School of Nursing Grant	Co-PI	Student Perception of Initial Transition into a Nursing Program: A Mixed Methods Study

**GRANTS UNDER REVIEW/UNFUNDED**

Year	Amount	Status	Funder	Role	Partners	Project Title
2021	\$790,000	Unfunded	CIHR Project Grant	Nominated Principal Applicant	Dr. Kathy Kortez-Miller, Professor of Social Work, Lakehead University  Tracy Powell, Associate Professor, School of Nursing and Midwifery and Mount Royal University	Determining the impact of COVID-19 on patients' and families' perception of LTC and their EOL choices
2021	\$180,000	Unfunded	CIHR Project Grant	Nominated Principal Applicant	Dr. Lilian Thorpe, Professor, University of Saskatchewan  Dr. Katherine Knox, Clinical Associate Professor, University of Saskatchewan	Multiple sclerosis and medical assistance in dying: A qualitative exploration of perspectives, experiences, and needs

2021	\$176,377	Unfunded	Multiple Sclerosis Society of Canada	Nominated Principal Investigator	Dr. Lilian Thorpe, Professor, University of Saskatchewan  Dr. Katherine Knox, Clinical Associate Professor, University of Saskatchewan	Multiple sclerosis and medical assistance in dying: A qualitative exploration of perspectives, experiences, and needs
2019	\$49,940	Unfunded	Multiple Sclerosis Society of Canada	Nominated Principal Applicant	Dr. Donna Goodridge, Professor, University of Saskatchewan  Dr. Lilian Thorpe, Professor, University of Saskatchewan  Dr. Katherine Knox, Clinical Associate Professor, University of Saskatchewan	Multiple sclerosis and medical assistance in dying: A qualitative exploration of perspectives, experiences, and needs
2018	\$49,920	Unfunded	Multiple Sclerosis Society of Canada	Nominated Principal Applicant	Dr. Donna Goodridge, Professor, University of Saskatchewan  Dr. Lilian Thorpe, Professor, University of Saskatchewan  Dr. Katherine Knox, Clinical Associate Professor, University of Saskatchewan	Multiple sclerosis and medical assistance in dying: A qualitative exploration of perspectives, experiences, and needs

#### PUBLICATIONS/PRESENTATIONS/KNOWLEDGE TRANSLATION

<b>PEER-REVIEWED PUBLICATIONS</b>	<p>Tauh, S., Nickel, D., Thorpe, L., <b>Brown, J.</b>, &amp; Linassi G. (2022). Perspectives on medical assistance in dying amongst persons with acute spinal cord injury: A qualitative study. <i>Spinal Cord</i>, 60(5), 465-469.</p> <p><b>Brown, J.</b>, Goodridge, D., Thorpe, L., Alexandra Hodson, &amp; Chipanshi, M. (2021). Factors influencing practitioners' who do not participate in ethically complex, legally available care: Scoping review. <i>BMC Medical Ethics</i>, 22(134), 1-10.</p> <p><b>Brown, J.</b>, Goodridge, D., Thorpe, L., &amp; Crizzle, A. (2021). "I am okay with it, but I am not going to do it": The exogenous factors influencing non-participation in medical assistance in dying. <i>Qualitative Health Research</i>, 31(12), 2274-2289.</p> <p><b>Brown, J.</b>, Goodridge, D., Thorpe, L., &amp; Crizzle, A. (2021). "What is right for me, is not necessarily right for you": The endogenous factors influencing non-participation in medical assistance in dying. <i>Qualitative Health Research</i>, 31(10), 1786-1800.</p> <p><b>Brown, J.</b>, (2021). "It's a big difference between having an opinion on something and actively doing it": Physician and nurse practitioner non-participation in medical assistance in dying. [Doctoral dissertation, University of Saskatchewan]. <a href="https://harvest.usask.ca/handle/10388/13420">https://harvest.usask.ca/handle/10388/13420</a></p>
-----------------------------------	---



	<p><b>Brown, J.,</b> McDonald, M., Besse, C., Manson, P., McDonald, R., Rohatinsky, N., &amp; Singh, M. (2021). Nursing students' academic success factors: A quantitative cross-sectional study. <i>Nurse Educator, 46</i>(3), E23-27.</p> <p><b>Brown, J.,</b> Goodridge, D., &amp; Thorpe, L. (2020). Medical assistance in dying in health sciences curricula: A qualitative exploratory study. <i>Canadian Medical Education Journal, 11</i>(6), e79-e89.</p> <p><b>Brown, J.,</b> Goodridge, D., Harrison, A., Kemp, J., Thorpe, L., &amp; Weiler, R. (2020). Care considerations in a patient-and family-centered medical assistance in dying program. <i>Journal of Palliative Care</i>. Advanced online publication.</p> <p><b>Brown, J.,</b> McDonald, M., Besse, C., Manson, P., McDonald, R., Rohatinsky, N., &amp; Singh, M. (2020). Anxiety, mental illness, learning disabilities, and learning accommodation use: A cross-sectional study. <i>Journal of Professional Nursing, 36</i>(6), 579-586.</p> <p><b>Brown, J.,</b> Goodridge, D., Harrison, A., Kemp, J., Thorpe, L., &amp; Weiler, R. (2020). Medical assistance in dying: Patients,' families,' and health care providers' perspectives on access and delivery. <i>Journal of Palliative Medicine, 23</i>(11), 1468-1477.</p> <p><b>Brown, J.,</b> Thorpe, L., &amp; Goodridge, D. (2018). Completion of medical certificates of death after an assisted death: An environmental scan of practices. <i>Healthcare Policy, 14</i>(2), 59-67. DOI:</p> <p><b>Brown, J.,</b> Goodridge, D., Thorpe, L., &amp; Chipanshi, M. (2018). Factors contributing to practitioner choice when declining involvement in legally available care: A scoping protocol. <i>BMJ Open, 8</i>(8), e023901.</p> <p>McDonald, M., <b>Brown, J.,</b> &amp; Knihnitski, C. (2018). Student perceptions of initial transition into a nursing program: A mixed methods research study. <i>Nurse Education Today, May</i> (64), 85-92.</p> <p>Arnold, J. (2013). TB has never gone away. <i>The Canadian Nurse</i>. Retrieved from <a href="http://www.canadian-nurse.com/en/articles/issues/2013/april-2013/tb-has-never-gone-away">http://www.canadian-nurse.com/en/articles/issues/2013/april-2013/tb-has-never-gone-away</a></p>
<b>PRESENTATIONS</b>	<p><b>Brown, J. &amp; Novik, N.</b> (November 2022). Presentation: Funeral Professionals' Experiences and Needs When Supporting a MAID death. 2022 World Federation of Right to Die Societies International Conference. Toronto, Canada (confirmed presentation).</p> <p><b>Brown, J.</b> (January, 2022). Presentation: Medical Assistance in Dying. Prairie Hospice. Canada.</p> <p><b>Brown, J.</b> (October, 2021). Presentation: Exploring the experiences and needs of funeral care providers in supporting individuals and families before, during, and after a MAID death: A project proposal. Canadian Association of MAID Assessors and Providers Research Forum. Canada.</p> <p><b>Brown, J.</b> (June, 2021). Presentation: It's a big difference between having an opinion on something and actively doing it:" Physician and nurse practitioner non-participation in medical assistance in dying. Canadian Student Health Research Forum. University of Manitoba.</p> <p><b>Brown, J.</b> (June, 2021). Presentation: Multiple Sclerosis and Medical Assistance in Dying. endMS Summer School. Canada.</p> <p><b>Brown, J.</b> (May, 2021). Presentation: Why medical professionals are not participating in MAID. Saskatchewan Health Authority, Canada.</p> <p><b>Brown, J.,</b> Goodridge, D., &amp; Thorpe, L. (April, 2021). Presentation: Medical Assistance in Dying in Health Sciences Curricula: A Qualitative Exploratory Study. CASN (Online Conference), Canada.</p> <p>Urban, A., Dupuis, J., Reimche, R., &amp; <b>Brown, J.</b> (April, 2021). Presentation: Determining the Feasibility of Engaging Patients as Partners in Nursing Curriculum. CASN (Online Conference), Canada.</p>

**Brown, J.,** Goodridge, D., & Thorpe, (November 6, 2020). Paper Presentation: Non-participation in Medical Assistance in Dying and Practitioner Choice. Gerontological Society of America (Online Conference), United States.

**Brown, J.,** McDonald, M., Besse, C., Manson, P., McDonald, R., Rohatinsky, N., & Singh, M. (April, 2020). Poster Presentation: Nursing Students Academic Success Factors During Program Progression: A Longitudinal Cross-Sectional Study. NETNEP: Sitges, Spain (Conference canceled)

**Brown, J.,** McDonald, M., Besse, C., Manson, P., McDonald, R., Rohatinsky, N., & Singh, M. (April, 2020). Poster Presentation: Mental illness, Learning Disabilities and Learning Assistance in Nursing Students. NETNEP: Sitges, Spain (Conference canceled)

**Brown, J.,** Goodridge, D., & Thorpe, L. (April, 2020). Presentation: Practitioner Considerations when Contemplating MAID Non-Participation. CAMAP Virtual Research Forum.

**Brown, J.,** Goodridge, D., & Thorpe, L. (May, 2019). Presentation: Incorporating Medical Assistance in Dying (MAID) into Health Sciences curricula. CAMAP: Vancouver, BC.

**Brown, J.,** Thorpe, L., Goodridge, D. (March, 2019). Presentation: Completion of Medical Certificates of Death after an Assisted Death: An Environmental Scan of Practices. 3<sup>rd</sup> International Conference on End of Life Law, Ethics, Policy and, Practice. Ghent, Belgium.

**Brown, J.,** McDonald, M., Besse, C., Rohatinsky, N., & Manson, P. (February, 2019). Presentation: Factors in Nursing Students' Academic Success During Program Progression. WNRCSN Regional Conference: Edmonton, Alberta.

**Brown, J.,** Murray, K., & Weisgerber, L. (February, 2019). Presentation: Palliative Care Everywhere. WNRCSN Regional Conference: Edmonton, Alberta.

**Brown, J.,** Thorpe, L., & Goodridge, D. (May, 2018). Presentation: Completion of Medical Certificates of Death after an Assisted Death: An Environmental Scan of Practices. CAMAP: Ottawa, Ontario.

**Brown, J.,** Goodridge, D., & Thorpe, L. (May, 2018). Presentation: Incorporating medical assistance in dying (MAID) as an end-of-life care option into health curricula: A cross-sectional observational study. CASN: Montreal, Quebec.

McDonald, M., & **Brown, J.** (May, 2018). Presentation: Student perception of initial transition into a nursing program: A mixed-methods study. CASN: Montreal, Quebec.

McDonald, M., & **Brown, J.** (February, 2018). Presentation: Foundational Factors in Beginning Nursing Students' Academic Success. WNRCSN Regional Conference: Calgary, Alberta.

McDonald, M., & **Brown, J.** (February, 2018). Presentation: Student perception of initial transition into a nursing program: A mixed-methods study. WNRCSN Regional Conference: Calgary, Alberta.

McDonald, M., & **Brown, J.** (2017). Presentation: Student Transition and Success Factors in the First Year of an Undergraduate Nursing Program. University of Regina Scholars' Café

McDonald, M., & **Brown, J.** (2017). Presentation: Student Transition and Success Factors in the First Year of an Undergraduate Nursing Program. Saskpolytech Institute of Nursing Scholarship

**Brown, J.** (2015). Presentation: Contact Investigations: Public Health Perspectives, Methods, and Meaning. Co-presenter, Saskatchewan Tuberculosis Symposium, Saskatoon

**Brown, J.** (2015). Presentation: Effective Contact Investigations: The RN-Client Partnership. Co-presenter, Saskatchewan Tuberculosis Symposium, Saskatoon

	<p><b>Brown, J.</b> (2015). Panelist: Saskatchewan Tuberculosis Symposium, Saskatoon.</p> <p><b>Brown, J.</b> (2015). Accessing Healthcare in Saskatchewan: Presenter, Global Gathering Place, Saskatoon</p> <p>Contributing Author of Poster “Nursing Contributions to Saskatchewan’s Coroners Service.” Presented at the International Custody and Caring Conference, Saskatoon, Fall 2009</p>
<b>KNOWLEDGE TRANSLATION</b>	<p><b>Brown, J.</b> Interview with Stefani Langenegger. The Morning Edition with Stefani Langenegger. CBC:Radio One: 102.5FM, July 20, 2022.</p> <p><b>Brown, J.</b> Interview with Leisha Grebinski. Saskatoon Morning with Leisha Grebinski. CBC:Radio One: 94.1FM, July 20, 2022.</p> <p>Dupuis, J., Reimche, R., <b>Brown, J.</b>, Urban, A., Devitt, J., Dyck, H., Skrapek, C., and Brown, Z. (2021). Facebook post: Nursing Week Scholars of the Day: Patient-orientated research team. Available: <a href="https://www.facebook.com/1030650343769352/posts/1840103699490675/?d=n">https://www.facebook.com/1030650343769352/posts/1840103699490675/?d=n</a></p> <p><b>Brown, J.</b>, McDonald, M., Besse, C., Manson, P., McDonald, R., Rohatinsky, N., &amp; Singh, M. (2021). Video Abstract: Nursing students’ academic success factors: A quantitative cross-sectional study. Nurse Educator. <a href="https://journals.lww.com/nurseeducatoronline/Pages/videogallery.aspx?autoplay=false&amp;videoid=226">https://journals.lww.com/nurseeducatoronline/Pages/videogallery.aspx?autoplay=false&amp;videoid=226</a></p> <p>Fletcher, K., <b>Brown, J.</b>, Shaw, J., &amp; Goodridge, D. (2020, June). Research Report: Acute Advanced Requests: A Pilot Study. Prepared for Dying with Dignity Canada.</p> <p>Vercera, Z. Interview with <b>Janine Brown</b>. (2020, February). Why don’t all healthcare practitioners offer medically assisted death? Star Phoenix, pp. A1-A2. Retrieved from <a href="https://thestarphoenix.com/news/saskatchewan/why-dont-all-health-practitioners-offer-assisted-death/">https://thestarphoenix.com/news/saskatchewan/why-dont-all-health-practitioners-offer-assisted-death/</a></p> <p>McDonald., M &amp; <b>Brown, J.</b> [University of Regina – Nursing]. (2018, June, 8). Nursing Student Transitions and Success [Video file]. Retrieved from <a href="https://vimeo.com/user8438670/review/274144540/4fb49fc577">https://vimeo.com/user8438670/review/274144540/4fb49fc577</a></p>

**REVIEWING ACTIVITIES**

Dates	Book/Journal/Grant Agency	Number Completed	Role
2022	Journal of Advanced Nursing	One article peer reviewed to date	Reviewer
2022	Journal of Nursing Scholarship	One article peer reviewed to date	Reviewer
2022	Journal of Rural Studies	One article reviewed to date	Reviewer
2022	BMJ Supportive & Palliative Care	One article reviewed to date	Reviewer
2021	Mitacs Grant Accelerate Research Proposal	One Grant peer-reviewed	Reviewer
2021	BMC Palliative Care	Two articles peer-reviewed	Reviewer
2021	Journal of Forensic Nursing	Three articles peer-reviewed	Reviewer
2021	Journal of Nursing Scholarship	One article peer-reviewed	Reviewer
2021	CAMAP Research Grant Abstract Reviewer	4 abstract peer-reviewed	Reviewer
2020	Journal of Forensic Nursing	Four articles peer-reviewed	Reviewer
2020	Qualitative Health Research	Two articles peer-reviewed	Reviewer
2020	Journal of Nursing Scholarship	Three articles peer-reviewed	Reviewer
2019	CAMAP Research Conference – Abstract Reviewer	Five abstracts peer-reviewed	Reviewer
2019	Journal of Forensic Nursing	Four articles peer-reviewed	Reviewer
2019	Journal of Nursing Scholarship	Three articles peer-reviewed	Reviewer
2018	Journal of Forensic Nursing	Four articles peer-reviewed	Reviewer
2018	Journal of Nursing Scholarship	Two articles peer-reviewed	Reviewer
2017	Potter and Perry Clinical Skills (Elsevier)	Textbook review	Reviewer
2017	Journal of Forensic Nursing	Three articles peer-reviewed	Reviewer
2016	Journal of Forensic Nursing	One article peer-reviewed	Reviewer
2016	Canadian Jensen’s Nursing Health Assessment	Textbook review	Reviewer

**TEACHING HISTORY**

<b>Institution</b>	<b>Course</b>	<b>Level</b>	<b>Dates</b>
University of Regina	Nursing Research Methods (3 sections)	209	202020
University of Regina	Social, Political & Economic Perspectives in Nursing	400	201930
University of Regina	Pharmacology	202	201930
University of Regina	Focused Practice	403	201920
University of Regina	Social, Political & Economic Perspectives in Nursing	400	201920
University of Regina	Introduction to Health Assessment	107	201910
University of Regina	Pharmacology	202	201830
University of Regina	Practice Education Community Partnerships	100	201830
University of Regina	Family Health	300	201820
University of Regina	Social, Political & Economic Perspectives in Nursing	400	201820
University of Regina	Practice Education: Community Partnerships	100	201730
University of Regina	Family Health	300	201730
University of Regina	Social, Political & Economic Perspectives in Nursing	400	201730
University of Regina	Social, Political & Economic Perspectives in Nursing	400	201720
University of Regina	Family Health	300	201720
University of Regina	Health Promotion with Senior Adults and Rural & Remote Populations	402	201630
University of Regina	Practice Education: Community Partnerships	100	201630
University of Regina	Foundations of Care I: A Developing Professional	102	201630
University of Regina	Family Health	300	201620
University of Regina	Social, Political & Economic Perspectives in Nursing	400	201620
University of Regina	Foundations of Care II	103	201610
University of Regina	Introduction to Health Assessment	107	201610
University of Regina	Leadership and Influencing Change	301	201610
University of Regina	Practice Education: Community Partnerships	100	201530
University of Regina	Health Promotion with Senior Adults and Rural & Remote Populations	402	201530
Mount Royal University	Forensic Psychiatry and Corrections	4403	2008; December 2010 – June 2014

**GUEST LECTURES**

Guest Lecture: University of Saskatchewan, College of Nursing. Interpretative Description.	March 2022
Guest Lecture: University of Saskatchewan, College of Pharmacy and Nutrition: Medical assistance in dying and pharmacy.	January 2022
Guest Lecture: SCBScN Nursing, University of Regina: Communication at the end of life.	March 2021
Guest Lecture: University of Saskatchewan, College of Pharmacy and Nutrition: Medical assistance in dying and pharmacy.	January 2021
Guest Lecture: College of Nursing, University of Saskatchewan: Incorporating culture into care.	January 2021
Guest Lecture: Faculty of Social Work, University of Regina: MAID: The current Canadian practice and research context.	September 2020
Guest Lecture: College of Medicine Research Summer Students: Qualitative methodologies	June 2020
Guest Lecture: SCBScN Nursing, University of Regina: Nursing patients and families at the end of life.	March 2020
Guest Lecture: University of Saskatchewan, College of Pharmacy and Nutrition: Medical assistance in dying and pharmacy.	February 2020
Guest Lecture: School of Public Health, Graduate Program, University of Saskatchewan: Public Health Skills Workshop: Qualitative methodologies	February 2020
Guest Lecture: SCBScN Nursing, University of Regina: Nursing patients and families at the end of life.	February 2020
Guest Lecture: SCBScN Nursing, University of Regina: Nursing patients and families at the end of life.	October 2019
Guest Lecture: SCBScN Nursing, University of Regina: Medically assisted dying and the role of the RN	April 2019

Guest Lecture: School of Public Health, Graduate Program, University of Saskatchewan: Public Health Skills Workshop: Qualitative methodologies	February 2019
Guest Lecture: College of Nursing, University of Saskatchewan: Incorporating culture into care.	October 2018
Guest Lecture: SCBScN Nursing, University of Regina: Medically assisted dying and the role of the RN	March 2018
Guest Lecture: College of Nursing, University of Saskatchewan: Culturally appropriate assessment techniques and approaches	October 2017
Guest Lecture: College of Nursing, University of Saskatchewan: Culturally appropriate assessment techniques and approaches	May 2017
Guest Lecture: CNUR 204, Tuberculosis and First Nation Communities	February 2016
Guest Lecture: CNUR 304, Correctional Nursing	September 2015
Guest Lecture: College of Nursing, University of Saskatchewan: Culturally appropriate assessment techniques and approaches	September 2015
Guest Lecture: College of Nursing, University of Saskatchewan: Culturally appropriate care	Winter 2012
Guest Lecture: College of Nursing, University of Saskatchewan: Forensic nursing and family grief and loss	Spring 2009

**SERVICE TO THE UNIVERSITY**

<b>ONGOING</b>	<b>Institution/Committee</b>	<b>Position</b>
October 2021 – Present	The University of Regina Governing Committee on Academic Technologies	Faculty Representative
July 2021 - Present	The University of Regina Executive of Council	Member
July 2020 – Present	Faculty of Nursing, Undergraduate Scholarship Committee	Chair
July 2020 – Present	The University of Regina Council Committee on Undergraduate Awards	Member
July 2020 – Present	Faculty of Nursing, SCBScN Operations Program Team	Member
July 2020 – Present	Faculty of Nursing, SCBScN Program Administrative Committee	Member
July 2020 – Present	Faculty of Nursing, SCBScN Joint Marketing and Communications Committee	Member
July 2020 – Present	Faculty of Nursing, SCBScN Admissions Committee	Member
July 2019 – Present	The University of Regina, SCBScN Program Council	Member
September 2015 - Present	The University of Regina, Faculty of Nursing, Nursing Programs Council	Member
September 2015 - Present	The University of Regina, Faculty of Nursing, Nursing Faculty Council	Member
September 2015 – Present	The University of Regina, SCBScN Program Council	Ex-officio Member
<b>PREVIOUS</b>	<b>Institution/Committee</b>	<b>Position</b>
August – November 2020	University of Regina, Faculty of Graduate Studies and Research Dean search committee	Member
September 2016 – June 2020	University of Regina, Curriculum Liaison, Saskatoon site	Liaison
July 2019 – June 2020	Faculty of Nursing, Undergraduate Scholarship Committee	Member
November 2018 – June 2020	The University of Regina, Council Committee on Academic Mission, Sub-committee Academic Unit Review	Member
July 2018 – June 2021	The University of Regina, Council Committee on Academic Mission	Member
July 2019 – June 2020	The University of Regina, Faculty of Social Work Faculty Council	Faculty of Nursing Representative
September 2016 – June 2020	University of Regina, SCBScN Curriculum Committee	Co-Chair
September 2016 – June 2020	University of Regina, SCBScN Evaluation Committee	Member
June 2017 – June 2019	The University of Regina, Faculty of Engineering Faculty Council	Faculty of Nursing Representative
February 2016 – July 2017	The University of Regina, Faculty of Nursing, Student Appeal Committee	Member
October 2015 – January 2018	SCBScN Internationalization Committee	Member
May 2016	The University of Regina, Faculty of Nursing, Selection Advisory Committee – Saskatoon Site Coordinator	Member

October 2015 – June 2016	The University of Regina, Faculty of Nursing, Peer Review Committee	Alternate
September 2015	Ad Hoc Peer Review Committee for Indigenization Course Release	Member
August 2015	Student Appeals Ad Hoc Committee	Member

**SERVICE TO THE PROFESSION**

<b>ONGOING</b>	<b>Group or Committee</b>	<b>Organization</b>	<b>Role</b>
September 2018 – Present	Palliative End of Life Care Nurse Educator Interest Group	Canadian Association of Schools of Nursing, Nurse Educator Interest Group	Member
October 2016 – Present	Member	Saskatchewan Nurses Foundation	Member
<b>PREVIOUS</b>	<b>Group or Committee</b>	<b>Organization</b>	<b>Role</b>
2016 – 2021	Membership Advisory Committee	College of Registered Nurses of Saskatchewan	Member
August 2018 – 2020	Member Advisory Committee	College of Registered Nurses of Saskatchewan	Chair
2015 - 2016	Rural and Remote Professional Practice Group	Rural and Remote Professional Practice Group	Member
2015 - 2016	Gerontology Nurse Educator Group	Canadian Association of Schools of Nursing Nurse Educator Interest Group	Member
August 2015	Tuberculosis Care and Management in Saskatchewan First Nation communities and the SHR Addictions team	Saskatoon Health Region	Consultant
November 2014, 2013	Saskatchewan Tuberculosis Program Worker Conference Committee	Tuberculosis Partnership Agencies	Conference Facilitator/ Moderator
November 2008	Exam Writing Session	Sponsored by College of Registered Nurses of Saskatchewan	Exam Question Writer
2004 – 2008	Nursing Education Curriculum Review Committee	College of Registered Nurses of Saskatchewan	Member

**SERVICE TO THE COMMUNITY**

	<b>Group or Committee</b>	<b>Organization</b>	<b>Role</b>
2017 – 2020	Independent Witness for MAID patients	Saskatchewan Health Authority	Volunteer
2018 – 2018	Code of Ethics and Discipline Committee for the Graduate Students' Association	University of Saskatchewan Graduate Students' Association	Chair
May 2017	Canada Wide Science Fair	Canada Wide Science Fair	Volunteer Judge
2015 – 2017	English as a Second Language/Family, Fun and Fit	Global Gathering Place	Volunteer
September 2015	Stronger Together: Walk for Schizophrenia	Schizophrenia Society – Saskatoon Chapter	Volunteer

**PROFESSIONAL DEVELOPMENT**

<b>2022</b>	<b>Agency</b>	<b>Type</b>
March	University of Minnesota	Wellbeing and Resilience for Health Professionals
January – March	University of Saskatchewan	Anti-racism education: An introduction to anti-racism basics
February	University of Regina	Conflict Resolution
<b>2021</b>	<b>Agency</b>	<b>Type</b>
November	ICN	ICN Congress: Nursing Around the World

November	Magna Publications	Leadership in Higher Education Conference
August	University of Regina CCE	Crisis Management Webinar
August	University of Regina CTL	EDI Values in the Classroom
June	University of Brussels and Amsterdam	Developing Complex Interventions in Palliative Care: An Introduction to Guidance on Developing Interventions in Health and Healthcare Webinar
May	Mountain Measurement	Professional Development Seminar: An Orientation to NCLEX Program Reports
May	Mountain Measurement	Professional Development Seminar: Understanding the Overall Performance of Your Candidates
May	Mountain Measurement	Professional Development Seminar: Understanding the Topic Area Performance of Your Candidates
April	MicroAge App Training	Acrobat Pro DC Level 1
April	Canadian Association of MAID Assessors and Providers	Integration MAID into End-of Life Planning and Practice Webinar
April	Canadian Association of MAID Assessors and Providers	Canadian Association of MAID Assessors and Providers Research Forum
April	Canadian Association of MAID Assessors and Providers	Awareness of Systemic Racism as it Applies to MAID Webinar
March	Canadian Association of MAID Assessors and Providers	When Death is Not Reasonably Foreseeable Webinar
March	Canadian Association of MAID Assessors and Providers	C7: What Does it Mean for Assessors and Providers
March	Conflict Resolution Saskatchewan	Fuggedaboutit: New Ways for Dispute Resolution Workshop
February	University of Regina	Inspired Leadership Forum Event
February	University of Regina	Bias vs Implicit Bias EDI training
<b>2020</b>	<b>Agency</b>	<b>Type</b>
December	University of Regina	Privacy and Access Workshop
November	University of Calgary	The Leader in All of Us
October	Mountain Measurement	How Much Cheating is Happening in Nursing Education and What Can we do About it
October	Canadian Association of MAID Assessors and Providers	Communication and Capacity in MAID Webinar
September	Canadian Association of MAID Assessors and Providers	National Update on MAID Webinar
September	National Council of State Boards of Nursing	NCLEX Conference
September	Canadian Association of MAID Assessors and Providers	Monitoring and Oversight of MAID in Canada Webinar
September	Canadian Association of MAID Assessors and Providers	Palliative Care, Bereavement and MAID Webinar
September	The Completed Life Initiative	The Completed Life Conference
September	University of Regina	Academic Performance Review Training
June	USask: Psychiatry Rounds	Beginning with the End in Mind: Palliation in Psychiatry
June	Canadian Nurses Association	#GriefLiteracty: Join the movement Webinar
May	Canadian Association of MAID Assessors and Providers	New Guidance Documents Webinar
May	Johnson Shoyama Graduate School of Public Policy	Triage in the time of COVID-19 Ethical Considerations Webinar
April	ATLAS.ti Training Center	Sally Thorne: Introduction to Interpretive Description Methodology Webinar
April	USask: Psychiatry Rounds	MAID for Primary Mental Illness: Rising to the Challenge of Changing Legislation
<b>2019</b>	<b>Agency</b>	<b>Type</b>
April	4 Seasons of Reconciliation	4 Seasons of Reconciliation

April	University of BC	Online Modules 1 – 6: IPC On the Run
February	Dying with Dignity	Webinar Exploring the Council of Canadian Academies' Reports on Assisted Dying
January	Respect Group Inc.	UR Respect: Respect in the Workplace
<b>2018</b>	<b>Agency</b>	<b>Type</b>
November	Canadian Nurse Educator Institute	Completion of the Canadian Certified Nurse Educator Exam – Designation as a CCNE (Canadian Certified Nurse Educator)
October	College of Physicians and Surgeons of Saskatchewan	Opioid Use in Saskatchewan: We all have an important role to play
September	The University of Saskatchewan, College of Medicine, Health Sciences Program	Completion of the Health Sciences Doctoral Comprehensive examination.
January – April	The University of Saskatchewan, College of Medicine, Health Sciences Program	CHEP 818: Advanced Qualitative Health Research Methods in Population and Public Health, Community Health and Epidemiology; ERES 840: Statistical Research Methods
January - May	University of Regina	UR Leading – Leadership Development Program.
<b>2017</b>	<b>Agency</b>	<b>Type</b>
September – December	University of Regina	UR Leading – Leadership Development Program.
September - November	Canadian Nurse Educator Institute	Module 1 of the Canadian Nurse Educator Certificate: Teaching-Learning Philosophies and Theories
September - December	The University of Saskatchewan, College of Graduate and Postdoctoral Studies	KIN 807: Research Methods and JSG 851: Qualitative Methods
January – March	Canadian Nurse Educator Institute	Module 2 of the Canadian Nurse Educator Certificate: Curriculum and Design
August	Stanford Medicine Lagunita Online	Statistics in Medicine (Online Course)
February	Casey House	HIV & LTC webinar
May – June	Canadian Nurse Educator Institute	Module 3 of the Canadian Nurse Educator Certificate: Teaching Learning Strategies
<b>2016</b>	<b>Agency</b>	<b>Type</b>
June	Canadian Association of Schools of Nursing	Certificate of Completion: Expert Course on Implementing Interprofessional Education
May	University of Regina	Certificate: Information Security Awareness Training
May	Catalyst	Certificate: Inclusive Leadership Training: Leading with Effective Communication
February	Catalyst	Certificate: Inclusive Leadership Training: Becoming a Successful Leader
<b>2015</b>	<b>Agency</b>	<b>Type</b>
November	University of British Columbia	Certificate: Reconciliation Through Indigenous Education
November	Catalyst	Certificate: Inclusive Leadership Training: Maximizing Work-Life for Your Success
November	University of Regina	Peer Review Seminar (for reviewers)
November	University of Regina	Dr. Katheryn J. Hannah – Leadership Lecture
November	BC Centre for Excellence in HIV/AIDS	Certificate: Online course Working Together: Interprofessional Care in HIV
November	University of Regina	Peer Review Seminar (for participants)
November	Well Living House – St. Michael's Centre for Research on Inner City Health	Approaching Reconciliation in Health
October	University of Saskatchewan	Global Health Conference "Nourishing Equity"
September	Saskatchewan HIV HCV Nursing Education Organization	Shared Paths: HIV/HepC in Saskatchewan
August	Saskatchewan Association for Safe Workplaces in Health	Certificate: the Workplace Assessment & Violence Education (WAVE)



August	NCSBN	Certificate: Understanding the NCLEX – A Guide for Nursing Education
August	NCSBN	Certificate: Test Development and Item Writing
<b>Before 2015</b>	<b>Agency</b>	<b>Type</b>
Spring 2013	Saskatoon Health Region	Safety for Supervisors Training, Saskatoon
Winter 2013	International Union Against Tuberculosis and Lung Disease	Conference participant, Vancouver 2013
Winter 2012	First Nations and Inuit Health	Diabetes Management University – Workshop, La Ronge
Winter 2011	Victorian Order of Nurses	Footcare Modalities Workshop, Saskatoon
Winter 2010	College of Physicians and Surgeons	Methadone Education Day – Workshop, Saskatoon
Fall 2009	Nursing Links	Medication Update – Workshop, Saskatoon
Spring 2008	The Golden Triangle	The Golden Triangle Forensic Intensive, Edmonton
Fall 2006	Ontario Lung Association	The Face of Tuberculosis, Conference, Toronto
Summer 2004	Health Canada	Skill Enhancement for Health Surveillance Module 1 – Basic Epidemiological Concepts and Module 2 Measurement of Health Status
Summer 2003	Alberta Health Services	Travel Health Conference, Red Deer
Fall 2003	Saskatchewan Ministry of Justice	Conflict Resolution Workshop, Saskatoon
Summer 2002	Alberta Health Services	Hepatitis C in Aboriginal Communities, Conference, Edmonton

#### ATTENDANCE AT TEACHING IMPROVEMENT WORKSHOPS WEBINARS AND CONFERENCES

<b>2021</b>	
May 3 – 5	CASN: The CASN Canadian Nursing Virtual Education Conference 2021
<b>2020</b>	
September 14-15	National Council of State Boards of Nursing: NCLEX 2020 Conference
<b>2019</b>	
February 21 – 22	WNRCSN: Rejuvenating Nursing Education Through Relational Practice
<b>2018</b>	
February 21 – 23	WNRCSN: Reimagining Nursing Education: Innovations for the Future
April 23	University of Regina, Nursing Instructional Designer Workshop: H5P Interactives
May 28 - 29	CASN: Canadian Nursing Education Conference: Responding to a Changing World
<b>2017</b>	
December 8	The University of Regina, Center for Teaching and Learning, Developing Critical Literacies in a Post-Truth World
March 29	The University of Regina, Center for Teaching and Learning, UR Courses Turnitin Integration
March 7	The University of Regina, Center for Teaching and Learning, Exam Design: Developing assessments to promote learning and evaluate students
March 1	The University of Regina, Center for Teaching and Learning, Student Engagement in Large Classes
February 1	The University of Regina, Center for Teaching and Learning, Increase Student Engagement and Learning Through Clickers
<b>2016</b>	
April 28	Mount Royal University - Faculty of Nursing, Much Ado About Something (Calgary)
February 26	The University of Regina, Center for Teaching and Learning, Interdisciplinary and Multidisciplinary Approaches to Teaching
February 17 – 19	WRCASN: The Synergy of Teaching, Research, and Practice (Saskatoon)
<b>2015</b>	
December 4	The NCLEX in Canada: Help Your Students Prepare and Practice
November 26	The University of Regina, Center for Teaching and Learning, The Challenges of Assessing Critical Thinking
November 24	The University of Regina, Center for Teaching and Learning, Using a Rubric to Assess Skills and Competencies of Students
November 24	The University of Regina, Faculty of Nursing, NCLEX-RN Retreat
November 18	The University of Regina, Center for Teaching and Learning, How to Write and Use Learning Goals
November 10	The University of Regina, Center for Teaching and Learning, Social Media in Teaching and Learning

November 5	The University of Regina, Center for Teaching and Learning, Exam Invigilation - Online Webinar
October 29	The University of Regina, Center for Teaching and Learning, Assessing the Student Experience: Student Affairs Learning Outcomes
October 27	The University of Regina, Center for Teaching and Learning, Turnitin Training
October 22	The University of Regina, Center for Teaching and Learning, Improving Student Performance by Addressing Student and Teacher Misconceptions about Learning
September 3	The University of Regina, Center for Teaching and Learning, Summer Teaching Institute on Indigenization

#### TEACHING MATERIALS DEVELOPED AND COURSE DEVELOPMENT

Spring/Summer 2020	<p>CNUR 209: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Created a final evaluative tool to support the shift to off campus exams (to keep existing final exam questions secure).</li> <li>- Adapted academic writing assignment.</li> <li>- Moved readings to Leganto in collaboration with the UR library.</li> </ul>
Fall 2019	<p>CNUR 400: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Streamlined course page and clustered areas for enhanced navigation (in the same manner as it was done for the spring/summer condensed offering).</li> <li>- Other spring/summer adjustments that were made were brought forward to the 13-week course offering.</li> <li>- Refreshed paper and online knowledge translation documents in response to questions posed by spring/summer group. Specifically enhanced direction on writing a resolution and advocacy letter formatting.</li> <li>- Increased number of faculty zoom chat sessions (from 3 in spring/summer to 6).</li> <li>- Update content based on evolving relevant nursing media items (i.e. Wettlaufer report, Anglican Church Apology for spiritual harm to Indigenous Peoples).</li> </ul>
Spring/Summer 2019	<p>CNUR 400: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Reviewed and focused student readings.</li> <li>- Updated weekly discussion questions to ensure content is timely (i.e., participation in CAN survey on eco-literacy).</li> <li>- Updated paper and online knowledge translation activity documents based on students' previous questions to enhance clarity.</li> </ul> <p>CNUR 403/404:</p> <ul style="list-style-type: none"> <li>- Developed faculty introduction documents to send to preceptors.</li> <li>- Refreshed preceptor resources and support documents.</li> </ul>
Winter 2019	<p>CNUR 107: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Updated course page with weekly objectives aligned with Bloom's taxonomy.</li> <li>- Updated slides deck around new weekly objectives and refreshed content.</li> <li>- The improved visual layout of the course page for readability and navigation.</li> </ul>
Fall 2018	<p>CNUR 100: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Revised a guided student mid-term self-reflection document to support mid-term student evaluation.</li> <li>- Included a debate format discussion to support critical thinking and active learning.</li> <li>- The improved visual layout of the course page for readability and navigation.</li> </ul>
Spring/Summer 2018	<p>CNUR 300: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Course textbook new edition, thus updated and refreshed all content and readings and adjusted evaluation questions.</li> <li>- Included students "check your knowledge" checkpoints so students could self-assess gauge course progression.</li> <li>- Adjusted student academic paper to offer increased opportunity for student choice and included the use of family nursing diagnosis.</li> <li>- Included enhanced content regarding the care of LGBTQ2 families.</li> <li>- Included use of an exemplar ecomap to support student learning.</li> </ul> <p>CNUR 400: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Course textbook new edition, thus updated and refreshed all content and readings and adjusted evaluation questions.</li> </ul>

	<ul style="list-style-type: none"> <li>- Included an open 'zoom room' for students to congregate to facilitate their group work assignments openly.</li> <li>- Included a self-evaluation of group functioning concerning the group paper.</li> <li>- Adjusted sections to include more 'check your knowledge' formative student self-assessment.</li> </ul>
	<p>CNUR 300: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Adjusted course and included more formative assessments through the use of quizzes.</li> <li>- Incorporated use of Padlet for student engagement with the content.</li> <li>- The improved visual layout of the course page for readability and navigation.</li> </ul> <p>CNUR 400: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Incorporated use of Padlet for student engagement with the content.</li> </ul> <p>CNUR 100: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Updated videos for student engagement based on current health situations/trends.</li> </ul>
Spring/Summer 2017	<p>CNUR 300: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Incorporated optional zoom sessions (5 during the course) for which students can interact with faculty and ask questions/liaise with other students to support student learning and engagement. These sessions were held via zoom and recorded and hosted on the course page for students that could not attend.</li> <li>- Incorporated course 'checkpoints' for feedback to enhance formative assessment and encourage ongoing engagement.</li> <li>- Incorporated blogs, podcasts, and videos to add variety to student learning options.</li> <li>- Incorporated chapters to support the decolonization of our program.</li> <li>- Incorporated TurnItIn, which facilitated quicker student evaluation of academic papers and utilization of audio commenting/feedback files.</li> <li>- Adapted online knowledge translation activities to incorporate more building on prior knowledge (teaching plans and critical reflections) and moved away from formal posting requirements.</li> <li>- Incorporated peer evaluation of peer work as a teaching/evaluation methodology.</li> </ul> <p>CNUR 400: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Incorporated optional zoom sessions (5 during the course) for which students can interact with faculty and ask questions/liaise with other students to support student learning and engagement.</li> <li>- Created higher-order exam questions and incorporated them into course quizzes to improve formative evaluation strategies.</li> <li>- Adapted online knowledge translation activities to include more current examples, less formal forum posting, and use of critical reflections.</li> <li>- Rubrics changed to support change in format for online knowledge translation activities.</li> <li>- Incorporated TurnItIn, which facilitated quicker student evaluation of academic papers and utilization of audio commenting/feedback files.</li> </ul>
Fall 2016	<p>CNUR 102: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Developed a full deck of slides for content delivery, included the use of videos/podcasts and personal practice stories.</li> <li>- Developed interdisciplinary/putting it all together lab activities.</li> <li>- Developed information sheets regarding the University of Regina Respectful Workplace module, which was incorporated.</li> <li>- Collaborated with Saskpoly partner to ensure academic paper assignment rubric had substantial vigor.</li> <li>- Increased number of questions in the mid-term and final exams.</li> </ul> <p>CNUR 100: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Incorporated additional learning activity regarding teamwork/communication.</li> </ul> <p>CNUR 402: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- I incorporated additional chapters to support the delivery of the required content.</li> <li>- Prepared higher-order exam questions to support summative evaluation of the new content chapters.</li> <li>- Incorporated podcasts and videos to add variety to student learning.</li> </ul>
Spring/Summer 2016	<p>CNUR 300: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Along with Faculty Singh, updated course to reflect the recommended textbook change. This included the adaptation of weekly content and objectives while ensuring course critical learning elements were maintained.</li> </ul>

	<ul style="list-style-type: none"> <li>- Developed a family health evolving case study to be used for forums in the first half of the class (as opposed to straight forward theory questions).</li> <li>- Developed two evolving case studies with higher Bloom's taxonomy questions to be incorporated into the CNUR 300 final exam to increase the number of alternate format questions.</li> <li>- Decreased amount of forum posting requirements and introduced flexible, adult, self-directed learning principles regarding online participation.</li> <li>- Developed and posted a small sample of exam questions for students to practice online.</li> <li>- Adapted academic paper rubric to move away from 'award' proper grammar, spelling, and APA writing, to having those as a basic expectation of third year and 'negative' deductions when those elements are not met at a level expected of the third year.</li> </ul> <p>CNUR 400: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Adapted (in collaboration with Faculty Eisler) the course material as it is delivered in a condensed period (Seven weeks).</li> <li>- Adapted weekly forum activities to include a student facilitated issue review/debate.</li> </ul> <p>Decreased amount of forum posting requirements and introduced flexible, adult, self-directed learning principles regarding online participation.</p>
Winter 2016	<p>CNUR 103 (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Developed lab quizzes to be utilized in the grade book</li> <li>- Reviewed and refreshed exam content to ensure alternate format questions are included of a sufficient taxonomy level (mid-term and final).</li> <li>- Developed lectures for the course and coordinated relevant community based, interdisciplinary speakers for some lectures.</li> </ul> <p>CNUR 107 (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Developed and imported student quizzes into Moodle</li> <li>- Assisted in developing a marking guide for the skills exam</li> <li>- Reviewed and refreshed exam content to ensure alternate format questions are included of a sufficient taxonomy level (mid-term and final).</li> </ul> <p>CNUR 301: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Amended existing model course page to reflect new assignments and marking rubrics and shared directly with Saskatoon SaskPoly Faculty</li> <li>- Created a wiki for an online learning activity that will be student lead and driven</li> <li>- Amended forums questions to include critical reflection/application of course concepts</li> <li>- Rubrics adjusted for the significant paper, and online translation activities</li> </ul>
Fall 2015	<p>CNUR402: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Adjusted evaluation methods (from student selected top post submissions to random instructor selected posts for grading).</li> <li>- Rubrics adjusted to reflect new mark allotment</li> <li>- Discussion questions amended</li> <li>- Addition of critical thinking media watch items</li> <li>- Implemented mid-term examination with new traditional and NCLEX style questions. Critical exam analysis completed post-exam and questions adapted for future runnings of course</li> <li>- Developed course calendar for student and faculty management of dates and expectations</li> </ul> <p>CNUR 100: (Course Coordinator)</p> <ul style="list-style-type: none"> <li>- Developed course calendar and grid for managing assignments, due date, and faculty/student deadlines</li> <li>- Developed new diversity unit activity and shared with other CNUR100 faculty</li> <li>- Developed new icebreaker unit 1 activity and shared with other CNUR 100 faculty</li> <li>- Developed Prezi presentation for social justice unit concepts and shared with other CNUR 100 faculty</li> </ul>

CURRICULUM VITAE  
**Laurie Clune RN, PhD**

## Table of Contents

Demographics.....	4
Registration & Professional Nursing Affiliation .....	5
Academic Degrees and Diploma.....	6
Professional Development and Continuing Education .....	7
Appointments .....	8
Academic and Professional Roles .....	8
Honours: Academic, Community, and Professional .....	10
<b>TEACHING .....</b>	<b>11</b>
Graduate level .....	11
Accreditation Status .....	11
Graduate Supervision: .....	11
Examiner .....	11
Examination Chair.....	11
Supervisory Committee Member .....	12
Graduate Course Curriculum Development (since 2013).....	13
Guest Lectures .....	13
Graduate Courses Taught .....	14
Undergraduate level .....	15
Undergraduate Course Curriculum Development and Revision (since 2013).....	15
Undergraduate Courses Taught.....	16
<b>RESEARCH .....</b>	<b>18</b>
External Funding .....	18
Internal Funding .....	20
Pilot research not yet funded. ....	21
Publications .....	22
Book Chapters: .....	22
Journal publications .....	22
Invited presentation at conferences .....	24
Oral Papers in refereed conference proceedings .....	24
Art informed scholarly activities .....	27
Poster Presentations at refereed conferences .....	27
Publication other .....	28
Reports .....	28
Peer reviews .....	31
Invited research reviews .....	31
Research Unit .....	31
Grant reviewer .....	31
Refereed conference abstract reviews .....	31
Referee National scholarship Competition .....	31
Manuscript reviewer .....	31
Canadian Association of Schools of Nursing Reviews .....	32

Book review .....	32
International nursing curriculum review .....	32
Community contributions.....	32
<b>SERVICE .....</b>	<b>34</b>
External reviewer for pre-tenure, tenure, and promotion .....	34
Academic Letters of Support.....	34
Projects and Initiatives .....	34
Master of Nursing (Nurse Practitioner) Program .....	34
Canadian Doctoral Nursing Networking Conference .....	34
Undergraduate Nursing Internship Program (URIP).....	35
Saskatchewan Centre for Patient Oriented Research (SCPOR) .....	35
Special Event Participation .....	35
Service activities: internal.....	36
Current committee membership Faculty of Nursing 2020 – 2022 .....	36
Current committee membership University of Regina 2020 – 2022.....	36
Previous committee work.....	36
Service activities: external.....	38

## Demographics

<b>Name</b>	<b>Dr. Laurel (Laurie) Ann Clune, RN, BA, BScN, MEd, PhD</b>
<b>Home Address</b>	2424 Gordon Rd. Regina, Saskatchewan S4S4M3 Cell 306 450 2763
<b>Work Address</b>	University of Regina, Faculty of Nursing 3737 Wascana Parkway, Regina, Saskatchewan S4S 0A2
<b>Current Positions</b>	Associate Professor (tenured), Faculty of Nursing, Reviewer for the Canadian Association of Schools of Nursing Community Research Ethics Board (CREB) national board member
<b>Previous Roles</b>	Associate Dean Research and Graduate Programs (term completed) Chair, and Vice Chair Research Ethics Board, University of Regina Associate Professor (tenured) Ryerson University Faculty of Nursing
<b>Current Organization</b>	University of Regina
<b>Citizenship</b>	Canadian
<b>ORCHID ID</b>	0000-0001-8093-3350



### Registration & Professional Nursing Affiliation

0042070	Saskatchewan Registered Nurses' Association	Since January 2013 to present
0373854	Sigma Theta Tau International Honor Society of Nursing Phi Gamma Chapter	Since June 2001 to present
	Canadian Association of Research Ethics Boards	Since Jan 2019
	Canadian Society for the Study of Education	Since Nov 2018
8519100	The College of Nurses of Ontario	Jan 1, 1985 – December 31, 2012 (resigned due to move to Saskatchewan)
851910	The Registered Nurses Association of Ontario	1982 – 84 (student status) 1985 – 2013 (full member)

## Academic Degrees and Diploma

**Post Doctoral Fellowship**, The Institute for Work and Health, 2010 – 2011

Funded grant from the Ontario Workplace Safety and Insurance Board Project: *Occupational Health and Safety Economic Evaluation Resource Needs for the Health Care Sector in Ontario*. Mentors: Dr. Cam Mustard and Dr. Emile Tompa.

**Doctor of Philosophy**, Nursing Administration, University of Toronto, 2011

Dissertation: *When the injured nurse returns to work: An institutional ethnography*. Supervisor: Dean Sioban Nelson, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto. Available at <https://tspace.library.utoronto.ca/handle/1807/29519>

**Master of Education, Theory and Policy in Higher Education, Health Professional Education Specialization**, University of Toronto, 2003

Master Major Research Paper: *A call for change in nursing education: Supporting the academic success of mature students entering undergraduate nursing programs*. Supervisors: Dr. Linda Muzzin & Dr. Berta Vigil Laden

**Bachelor of Science in Nursing (with honour)**, Ryerson University, 2000

**Registered Nurse Diploma (Dean's list)**, Seneca College, 1984

**Bachelor of Arts (sociology major)**, Brescia College at the University of Western Ontario, 1982

## Professional Development and Continuing Education

Nov 2020	(4 hours), Indigenous People's Health Research Centre and Saskatchewan Centre for Patient Oriented Research
Nov 2020	<b>Nursing Practice in a Genomic Era: A Canadian Initiative (4 hours)</b> Canadian Nurses Association
Aug 2020	<b>Antiracism training for organizations Module 1 (15 hours)</b> Antiracism Network, Saskatchewan Intercultural Association
Feb 2020	<b>Project Management Fundamentals: Let's start getting projects done! (4 hours)</b>
January- March 2019	<b>Innovation in teaching certificate program (10 weeks)</b> , University of Regina
January- March 2019	<b>Enhancing academic indigenization program (10 weeks)</b> , University of Regina
October 2015	<b>Certificate in University and College Administration (CUCA) LEVEL I</b> University of Manitoba (8 courses)
May 2015	<b>Association of Accrediting Agencies of Canada (AAAC)</b> This web based generic education on accreditation was completed as a part of my orientation and preparation as a Reviewer for the Canadian Association of School of Nursing.
March 2014	<b>Media training, by Informed Opinions</b> In this 8 hour interactive workshop practical skills for working with the media were discussed.

## Appointments

- 2019            **External Appraiser**  
School of Graduate Studies, University of Toronto
- 2013- 2023    **Professional affiliate (appointment)**  
Saskatchewan Institute of Applied Science and Technology/ Saskatchewan Polytechnic
- 2013-  
present        **Research Associate**  
Research & Performance Support, Qu'Appelle Health Region

## Academic and Professional Roles

- 2021 - 2023    **Committee Member, University of Regina Cannabis Research Committee**  
University of Regina
- 2020 - 2022    **Elected member, Council Committee on Academic Mission**  
University of Regina
- 2020-  
present        **Board Member (national), Community Research Ethics Board**  
A sub committee of the Community Based Research Canada
- 2019 – 2021    **Vice Chair, Research Ethics Board**  
University of Regina
- 2017 - 2019    **Chair, Research Ethics Board**  
University of Regina
- 2014 -  
present        **Accreditation Program Reviewer**  
Canadian Association of Schools of Nursing
- 2014 -  
present        **Associate Professor (with tenure)**  
University of Regina, Faculty of Nursing. Regina, Saskatchewan, Canada
- 2013- 2014    **Associate Dean, Graduate Programs and Research (term completed)**  
University of Regina, Faculty of Nursing. Regina, Saskatchewan, Canada
- 2011-  
present        **Scientist**  
Pan-Canadian Health Human Resources Network (CHHRN)
- 2011- 2013    **Scientist**  
Ontario Human Resources Research Network (OHHRN)
- 2011 - 2012    **Associate Professor, (with tenure)**  
Promotion, Ryerson University, Daphne Cockwell School of Nursing, Faculty of Community Services, Toronto, Ontario Canada

- 2008 - 2011 **Assistant Professor, (with tenure)**  
Tenure, Ryerson University, Daphne Cockwell School of Nursing, Faculty of Community Services, Toronto, Ontario Canada
- 2003 – 2008 **Assistant Professor, (tenure stream)**  
Ryerson University, School of Nursing, Faculty of Community Services, Toronto, Ontario
- 2003 **Clinical Faculty (sessional)**  
Trent University, Peterborough Ontario
- 2002-2003 **Faculty (sessional full-time load)**  
Ryerson University, Toronto, Ontario Canada
- 2001 - 2002 **Faculty (contract 3 courses)**  
Durham College of Applied Arts and Technology, Oshawa, Ontario Canada
- 2001 - 2002 **Staff Nurse**  
Oncology/Palliative Care Program, Lakeridge Health Corporation, Oshawa, Ontario Canada
- 1998-2001 **Corporate Clinical Consultant**  
Clinical expert, Saint Elizabeth Health Care, Markham, Ontario Canada
- 1996 - 1998 **Nurse Coordinator**  
Clinical Nurse Specialist Role, Acute Pain Service and Regional Anaesthesia Program, Toronto Hospital, Ontario Canada
- 1995-1996 **Clinical Education Coordinator**  
Clinical Nurse Specialist Role, Woman's Health and Gynaecology Oncology Program, Toronto Hospital, Ontario Canada
- 1992 - 1995 **Nurse Manager**  
Level II Nursery, Toronto Hospital, Toronto, Ontario Canada
- 1991 - 1992 **Clinical Educator**  
Level II Nursery and Maternal Child Program, Toronto Hospital, Ontario Canada
- 1989 - 1990 **Clinical Instructor, Paediatrics**  
Humber College of Applied Arts and Technology, Etobicoke, Ontario Canada
- 1985 - 1991 **Staff Nurse, Preceptor, Charge Nurse, Team Leader**  
Neonatal Intensive Care, The Hospital for Sick Children, Toronto, Ontario Canada
- 1984 - 1985 **Staff Nurse**  
Paediatrics and Isolation, North York General Hospital, Toronto, Ontario Canada

## Honours: Academic, Community, and Professional

November 2013	Order of Mary Award, Loretto Alumnae Association - This award is conferred upon one who displays those qualities most admired in Mary Ward - joy, freedom, love of the poor and a desire for justice.
March 2012	Finalist and honourable mention Award for Methodological Excellence in a Qualitative Doctoral Dissertation, Centre for Critical Qualitative Health Research, University of Toronto
July 2008	Institutional Ethnography intensive workshop with Professor Emeritus Dorothy E. Smith, Selected Participant, The Ontario Institute for Studies in Education, Toronto Ontario
2005 -2010	Nursing Science Doctoral Fellowship The Ministry of Colleges and Training
2009	Nominee Susan William's teaching award (student nominated) The Faculty of Community Services, Ryerson University
2006	Graduate Student Award The Margaret M Allemang Centre for the History of Nursing
2005	"I am speaking award" for activism in disability studies research in health care and nursing education. Centre for Equity in Health and Society (CEHS), Toronto Ontario Canada
2004	Isabel Black Scholarship The Registered Nurses Foundation of Ontario
2004	RNAO chapter of the year Durham Northumberland Chapter- President, RNAO, Toronto, Ontario
2003	HUB Fellowship The Registered Nurses Association of Ontario
2003-4	Doctoral Fellowship University of Toronto
2002	Graduate Student Award The Community Health Nurse Interest Group RNAO
1994	Award for Clinical Excellence The Toronto Hospital, General Division

## TEACHING

### Graduate level

#### Accreditation Status

**University of Regina**, Faculty of Graduate Studies Accreditation, Full Accreditation

**University of Toronto**, appointment by the School of Graduate Studies as the External Appraiser

#### Graduate Supervision:

##### Examiner

Lynn Rutledge,

PhD – Rehabilitation Sciences, April, 2019

Everyday Tragedies: People with Severe Traumatic Brain Injury in the Liminal Spaces of a Level 1 Trauma Centre

Co-supervisor - Prof. Susan Rappolt, and Prof. Laura Bisailon

Seint Kokokyi,

MA , psychology, University of Regina July, 2016

An exploration of the doctor-patient relationships in the healthcare experiences of trauma survivors.

Supervisor: Bridget Klest, Department of Psychology, University of Regina

##### Examination Chair

Sharmon R Woynarski

Master of Adult Education, University of Regina, 2019

Dental hygiene program graduates' experiences with transition into private practice: A phenomenological study.

Aydin Torkabadi

PhD, Engineering, University of Regina, 2018

Application of Adaptive Neuro-Fuzzy Inference Systems in Development of Just-In-Time Pull Product Control Policies

Etheredge, Mikaila

Master of Science, Kinesiology and Health Studies, University of Regina, 2017

High Performance Coaches Perceptions of Entitled Athletes

Clermont, Christian Arthur

Master of Science, Kinesiology and Health Studies, University of Regina, 2015

The Effect of Knee Osteoarthritis on the Variability and Fractal Dynamics of Human Gait

Gidluck, Lynn Eileen

PhD, Interdisciplinary, University of Regina, 2015

Building Social Capital through Sport, Culture and Recreation: An Experiment in Collaborative Governance in Saskatchewan Using the Proceeds of State-Directed Gambling

Leitao Csada, Stephenie Francisca

PhD, Education, University of Regina, 2015

Sites of Living Pedagogy in (French) Teacher Education: An Autoethnographic Self-Study

Roh, Hyuk-Jae  
 PhD Engineering, University of Regina, 2015  
 Impacts of Snowfall, Low Temperatures, and their Interactions on Passenger Car and Truck Traffic

Shuya, Daysha  
 Master of Science, Kinesiology, University of Regina, 2014  
 Exploring the Relationship Between Cheerleading Injury, Coping Skills, and Athlete Burnout with Performance

Chomos, Adam James Stephen Chomos  
 Master of Science, Kinesiology and Health Studies, University of Regina, 2014  
 The Development of Context-Specific Biofeedback Training Screens – An Application to Hockey Officials

Alhijili, Ahmad Saleem  
 Master of Art, Police Studies, University of Regina, 2013  
 An Examination of Misconduct in Canadian Prisons

### Supervisory Committee Member

2017 – 2022 Comp completed	<b>Committee member</b> Erin Harris, PhD Kinesiology, University of Regina
2018 Data collection phase	<b>Committee member</b> Wendy Schwarts MSW program, University of Regina <i>Tempting Fate: A phenomenological study on multiple drug overdoses</i>
2013 – 2016 Completed	<b>Committee Member</b> Deena Arthur, Master of Art, Gerontology, University of Regina Women Past Menopause: learning from the voice of experience.
2013-2015 Completed	<b>Committee Member</b> Renee Jody Schmidt, PhD Education, University of Regina <u>A Saskatchewan Perspective of Psychologists' Quality of Professional Life as a Determinant in Responsiveness when Working as Suicide Interventionist - A Mixed Methods Study</u>



## Graduate Course Curriculum Development (since 2013)

Year	Title
2017, 2018	<p><b>MNUR 801 Research in Advanced Nursing Practice</b> This course explores and critiques research methods used in nursing science; including philosophical underpinnings, ethics processes, research question formation, study design methods, sampling, and data analysis techniques associated with various approaches to research. Students will learn how different methods are used as separate or complimentary approaches in research design.</p>
2014	<p><b>MNUR 804 Global Health and advanced Practice Nursing</b> In this course students will critically analyze population health and current research on the determinants of health, with an emphasis on the sociopolitical, cultural and environmental determinants of health. The role of the advanced practice nurse in health policy development, and primary health care will be explored.</p>
2013	<p><b>MN 801 Research in Advanced Nursing Practice</b> <b>MN 809 Transition to Advanced Nursing Practice 1</b> <b>MN 810 Transition to Advanced Nursing Practice 11</b> The initial curriculum for these courses was developed to provide external reviewers with an appreciation for the proposed course content.</p>
2013	<p><b>MNUR 800 Foundations for Advanced Practice Nursing</b> This course explores dimensions of the advanced practice nurse role in Canada. An examination of the historical, philosophical, sociopolitical and economic influences develops the foundation for practice. Factors that affect role implementation and innovative models that utilize the advanced practice nurse role in primary health care are investigated.</p>
<b>Guest Lectures</b>	
2017	<p><b>Guest lecturer: Narrative Inquiry</b> Faculty of Education, Graduate level, University of Regina</p>
2016	<p><b>Guest speaker Institutional Ethnography: A feminist approach combining theory and methods</b> Theory and Methods Seminar Series, University of Regina.</p>
2009 - present	<p><b>Guest Lecturer: Ethnography with attention to Institutional Ethnography</b> Qualitative Research Methods, Master of Nursing Program, Ryerson University</p>
Winter 2008	<p><b>Guest Lecturer: Differences in Case Study approaches</b> Qualitative Research Methods, Master of Nursing Program, Ryerson University</p>

### Graduate Courses Taught

<b>Course</b>	<b>Level</b>	<b>University</b>	<b>Semester</b>
<b>MNUR 800</b> Advanced Practice Nursing	Graduate	University of Regina	Fall 2021
<b>MNUR 801</b> Research	Graduate	University of Regina	Fall 2017, 2018
<b>MNUR 804</b> Global Health	Graduate	University of Regina	Spring/Summer <u>2015</u> ( <u>2016 cancelled</u> )
<b>MN8903</b> Nature and Development of Nursing Knowledge	Graduate	Ryerson University	Spring/ Summer 2011, Winter 2011, Fall 2011, 2012
<b>MN8904</b> Seminar in Professional Nursing Advancement	Graduate	Ryerson University	Winter 2011, Winter 2012, Fall 2012
<b>MN8902</b> Qualitative Research Methods: Design and Critical Appraisal	Graduate Guest lecturer - ethnography	Ryerson University	Fall 2010 Spring 2010 Winter 2010 Fall 2009

## Undergraduate level

### Undergraduate Course Curriculum Development and Revision (since 2013)

Course	University
Fall 2017, 2018 <b>CNUR 401 Population Health and Community Partnerships</b> New content development Following a review of the content of this course, it was determined that content specific to <i>harm reduction</i> was lacking in this course. During the summer of 2017 I developed textual and audiovisual materials specific to the content for the teaching team.	University of Regina
Fall 2014, 2015, 2016, 2017 <b>CNUR 301 Leadership and Influencing Change</b> Curriculum Revision This course will focus on the study and application of leadership theory pertaining to accomplishing goals and attaining greater levels of achievement in all domains of nursing practice. Learners will have the opportunity to explore principles of effective nursing leadership and management in formal and informal nursing roles.	University of Regina
Fall 2014, 2015, 2016, 2017, 2018 <b>CNUR 209 Nursing Research Methods</b> Curriculum Revision This course will focus on knowledge uptake and utilization of both quantitative and qualitative research in the practice of nursing. A variety of research methodologies will be discussed. The emphasis will be on research literacy: Reading and understanding research based literature and the implications for nursing practice.	University of Regina
2013 Spring, Fall 2016 <b>CNUR 302: Theory &amp; Practice Education: Child and Adolescent Partnerships</b> Curriculum Revision, Intensive format, First time teaching This course will focus on alterations in health of children and adolescents within the context of family. Learners will have the opportunity to explore and apply theory of developmental stages, primary health care principles and advanced assessment skills, and provide holistic care to children in the varying levels of intervention (health promotion, restoration, rehabilitation and support) while integrating nursing knowledge and critical thinking, pathophysiology, pharmacology, microbiology, nutrition and health education.	University of Regina
2013 Winter <b>NURS 001: Foundations of Nursing Assessment</b> Curriculum Revision, Intensive format, First time teaching This course introduces beginning concepts of nursing assessment focusing on expected and normal findings in the	University of Regina

healthy adult. This assessment lab is designed for students that have completed theoretical study in anatomy and physiology but require nursing specific assessment skills.

### Undergraduate Courses Taught

Course	BScN year	Role	University	Year
<b>CNUR 403 Senior Practicum</b>	4	Course lead Instructor	University of Regina	Fall 2020, Winter 2021
<b>CNUR 401 Population Health and Community Partnerships</b>	4	Course lead	University of Regina	Fall 2017, 2018, Winter 2020
<b>CNUR 202 Pharmacology</b>	2	Lab instructor	University of Regina	spring 2016
<b>CNUR 301 Leadership and Influencing Change</b>	3	Instructor	University of Regina	Winter 2015 2016 2017, 2020
<b>CNUR 209 Nursing Research</b>	2	Instructor	University of Regina	Winter 2014, 2015 2016 2017, 2018
<b>CNUR 302: Child and Adolescent Partnerships</b>	3	Co Instructor	University of Regina	Fall 2016
<b>NURS 001: Foundations of Nursing Assessment</b>	1	Instructor	University of Regina	2013
<b>NSE 418: Nursing practice final semester</b>	4	Instructor and lead teacher	Ryerson University	Winter 2012
<b>NSE 418: Nursing practice final semester</b>	4	Instructor and lead teacher	Ryerson University	Fall 2011
<b>NSE 417: Nursing practice</b>	4	Instructor and lead teacher	Ryerson University	Fall 2011
<b>NSE 13 a/b: Health assessment (full year)</b>	1	Instructor and lead teacher	Ryerson University	Fall 2007 &Winter 2008
<b>NSE21 a/b (full year)</b>	2	Instructor and lead teacher	Ryerson University	Fall 2007 &Winter 2008
<b>NSE 31 a/b Community Nursing Practice (full year)</b>	3	Instructor	Ryerson University	Fall 2005 Winter 2006

<b>NSE 32 a/b Community Nursing Theory (full year)</b>	3	Instructor	Ryerson University	Fall 2005 Winter 2006
<b>CNUR827 End of life care</b>	4	Curriculum development, Co-lead teacher	Ryerson University	Fall 2005 Winter 2006
<b>CNUR 805 Nursing Theory</b>	Continuing education	Instructor	Ryerson University	Fall 2002 Winter 2003
<b>CNUR 832 Community Nursing</b>	Continuing education	Instructor	Ryerson University	Fall 2002 Winter 2003
<b>Community Nursing</b>	2	Instructor	Durham College	Fall 2001 Winter 2002

## RESEARCH

### External Funding

- 2022 *Empowering women experiencing violence and hidden homelessness by creating safe, supportive and affordable housing places.*  
 Applicant: PI **L Clune**,  
 Research Partners: City of Regina, Poverty-free Saskatchewan Regina Homeless Community Advisory Board  
 Funder: Solutions Lab, Canadian Housing and Mortgage Corporation  
 Amount: \$201,150  
 Status: pending
- 2020 *Interactive online tools for future-oriented, mutual flourishing among youth in and from government care and custody,*  
 Applicant: PI Marie Lovrod, Co PI **L Clune**  
 Funder : SSHRC partnership development grant  
 Amount : \$198,100  
 Status : not funded
- 2019 *Hidden Homelessness in Saskatchewan: Examining the determinants of health for youth and young adults in post secondary education.*  
 Applicant: **L Clune**, Shauna Davies, Sherry Ardivison, University of Regina, Faculty of Nursing  
 Funder: Making the shift- youth homeless innovation lab (Canadian government – Youth Employment Strategy funding)  
 Amount: \$95,844  
 Status: submitted, funding deferred, asked to join a collaborative national research group focusing on School based early intervention.
- 2019 *Uncover Hidden Homelessness in Regina: An exploratory community action project.*  
 Applicant: **PI L Clune** with Circle Project and Poverty Free Saskatchewan  
 Funder: Community Health Research Unit, Regina Public Interest Research Group  
 Amount: \$5500  
 Status: data analysis
- 2017 *Plan to end homelessness in the City of Regina.*  
Applicant: University of Regina (PI **L Clune** from Nursing), Co PI Faculty of Business, Community research unit, Faculty of Arts  
Funder: YMCA Regina  
Amount: 120,000  
Status: not funded
- 2017 *Improving mental health and addiction supports for individuals with FAS/F in Saskatchewan.*  
Applicant: **L Clune** member of Sprout Grant team.  
Funder Saskatchewan Health Research Foundation  
**Amount:** \$100,000

Status: not funded

- 2016 *International Knowledge Exchange Network on the Health Workforce (IKENHW).*  
Applicant: Ivy Lynn Bourgeault (coordinator) **L Clune** (co applicant)  
Funder: Networks of Centres of Excellence, International Research Platforms, NCE-IKTP  
Amount: \$400,000 CDN per year for 4 years  
Status: Not funded
- 2016 *The role transition stressors and coping strategies of new graduate regulated nurses in Saskatchewan.*  
Applicant: **L Clune**  
Funder: Saskatchewan Health Research Foundation Establishment grant  
Amount: \$179,000  
Status: not funded
- 2015 *Canadian Doctoral Nursing Network Conference grant application.*  
Applicant: **L Clune**  
Funder: Saskatchewan Health Research Foundation  
Amount: Not funded
- 2014 *Workplace Injuries in Nursing Saskatchewan (WINS): Building a strategic research direction to improve reduce injuries and improve health.*  
Investigators: **Clune, L.**, Fletcher, A., Urban, A.M., Tucker, S  
Community Partners: Saskatchewan Union of Nurses, Saskatchewan Workers' Compensation Board, Saskatchewan Association for Safe Workplaces in Health  
Role: PI  
Funding Source: Saskatchewan Health Research Foundation, Collaborative Innovations Development Grant  
Amount: 15,950  
Status: not funded
- 2013 *Developing a Portfolio of Occupational Health and Safety Case Studies for the Ontario Health Care Sector*  
Investigators: Tompa, E., **Clune, L.**, van Dongen, J.M., Dewa, C., Mahood, Q., Irvin, E.,  
Role: Co-Investigator  
Funding Source: Ontario Ministry of Labour Research Opportunities Program  
Amount: \$135,177  
Status: Excellent ranking but not funded.
- 2010 – 2013 *Occupational Health and Safety Economic Evaluation Resource Needs for the Health Care Sector in Ontario.*  
Investigators: Dr. Emile Tompa (Co PI), **Dr. Laurie Clune** (Co PI, Ryerson University) Co Investigators: Dr. Cameron Mustard, Dr. Ben Amick III, (Institute for Work and Health) Dr. Carolyn Dewa, (Centre for Addictions and Mental Health)  
Funding source: The Workplace Safety and Insurance Board – development grant  
Amount: \$29,960.00

Status: Completed report submitted to the WSIB 2013

- 2011 - 2013 *On the Margins: Understanding the Employment Patterns, Motivations & Outcomes of Nurses Working for Multiple Employers & Temporary Agencies.*  
Principal Investigator Dr. Rachel Myers; Co-Investigator Dr. Sean Clarke, Lawrence S. Bloomberg, Faculty of Nursing, University of Toronto, **Dr. Laurie Clune**, University of Regina, Dr. Emile Tompa, the Institute for Work and Health  
Funding source: Ontario Ministry of Health and Long Term Care - Grant # 06655  
Funded: - \$135,765
- 2006-2008 *Facilitating the Acquisition of Proficiency in English Among Adult Immigrant Women: Filling the Gaps.*  
Principal Investigator: Dr. Kenise Murphy-Kilbride. Co-Investigators: Merhunnisa Ali, Rachel Berman, Isaac Woungang, Susanna Edwards, Marju Toomsalu, **Laurie Clune**, Sepali Guruge. Community Partner: Robert Cazzola, COSTI Immigrant Services.  
Funding source: Canadian Council on Learning  
Amount: \$70,000  
Status: completed and published  
Available at  
[http://ceris.metropolis.net/Virtual%20Library/EResources/Kilbride et al2007.pdf](http://ceris.metropolis.net/Virtual%20Library/EResources/Kilbride%20et%20al2007.pdf)

### Internal Funding

- 2017-18 Title *Exploring Saskatchewan Baccalaureate Nurse Graduates with the NCLEX Examination*  
Investigator: Dr. Elizabeth Domm (primary investigator for quantitative portion), **Dr. Laurie Clune** (primary investigator for qualitative), Patti Manson  
Funding Source 2017 SCBScN Collaborative Research Grant  
Amount \$5000  
Status: Completed
- 2016-18 Title: *Academic Accommodation Campus Experiences of Students (AACES)*  
Investigator: **Laurie Clune** (Principal Investigator), Elise Mathews, Stephanie Gomersall  
Funding source: President's Teaching and Learning Scholar Awards for 2016-17  
Amount: \$8200  
Status: Completed
- 2015 Title: *Evaluating Learning Outcomes of International Placements for Nursing Students*  
Investigators Elise Matthews (Principal Investigator), **Dr. Laurie Clune**, Dr. Florence Luhanga  
Funding source: President's Teaching and Learning Scholar Awards for 2016-17  
Amount: \$4100  
Status: Funded, completed



2014 Title: *Going back to school: Describing the academic experiences of health professionals entering on-line graduate programs*  
Investigators: Clune, L. Zarzeczny, A. Hackl, B.  
Role: PI  
Funding Source: President's Teaching and Learning Scholarship Grant Program  
Status: not funded

2011 Publication grant  
Funding source: Faculty of Community Services, Ryerson University  
Amount Awarded \$1500

2003 Publication grant  
Funding source: Faculty of Community Services, Ryerson University  
Amount Awarded \$1000  
Status: One peer reviewed publication selected for republication in the 40<sup>th</sup> anniversary commemorative edition of the Canadian Journal of Nursing Research. Three podium presentations at peer reviewed conferences.

**Pilot research not yet funded.**

2020 Understanding hidden homelessness in post-secondary schools from the standpoint of security personnel  
Funding source: To be determined after pilot completed  
Status: on hold due to COVID and campus disruptions

## Publications

### Book Chapters:

- Clune, L** , Edralin, R. (2022). Cultural considerations at the end of life. Chapter 13. In Srivastava, Rani., *The Health Care Professional's Guide to Cultural Competence, Second Edition*. Toronto, Ontario Canada: Elsevier. ISBN: 978-0-323-79000-0
- 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.
- Wilksons- Griffiths, A, Christie, Pat, **Clune, L.** Gregory, D. (2019). Chapter 11: Nursing theory and theorists used in nursing. In *The Art & Science of Canadian Nursing: A Fundamentals Textbook, 2<sup>nd</sup> Canadian Edition*, Wolters Kluwer | Lippincott, Williams & Wilkins.
- Clune, L.** Gregory, D. (2015). Chapter 11: Nursing theory and theorists used in nursing. In *The Art & Science of Canadian Nursing: A Fundamentals Textbook, 1<sup>st</sup> Canadian Edition*, Wolters Kluwer | Lippincott, Williams & Wilkins. [chapter](#)

### Journal publications

- Zanchetta, M.S., Fredericks, S., Metersky, K., Martorella, G., Petrucka, P., **Clune, L.**, Vedana, K. G. G., Baixinho, C. R. S., Rocha, C. M. F., Campagna, S., He, S. Z., Gouveia, M. T. O., Medeiros, M., Munari, D. B., Albarracin, D. G. E., Aguilera-Serrano, C., & Santos, W. S. (2022). Scanning resources to build a Nursing Knowledge Network: Experiences and evidence from the international field. Submitted to *International Nursing Review* (under review).
- Matthews, E. **Clune, L.**, Luhanga, F., Loewen, R. (2021) The Impact of Cultural Immersion International Learning Experiences on Cultural Competence of Nursing Students: A Critical Integrative Review. *Journal of Professional Nursing* 37(5), 875-884. <https://doi.org/10.1016/j.profnurs.2021.07.002>
- Clune, L.** (2018). *Dr. LeeAnn Harper-Femson*. Online Memorial Book, Canadian Nurses Association. Available at <https://www.cna-aiic.ca/html/en/CNA-Memorial-Book-e/2017/files/assets/basic-html/page-67.html>
- Clune L,** Domshy, D. (2016) Home is where my dialysis is: A pilot study. *International Journal of Qualitative Methods*. 15, (1), 13. Doi:1609406915625569
- van Dongen JM, Tompa E, **Clune L,** Sarnocinska-Hart A, Bongers PM, van Tulder MW, van der Beek AJ, van Wier MF. (2013). Bridging the gap between the economic evaluation literature and daily practice in occupational health: a qualitative study among decision makers in the healthcare sector. *Implementation Science*, 8, 57. Can be retrieved from: <http://www.implementationscience.com/content/8/1/57>

- McGovern, B., Lapum, J., **Clune, L.**, & Schindel Martin (2013). The theoretical framing of high-fidelity simulation in nursing with Carpenter's patterns of knowing in nursing. *Journal of Nursing Education*. 52(1), 46 – 49. doi:10.3928/01484834-20121217-02
- Clune, L.**, & Urban, A. M. (2012). Saving money on the backs of nurses: The objectification of nursing work in hospitals. *International Journal of Qualitative Methods*. 11, (5) 769-770.
- Hushlilt, J., **Clune, L.** (2012), The use of socially assistive robots for dementia care. *Journal of gerontological nursing*, 38 (10) 15 – 18. doi:10.3928/00989134-20120911-02
- Clune, L.** (2011), Admitting students with disabilities into nursing programs: What we know and where we need to go. *Canadian Association of School of Nursing - Virginia Henderson International Nursing e repository*. Retrieved from <http://www.nursinglibrary.org/vhl/handle/10755/162334>
- Clune, L.** (2011). The social (dis) organization of "Return to work" from the standpoint of the injured nurse: An institutional ethnography. *Sigma Theta Tau International -Virginia Henderson International Nursing e repository* Retrieved from <http://www.nursinglibrary.org/vhl/handle/10755/152101>
- Guruge, S., Murphy-Kilbride, K., Tyyska, V., Berman, R., Woungang, I., Edwards, S., Toomsalu, M., **Clune, L.** (December 2009). Implications of English Proficiency on Immigrant Women's Access to and Utilization of Health Services, *Women's Health and Urban Life*, 8 (2) available online at [http://www.utsc.utoronto.ca/~womenshealth/womenshealth/Issue\\_Summaries.html](http://www.utsc.utoronto.ca/~womenshealth/womenshealth/Issue_Summaries.html)
- Bender, A., **Clune, L.**, & Guruge, S., (2009 commemorative issue). Considering place in community nursing. *Canadian Journal of Nursing Research*, 41, (1), 128-143. *This paper was selected by the journal for the 40<sup>th</sup> anniversary commemorative issue and republished.*
- Bender, A., **Clune, L.**, & Guruge, S., (2007). Considering place in community nursing. *Canadian Journal of Nursing Research*, 39, (3), 20 – 35.
- Kjerulf, M., & Clune, L. (2006, September). Storytelling: Using narrative to teach end-of-life care to undergraduate nursing students. *Journal of Palliative Care*. 22, (3), 222).
- Nazarnia, S., Chan, V., **Clune, L.** (1997, March April). A comparison of cost effectiveness of regional anaesthesia versus general anaesthesia for outpatient hand surgery. *Regional Anesthesia*, 22 (2S), 20.

### Invited presentation at conferences

- Clune, L.** (March 3, 2022). *Networking with a Nurse Leader*. Lawrence S. Bloomberg Faculty of Nursing. University of Toronto, Toronto, Canada,
- Clune, L.** (September 29, 2018). *Understanding the REB process*. Graduate student conference, University of Regina, Faculty of Graduate studies, Regina Saskatchewan.
- Clune, L.** (September 30, 2017). *Tips and tricks in submitting your REB application*. Graduate student conference, University of Regina, Faculty of Graduate studies, Regina Saskatchewan.
- Clune L.** (Aug 18, 2011). *Institutional Ethnography training session: Mapping the social*. The Society for the Study of social problems. Las Vegas NV.
- Clune, L.** (April 27, 2010). *Trying to get back: The challenges faced by registered nurses returning to work*. The Institute for Work and Health, Toronto, Ontario.
- Clune, L.** (November, 2009). *Informant maps in qualitative research: An innovative way of collecting data*. The Institute for Work and Health, Toronto, Ontario.
- Clune, L.** (Feb, 2010). *How nurses get hurt: Trying to get back*. International Nurse Interest Group, The Registered Nurses Association of Ontario.
- Clune, L.,** (May 2009). *The social organization of return to work from the standpoint of the injured nurse*. Lawrence S. Bloomberg Research Conference. Toronto Ontario.
- Clune, L.** (May, 2009). *Can we admit a nursing student with a (dis)ability?: Success stories*. College Committee on Disability Issues, Huntsville Ontario.

### Oral Papers in refereed conference proceedings

- Clune, L.** Domm, E., Manson, P. (2021). *Nurse candidate experiences of the NCLEX-RN: A mixed method study*. Canadian Association of Schools of Nursing, Calgary, Alberta Canada.
- Clune, L.** Mathews, E. (June 2019). *Understanding academic accommodations from the student's standpoint*. Federation for Social Science and Humanities Congress, Higher Education section, Vancouver, British Columbia, Canada.
- Clune L.** Mathews, E. (May 29, 2018). *AACES: Academic accommodation campus experiences of students living with disabilities*. Canadian Association of School of Nursing conference, Montreal Canada.
- Mathews, E., Runquist, C., Loewen, R. **Clune, L.**, Luhanga, F. (2017). *Nursing Students Abroad: A Critical Review*. Society for Applied Anthropology Annual Meeting, At Santa Fe, New Mexico.
- Clune L,** Domsby, D. (Oct 20, 2015). *Home is where my dialysis is*. Qualitative Health Research: Informing Practice, Policy and the Preferred Future of Healthcare, International Institute for Qualitative Methodology, Toronto, Ontario.
- Clune, L.** (2014). *Where the nurse gets hurt: Understanding the social organization of injury management in Ontario hospitals* has been accepted into the session The Social Organization of Health Professional Work. Society for the Study of Social Problems (SSSP). San Francisco, CA, USA.

- Clune, L.** Myer, R., Clarke, S. Tompa, E. (March, 2013). *Fostering accountability for quality: The challenges and benefits experienced by those working in and alongside nursing resource teams*. Nursing Leadership Network of Ontario 2013 Conference: Toronto, Ontario.
- Clune, L.**, Hossman, F. (October, 2012). *Who is looking after the nurse's health? An evaluation of the mission, visions and values of Ontario hospitals*. Third Biennial Bilingual CSSH conference Sociological Contributions to Health Equity. Canadian Society for the Sociology of Health: Ottawa Ontario.
- Clune, L.**, Urban, AM. (Oct., 2012). *Saving money on the backs of nurses: The objectification of nursing work in hospitals*. 2012 Qualitative Health Research (QHR) Conference, International Institute of Qualitative Research Methodologies: Montreal Quebec.
- Clune, L.** (Oct., 2012). *Map Making Activities: An approach to collecting and analysing ethnographic data*. 2012 Qualitative Health Research (QHR) Conference, International Institute of Qualitative Research Methodologies, Montreal Quebec.
- Clune, L.** (Aug 2011). *Discussant: The social organization of contemporary health care*. Society for the Study of Social Problems – Institutional ethnography division. Las Vegas Nevada.
- Clune, L.** (Aug 2011). *Injured by the nursing work, disabled by return to work: An institutional ethnography*. Society for the Study of Social Problems – Institutional ethnography division. Las Vegas Nevada.
- Clune, L.** (June 2011). *Where the nurse gets hurt: Hospital injury management practices*. Advancing Health Research toward Social Justice: Building on Diversity & Resilience, Daphne Cockwell School of Nursing 4<sup>th</sup> Annual Research Day, Ryerson University. June 2011.
- Clune L.** (accepted). *Where the injured nurse gets hurt: How the social organization of Canadian Hospitals hinders their successful return to work*. 4th International In Sickness & In Health Conference, **Odense, Denmark**. May 2011
- Clune, L.** (October 2010). *When the injured nurse returns to work*. The Second Biennial Bilingual Conference of the Canadian Society for the Sociology of Health, Ottawa, Ontario.
- Clune, L.** (Aug. 2010). *Mapping work: Using informant generated maps to discover the social organization of injury management*. Social Justice Work, The Society for the Study of Social Problems. Atlanta, Georgia USA.
- Clune, L.** (July 2010). *The social (dis)organization of "Return to Work" from the standpoint of the injured nurse: An institutional ethnography*. 21st International Research Congress, Global Diversity through Research, Education and Evidence-based practice. Sigma Theta Tau International. Orlando Florida USA.
- Clune, L.** (May 2010). *When the nurse gets hurt: How participant maps of their injury experience illuminated the social organization of injury management*. The 27th Annual Qualitative Analysis Conference: Social Pragmatism as a Conceptual Foundation, Brantford Ontario.
- Clune, L.**, (May 2009). *When the nurse gets hurt: The social organization of injury management and return to work*. Third International In Sickness & in Health Conference, Victoria British Columbia Canada.

- Clune, L.** (April 16 2009). *Injury management and return to work from the standpoint of injured nurses: Helping or Hurting?* 3rd International In Sicknes & In Health Conference, Victoria, British Columbia.
- Clune, L.** (May 2008). *Admitting students with (dis)abilities into nursing programs: What we know and where we need to go.* 2008 CASN Nursing Academic Leadership Conference, Toronto Ontario.
- Clune, L.** (May 2008). *The social organization of injury management.* Lawrence S. Bloomberg Research Conference. Toronto Ontario.
- Clune, L.** (September 2006). *Learning through the stories: How community partner's and narratives shape an innovate curriculum in end of life care.* The Registered Nurses Association, Region 8 conference, Cobourg, Ontario.
- Clune, L.,** (May 24, 2006). *From poetry to a renewed perspective in (dis)ability research* In symposium presentation Lapum, J., Leung, D. Clune, L. *Storied experiences of intentionality in the doctoral research journey: A revealing of self-other.* Narrative Matters 2006, Halifax, Nova Scotia. International
- Clune, L.,** (May 25, 2006). *Busting out of the box: A journey with poetry and narrative in a land of science.* Narrative Matters 2006, Halifax, Nova Scotia. International
- Clune, L., & Wilkinson, J.** (June 2005). *Barriers for nurses with disabilities: Two Experiences.* Paper presented Canadian Disability Studies Association Conference, in conjunction with the 2005 Congress of the Canadian Federation for the Humanities and Social Sciences, The University of Western Ontario, London, Ontario, Canada.
- Clune, L.,** (May 2005). *Students with disabilities in the health professions: What we know and where we need to go.* Paper presented 2005 Ryerson University May Faculty Conference, Ryerson University, Toronto Ontario Canada.
- Clune, L.,** (2004). *Striving for change or maintaining the status quo?: Race, gender, sexual orientation and disability in professional education.* Paper presented GREET Conference, Ryerson University, Toronto, Ontario.
- Clune, L.,** Sinclair, A., Heindal, M., & Pickering, W., (2002). *Going back to school: The learning journey of mature students entering nursing.* Paper presented at Embracing the Future: Educating Tomorrow's Nurses conference, The Registered Nurses Association of Ontario, Toronto, Ontario.
- Clune, L.,** McShane, J., Buck, M., & Hurst, R., (1999). *Influencing attitudinal change towards the care of the older adult: a social marketing approach.* Paper presented at The University of Toronto Nursing Research Day, Toronto, Ontario.
- Watt-Watson, J., Carson, G., **Clune, L.,** Davis, C., Forsey, A., Palozzi, L., Sawhney, M., Stinton, J., Struthers, C., & Vincent, L., (1998). *Quality improvement pain initiatives: plaudits and pitfalls.* Paper presented at The University of Toronto Nursing Research Day, Toronto, Ontario.
- Clune, L.,** (1997). *To sleep or not to sleep: Regional anaesthesia.* Paper presented at The

Canadian Orthopaedic Nurses Association National Conference, Toronto, Ontario.

**Clune L.**, (1997). *New ways of managing pain*. Paper presented at the Canadian Association of Critical Care Nurses Conference, Toronto Ontario.

**Clune, L.**, (1997). *The Toronto Hospital's research utilization model: At work in the surgical directorate*. Paper presented at the Nursing Forum Conference, The Toronto Hospital, Toronto, Ontario.

**Clune L.**, (1996). *The pain game: A way to improve pain management in critical care*. Paper presented at Sunnybrook Hospital Pain Management Conference, Toronto, Ontario.

**Clune, L.**, (1996). *Care by parent: An approach to easing the transition into the community*. Paper presented at the Nursing Forum Conference, The Toronto Hospital, Toronto, Ontario.

**Clune, L.**, Reimer, S., (1994). *Maternal substance abuse: Its effect on the neonate- a protocol*. Paper presented at Telemedicine Canada, Toronto Ontario.

### Art informed scholarly activities

**Clune, L.**, (September 1-9, 2022). Don't call us heroes: Nurses everyday work with germs. In the gallery presentation *The Things We Teach With* at the Fifth Parallel Gallery. Regina, Saskatchewan.

**Clune, L.**, (July 20, 2021). My fibre art journey: A new way of disseminating knowledge in nursing. Virtual conference presentation in *A Symposium Celebrating Objects and Stories in Teaching, Learning and Research*. University of Regina, Saskatchewan Canada.

**Clune, L.** (2019). *Bullied: An aesthetic reflection*. University of Regina, Saskatchewan Canada.

**Clune, L.**, (2019). *A blip in a long career*. University of Regina, Saskatchewan Canada

### Poster Presentations at refereed conferences

Urban, AM., **Clune, L.** (June 23, 2014). *Saving money on the backs of nurses: The social organization of Canadian healthcare*. RQHR Research Showcase 2014. Regina, Saskatchewan Canada.

**Clune, L.** (June 2008). *The social organization of Ontario workplace injury management: An institutional ethnography of regulated nurses' experiences*. Ryerson University Nursing Research Conference.

**Clune, L.** (June 2008). *Challenging how we teach by discovering (dis)ability: The documented experiences of nursing students*. Ryerson University Nursing Research Conference.

Sepali Guruge, Kenise Murphy-Kilbride, Vappu Tyyska, Rachel Berman, Isaac Woungang, Susanna Edwards, Marju Toomsalu, **Laurie Clune**. (June 2008). *The influence of the acquisition of proficiency in English on health service utilization of immigrant women*. Ryerson University Nursing Research Conference.

Sepali Guruge, Kenise Murphy-Kilbride, Vappu Tyyska, Rachel Berman, Isaac Woungang, Susanna Edwards, Marju Toomsalu, **Laurie Clune**. (March 2008). *Facilitating the Acquisition of Proficiency in English Among Adult Immigrant Women: Filling the Gaps*. University of Windsor Nursing Research Conference.

**Clune, L.** (2007 June). *The barriers faced by students with disabilities in health professional programs: What we know and where we need to go*. Society for Disability Studies: Seattle Washington.

**Clune, L.** (2007 March). *Value based learning: Using narrative in an end of life care curriculum*. Faculty of Community Services: Scholarly Research and Creative Activities Awards Presentation, Ryerson University, Toronto Canada.

Kjerulf, M. & **Clune, L.** (September 2006). *Narrative pedagogy in end of life care*. 16<sup>th</sup> International Conference on Care of the terminally ill. Montreal Canada.

**Clune, L.** & Kjerulf, M. (October, 2006). *Value –based nursing education: How community partner's and narratives shape an innovate curriculum in end of life care*. The Registered Nurses Association of Ontario, International Nurse Educator conference. Toronto Canada

**Clune, L.** (2006 March). *Conceptualizing the nursing academy through the geography of place*. Faculty of Community Services: Scholarly Research and Creative Activities Awards Presentation, Ryerson University, Toronto Canada.

**Clune, L.**, (2004). *Nursing students with disabilities: What is it like for them?* Thinking Qualitatively 2004, International Institute for Qualitative Methodologies, Edmonton, Alberta, Canada.

**Clune, L.**, (2004). *A call for change in nursing education: Supporting the academic success of mature students entering undergraduate nursing programs*. Embracing the Future: Educating tomorrow's Nurses conference, The Registered Nurses Association of Ontario, Toronto, Ontario, Canada.

#### Publication other

**Clune, L.** (2019). When the injured nurse returns to work: An institutional ethnography. Accepted for publication in the *Virginia Henderson Repository- Sigma Theta Tau International*. Can be retrieved from handle <http://hdl.handle.net/10755/19233> .

#### Reports

**Clune, L.** (contributing stakeholder) (2022). *Non-medical use cannabis: A Nursing framework*. Canadian Nurses Association, Ottawa, Canada. [https://hl-prod-ca-oc-download.s3-ca-central-1.amazonaws.com/CNA/2f975e7e-4a40-45ca-863c-5ebf0a138d5e/UploadedImages/documents/Non\\_Medical\\_Cannabis\\_-\\_A\\_nursing\\_framework.pdf](https://hl-prod-ca-oc-download.s3-ca-central-1.amazonaws.com/CNA/2f975e7e-4a40-45ca-863c-5ebf0a138d5e/UploadedImages/documents/Non_Medical_Cannabis_-_A_nursing_framework.pdf)



- Clune, L.** (coauthor) (2016, 2017a, 2017b, 2018, 2019). Accreditation review report for Canadian Association of Schools of Nursing.
- Clune, L.** (lead and editing author). Bruce, J. and the Collaborative Nurse Practitioner Program Development Committee. (November 1, 2013). *University of Regina and the Saskatchewan Institute of Applied Science and Technology Self-evaluation Report*. Submitted to the Saskatchewan Registered Nurses' Association and the Nursing Education Program Approval and Assessment team.
- Meyer, R.M., Clarke, S.P., Tompa, E., & **Clune, L.** (2013). *On the Margins: Understanding the Employment Patterns, Motivations & Outcomes of Nurses Working for Multiple Employers, Temporary Agencies & Nursing Resource Teams*. Final Report for the Ontario Ministry of Health and Long-term Care Nursing Research Fund Project 25820. Toronto, Ontario, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto.
- Clune, L.** (Lead and final edit author) (March 2013). *Proposal: Master of Nursing-Collaborative Nurse Practitioner Program*. Submitted to, successfully defended and approved at: University of Regina, Faculty of Nursing Council February 27, 2013; Faculty of Graduate Studies and Research Faculty Council, March 22, 2013; University of Regina Academic Group for Planning, Evaluation and Allocation committee March 28, 2013, University of Regina; Executive of Council April 15, 2013; Dean's Council May 14, 2013, Saskatchewan Institute for Science and Technology. Approval: Senate June 6, 2013 University of Regina; Board of Governors, July 16, 2013, University of Regina; Saskatchewan Registered Nurses Association, November 2013. For student admission September 2014.
- Clune, L.**, (Lead and final edit author) (May 2013). University of Regina Educational Unit Accreditation Report. Prepared for the Canadian Association of Schools of Nursing.
- Tompa, E., **Clune, L.**, Mustard, C., Dewa, C., Ammick, B., Sarnocinska-Hart. (2013). *OHS economic evaluation resource needs for the health care sector in Ontario, Project #10022 Final report for the WSIB Research Advisory Council*. Funded by the Workplace Safety and Insurance Board of Ontario
- Murphy-Kilbride, K., Ali, M. Berman, R, Woungang, I, Edwards, S, Toomsalu, M **Laurie Clune**, Guruge, S. Cazzola, R. (2007). *Facilitating the Acquisition of Proficiency in English Among Adult Immigrant Women: Filling the Gaps*, (2007). Funded by the Canadian Council on Learning.. Available at [http://ceris.metropolis.net/Virtual%20Library/EResources/Kilbride et al2007.pdf](http://ceris.metropolis.net/Virtual%20Library/EResources/Kilbride_et_al2007.pdf)
- Ryerson University, (2007). Accessibility plan 2007-2008, Role: contributor. Can be retrieved from <http://www.ryerson.ca/about/vpadministration/assets/ODARreport2007-08.pdf>
- Ryerson University, (2006). Accessibility plan 2006-2007, Role: contributor. Can be retrieved from <http://www.ryerson.ca/about/vpadministration/assets/pdf/ODA2006.pdf>
- University of Toronto Ontarians with Disabilities Act Accessibility Plan 2005-2006. Role: Co author. Can be retrieved from <http://www.hrandequity.utoronto.ca/Assets/reports/oda/0506.pdf?method=1>

University of Toronto, Accessibility Committee, Response to the Rae reviews. Role: Lead author.  
Nov. 30, 2004. <http://www.gsu.utoronto.ca/studentissues/accessibility/GACRaeReview.doc>

## Peer reviews

### Invited research reviews

#### Research Unit

2020  
Aug-Dec **Research Institutes and Centre Review Team**, University of Regina  
Saskatchewan Population Health and Evaluation Research Unit (SPHERU)  
Invited by the Associate Vice-President (Research) and Dean, Faculty of  
Graduate Studies (20 hours)

#### Grant reviewer

2018 – 2019 External referee, Collaborative Grant competition, Island Health, BC

2018 – present External referee, Canadian Nurses Foundation, Ottawa Ontario.

2016 Robin Badgley Memorial student award, Canadian Society for the Sociology of Health

2015 G. W. Smith paper award, Society of the Study of Social Problems

### Refereed conference abstract reviews

Year	Conference	Number of abstracts reviewed
2021	International Council of Nurses Congress - Nursing around the world	43

### Referee National scholarship Competition

Year	Organization	Number of candidates reviewed
2022	Canadian Nurses Foundation	21
2021	Canadian Nurses Foundation	32

#### Manuscript reviewer

2007 McMaster Online Rating of Evidence 1

2008 - present Nursing Inquiry 7

2010 - present Canadian Journal of Nursing Research 4

2011 International Journal of Nursing Studies 2

2013 Canadian Journal of Nursing Research 4

2014 BMC Psychiatry 1

2014 Journal of Sociology & Social Welfare 1

2015 – present Contemporary Nursing 3

2015 - present International Journal of Nursing Studies 5

2016 – present Quality Advancement in Nursing Education 7

2016 to present Journal of Nursing 3

## Canadian Association of Schools of Nursing Reviews

2016,  
2017a,  
2017b,  
2018  
2019

**\*confidentiality agreements prevent me from disclosing the specific schools**

### Book review

Middle Range Theories (2015), by Sandra Peterson and Timothy Bredow, published by Wolters Kluwer Health [review](#)

Northcott, H. Wilson, D. (2008) Dying and Death in Canada (2008), UPT Higher Education: Toronto, Ontario. <http://www.utphighereducation.com/product.php?productid=823>

### International nursing curriculum review

Hypocalcaemia in Malignant Disease, Cancernursing.org UK (2006)  
<http://www.cancernursing.org/courses/currentcourses/full.asp?CourseID=39>

### Community contributions

**Clune, L.** (March 1, 2016). *Letter to the editor: Hey SAHO value our nurses*. Regina Leader Post. Available at <http://leaderpost.com/opinion/letters/letter-hey-saho-value-our-nurses>

**Clune, L.** (Oct 23, 2014) Digital Nurse Blog - SARS and now Ebola: Déjà vu. Available at : <http://digital-nurses-sk.blogspot.ca/2014/10/sars-and-now-eboladeja-vu.html>

**Clune, L.** (Oct 22, 2014). Digital Nurse Blog-Safety and Health in Nursing Saskatchewan (SHINS). Available at: <http://digital-nurses-sk.blogspot.ca/2014/10/safety-and-health-in-nuring.html>

**Clune, L.** (2009 – present). *Personal Blog: Safety and Health in Nursing (SHIN)*. available at <http://injurednurseblog.blogspot.com/>

**Clune, L.**, (2011). *When I love/hate running*. Running Free Blog. Available at <http://www.teamrunningfree.com/blog/2011/05/03/when-i-hatelove-running/>

**Clune, L.** (2011). *Running Buddies*. Team Running Free Blog. Available at <http://www.teamrunningfree.com/blog/2011/05/04/running-buddies/>

**Clune, L.**, (2008 March). Nurses and students with (dis)abilities: Thinking about practice differently. *PNEIG Connection*, 3, (1).

- Clune, L.** (2005, Winter). A new nursing building: comments on the move. *University of Toronto Faculty of Nursing Graduate Nurse Student Society Newsletter*, 3, (2) p. 4.
- Clune, L.** (March 23, 2005). Letter to the editor Ajax Pickering News Advertiser Re Advertisement debases nursing profession [www.durhamregion.com](http://www.durhamregion.com).
- Clune, L.** (2004 November/December). Letter to the editor: Rethinking recruitment in *Registered Nurse Journal*, p.6.
- Clune, L.** (Sept/October 2002). Pope Night: Reflections of a World Youth Day Nurse. *Registered Nurse Journal*, p.7.
- Clune, L., D'Monte, C.** *What are some of the advantages and disadvantages of on-line learning?* Ontario Institute for Studies in Education/ University of Toronto. (2001). Retrieved November 1, 2002 from [http://fcis.oise.utoronto.ca/~daniel\\_schugurensky/faqs/qa5.html](http://fcis.oise.utoronto.ca/~daniel_schugurensky/faqs/qa5.html) .
- Robinson, P., Clune, L. *Selected moments of the 20th Century, 1978, Jack Mezirow publishes: Perspective transformation.* Ontario Institute for Studies in Education/University of Toronto. (2001). Retrieved November 1, 2002 from [http://fcis.oise.utoronto.ca/~daniel\\_schugurensky/assignment1/1978mezirow.html](http://fcis.oise.utoronto.ca/~daniel_schugurensky/assignment1/1978mezirow.html) .

## SERVICE

### External reviewer for pre-tenure, tenure, and promotion

Year	Rank	Institution
2020	Tenure and promotion Associate Professor	Thompson Rivers University, School of Nursing.
2019	Tenure and promotion Associate Professor	Queen's University
2014	Pre-tenure review Assistant Professor	University of Ontario Institute of Technology
2014	Tenure and Promotion Associate Professor	Western University
2017	Tenure review	University of Saskatchewan

### Academic Letters of Support

2015 Sheila O'Keefe-McCarthy, RN PhD CNCC(C), Assistant Professor, Brock University  
(successful)

2017, Linda Muzzin, promotion to full professor Ontario Institute for Studies in Education at the University of Toronto.

2015 – 2018 Academic Reference for Grad school references 17 requests

### Projects and Initiatives

#### Master of Nursing (Nurse Practitioner) Program

**Role:** Associate Dean Graduate Program

**Time:** 18 months (term completed)

In this initiative I was responsible for the program proposal written report, presenting the program at various academic governance committees, designing curriculum and courses, writing an accreditation report for the Saskatchewan Registered Nurse Association and leading accreditation activities, participating in leadership, communication and marketing committees, and program processes and procedures. The on-line program accepted their first students in September 2014.

#### Canadian Doctoral Nursing Networking Conference

**Role:** Conference Coordinator and Chair

**Time:** 1 year

The idea for this conference germinated as a result of discussions at a faculty of nursing retreat. Delegates from doctoral programs across Canada and Australia came to the University of Regina in June 2014 for a 2 day conference in which they not only presented their work, but also networked with international nursing leaders: Dr. Judith Shamian, President of the International Council of Nurses; Dr. Florence Myrick, Professor, University of Alberta; and Dr. Sean Clarke, Professor, McGill University.

### Undergraduate Nursing Internship Program (URIP)

**Role:** Lead

**Time:** inception to June 2014

This initiative is designed to support employment opportunities for undergraduate nursing students and improve scholarship outputs from the Faculty of Nursing at the University of Regina. Two individuals have been employed with the program. Currently we are seeking external partners for collaborative research with the Regina Qu'Appelle Health region.

### Saskatchewan Centre for Patient Oriented Research (SCPOR)

**Role:** University of Regina representative

**Time:** member team since January 2013 to 2015

SCPOR, a collaboration of nine Saskatchewan organizations, was developed in response to a call from the Canadian Institutes for Health Research (CIHR). Involvement in this initiative at weekly meetings to discuss the conceptualization, governance and structure of SCPOR. The program officially launched in April 2017.

### Special Event Participation

May 2015	Saskatchewan Federation of Labour – Leadership conference <u>SFL</u>
2015	Mentor, Paula Ingram, Florence Nightingale travel scholarship, Scotland <u>Mentor</u>
June 2014	Regina Qu'Appelle Health Region research showcase
March, 2014	Inspiring Leadership Conference
October, 2013	Open Access Panel – University of Regina, Seminar
October, 2013	Provincial Nursing Council, Conference
October, 2013	Connecting the Dots VII- Ministry of Health Initiative, Conference
September, 2013	Pain Education & Research Day, University of Regina
April, 2013	Saskatchewan Nurse Practitioner Conference
March, 2013	Nursing Leadership Network Conference
March, 2013	Inspiring Leadership Conference

### Service activities: internal

#### Current committee membership Faculty of Nursing 2020 – 2022

Committee name	Role
Peer Review Committee	Voting Member and Chair
Curriculum Committee (undergraduate)	Voting Member
Curriculum Committee (graduate)	Voting Member
Program Council (Collaborative Nurse Practitioner Program)	Voting Member

#### Current committee membership University of Regina 2020 – 2022

Committee name	Role
Council Committee on Academic Mission	Chair, Voting Member
Cannabis Research Committee	Voting member

#### Previous committee work

2019-2020	<b>Vice Chair, Research Ethics Board</b> , University of Regina, Saskatchewan, Canada
2018	<b>Conference organizing committee, abstract reviewer</b> , Provoking Curriculum 2019 March 15 – 17, University of Regina
2017-2019	<b>Chair, Research Ethic Board</b> , University of Regina, Saskatchewan, Canada
2016 – present	<b>Council member representative, Council Discipline Committee</b> , University of Regina, Canada <u>CDC</u>
2016-2018	<b>Member, Interprofessional Education working group</b> Saskatchewan Collaborative Program in Nursing <u>IPE</u>
2015 - 2016	<b>Member, Indigenous task force</b> Saskatchewan Collaborative Program in Nursing <u>IDE</u>
2016	<b>Member, Peer review committee</b> Saskatchewan Collaborative Program in Nursing <u>PRC</u>
2016 – Present	<b>Member, Academic advisory, Copyright</b> University of Regina, Saskatchewan Canada
2016	<b>Member, Search advisory committee, Faculty of Nursing</b> . University of Regina, Saskatchewan, Canada <u>SAC</u>



- 2016 - **Member, Council Discipline Committee**, University of Regina, Saskatchewan Canada  
2018
- 2015 **Chair , Student Appeal** , Faculty of Nursing University of Regina, Saskatchewan Canada
- 2015 **Member, Selections committee for ORS officer, Research Office** University of Regina, Saskatchewan Canada evidence
- 2015 - **Member Joint Health and Safety committee**, University of Regina, Saskatchewan Canada  
2017
- 2015 - **Research Ethics Board member**, University of Regina, Saskatchewan Canada Committee  
present
- 2014 – **Executive representative Nursing, , Status of Women committee member, Resolutions and Motions Committee member, Second Vice President, Internal Management Committee member**, University of Regina Faculty Association URFA roles  
2016
- 2013 – **Member, Business Faculty Council**, University of Regina, Saskatchewan Canada evidence  
2015
- 2013 – **Member, CIHR advisory board**, University of Regina, Saskatchewan Canada Evidence  
2017
- 2013- **Member**, Faculty of Graduate Studies and Research Committee, University of Regina,  
2014 Saskatchewan Canada
- 2013 **Lead Writer**, Canadian Association of Schools of Nursing, Accreditation report, University of Regina site
- 2013- **Member**, Nursing Administrative Team, Faculty of Nursing, University of Regina,  
2014
- 2013- **Co-Chair**, Collaborative Nurse Practitioner Committee, University of Regina and Saskatchewan  
2014 Institute of Applied Science and Technology, Saskatchewan Canada
- 2013- **Chair**, Research Committee, Faculty of Nursing, University of Regina, Saskatchewan Canada  
2014
- 2013- **Member**, Faculty of Nursing Council, University of Regina, Saskatchewan Canada  
present
- 2013- **Member**, Academic leadership group, University of Regina, Saskatchewan Canada  
2014
- 2013- **Committee Member**, Business Administration Faculty Council – University of Regina  
2014
- 2013- **Committee Member**, Research Integrity Policy – University of Regina  
2014
- 2013- **Chair**, Undergraduate Research Internship Program (URIP) – University of Regina  
2014
- 2013- **Committee Member**, Distance & Distributed Learning Committee (DDL), University of Regina  
2014

- 2013 **Conference Organizer**, Research Day for University of Regina and SIAST Nursing
- 2013-2014 **Committee Member**, Joint Communications & Marketing Committee, Faculty of Nursing – University of Regina
- 2013-2014 **Committee Member**, Council Committee on Research (CCR) – University of Regina
- 2013-present **Committee Member**, Saskatchewan Health Research Foundation, SPOR Initiative – University of Regina
- 2013-present **Committee Member**, Saskatchewan Centre for Clinical Intelligence & Patient Oriented Research (SCCIPOR) – University of Regina
- 2013-present **Committee Member**, Canadian Information in Health Research (CIHR), Advisory Group – University of Regina
- 2011 **Elected Member**, Director Search Committee, School of Nursing, Faculty of Community Service, Ryerson University
- 2010 – 2012 **Member**, Teaching social innovation and digital technology committee, Appointed by the Dean, Ryerson University
- 2010 **Member**, Search Committee Director, School of Disability Studies, Appointed by the Dean, Ryerson University
- 2010-2012 **Member**, Curriculum Development Committee, Accessibility for Ontarians with Disability Act certificate programme, Continuing Education, The Chang School, Ryerson University
- 2010-2012 **Member**, Master of Nursing Program Committee, School of Nursing, Ryerson University
- 2010-2012 **Member**, Master of Nursing Curriculum Committee, School of Nursing, Ryerson University

#### Service activities: external

- 2019-present **Invited participant, Think Tank on Cannabis**, Canadian Nurses Association, Ottawa, Ontario (28 hours)
- 2018-2019 **Grant adjudication team- primary reviewer**, Island Health, British Columbia
- 2017 **Member, Community Health Nurses of Canada CHNC membership**  
**Working group of CHNC: National Conference Planning**  
**Sub Committee and Standards and Competencies Sub Committee evidence**
- 2017 **Member, Canadian Association for Nursing Research 3 year membership CANR**

- 2017 **Committee Member, Status of Women**, Saskatchewan Federation of Labour
- 2013 - **External Representative for the University of Regina**, Saskatchewan Health Research  
2016 Foundation, Saskatchewan Patient Oriented Research Writing Group SCPOR
- 2016 **Conference organizing Committee**, Canadian Council for the Sociology of Health CCSH
- 2016 **Candidate, Nominations Committee**, Saskatchewan Registered Nurses Association.  
SRNA
- 2016 **Candidate, Regional Representative**, Saskatchewan Registered Nurses Association.  
SRNA
- 2013- **Committee Member**, Canadian Society for the Sociology of Health (CSSH), Advisory  
present Committee ccsh
- 2013 - **Member Council of Graduate Education for Administration and Advanced Nursing**  
2018 CGEAN
- Current **Canadian Association of Nursing Research** CANR  
Member **Canadian Health Human Resources Network** CHHRN  
**Community Health Nurses of Canada** GHNC  
**National Organization of Nurses with Disabilities , Advisory Board, representing**  
**Canada** NOND
- 2013- **Member**, appointed by the Dean, Western and North Western Canadian Association of  
14 Schools of Nursing (WNRCSAN)
- 2014 **Adjudicator Research Awards**, Western and North Western Region Canadian  
Association of Schools of Nursing
- 2013 – **Member**, Senior Women In Academic Administration Canada (SWAAC)  
2014
- 1984 - **The Registered Nurses Association of Ontario**  
2013 A professional association representing registered nurses in Ontario focused on  
influencing and shaping healthy public policy.  
**Positions:**
- Elected Chair, 2008-2009, Provincial Nurse Educators Interest Group;
  - Stakeholder reviewer, Best Practice Guidelines
  - President (elected), Durham Northumberland Chapter, 2003-5
  - Voting Delegate (elected) 2003, 2003, 2005, 2006, 2007, 2009, 2010
  - Provincial Nominations Committee (elected) , 2005-2007
  - Policy Committee (appointed) 2005 – 2007

- 2007     **Conference Participant**, Think Tank, Simulation in health professional education, Ontario University and Colleges Health Association
- 1999     **Inducted Member**, Sigma Theta Tau International
- 1999     **Inducted Member**, Ryerson School of Nursing Honours Society

**SHAUNA DAVIES**

117-5303 Universal Cres., Regina, SK S4W 0L1 | 306.584.3016 | shauna.davies@sasktel.net

**EDUCATION**

University of Saskatchewan, College of Nursing <b>Doctor of Philosophy</b>	<b>2016</b>
Dissertation: Online Social Support in the Saskatchewan Heart Failure Network: An Interpretive Description Approach	
University of Saskatchewan <b>Master of Nursing</b>	<b>2008</b>
Thesis: Instructional Strategies Chosen for the Classroom in a Process-Oriented Curriculum: A Grounded Theory Study	
University of Saskatchewan <b>BScN, great distinction</b>	<b>2000</b>
Regina Health District <b>Critical Care Five Week Orientation Program</b>	<b>1998</b>
SIAST <b>Diploma Nursing</b>	<b>1997</b>
University of Regina <b>Advanced Certificate in Arts</b> Major in History	<b>1994</b>
University of Regina <b>BA</b> Major in History	<b>1993</b>

**OTHER COURSES**

DIGITAL ACCESSIBILITY PROGRAM PLANNING	<b>2022</b>
WISE PRACTICES FOR FOSTERING SAFETY, EQUITY & INCLUSION THROUGHOUT OUR LEARNING COMMUNITY	<b>2022</b>
THE ART AND SCIENCE OF GRADUATE STUDENT SUPERVISION	<b>2022</b>
4 SEASONS OF RECONCILIATION	<b>2019</b>
NURSING IPE MODULES	<b>2019</b>
CIHR CORE COMPETENCY MODULES: SEX AND GENDER	<b>2019</b>
SCPOR MODULES 1 AND 2	<b>2017</b>

CLINICAL TRIALS TRAINING WORKSHOP	2016
WISE SIMULATION TRAINING- PART ONE	2014
NVIVO TRAINING	2013

**AWARDS**

Engaged Scholar Knowledge Mobilization Graduate Student Catalyst Award \$3,000	June 2013
MITACS project - iNurse, ITeach: Using Mobile Technology for Client Education \$15,000	June 2012- October 2012
Graduate Teaching Fellowship 2013 \$15,000	September 2012– April
Student Internship in Partnership with University of Saskatchewan and Hawassa University \$6,000	April 2012 – July 2012
Graduate Teaching Fellowship 2012 \$15,000	September 2011 – April
Lucy D Willis Scholarship 2011	September 2010 – April
Norma Fulton Scholarship in Graduate Studies 2011	September 2010 – April

**TEACHING EXPERIENCE**

University of Regina

**Assistant Professor**

Teach in the undergraduate and graduate programs in the classroom, online or in the laboratory settings

2020 to present

**Instructor**

Medical unit with second year students, organized lab sessions, graded written work for year one courses, and administered grades. Taught in the undergraduate program CNUR 103, CNUR 106, CNUR 107, CNUR 202, CNUR 203, CNUR 204, CNUR 206, CNUR 400, CNUR 402 and CNUR 403. Graduate program taught MNUR 818

2012-2020

University of Saskatchewan <b>Clinical Instructor</b> Surgical unit, organized lab sessions, graded written work, and administered grades. Taught lab and theory for NEPS 300, NEPS 301, NEPS 316, NEPS 421, NEPS 425, NEPS 428, NEPS 294,	<b>2001-2012</b>
<b>Teaching Fellow- to Professor Sandra Bassendowski in "Perspectives on Health, Wellness, and Diversity in a Global Context" NURS 201</b> Collaborated on syllabus and exam development, taught two lectures, met with students upon request, and graded written work	<b>Winter 2013</b>
<b>Teaching Fellow- to Professor Sandra Bassendowski in "Teaching in Nursing"</b> Collaborated on syllabus and graded written work, taught two lectures, met with graduate students upon request NURS 200	<b>Winter 2013</b>
<b>Teaching Fellow- to Professor Sandra Bassendowski in "Nursing Foundations, Perspectives and Influences"</b> Collaborated on syllabus and exam development, taught two lectures, met with students upon request, and graded written work NURS 200	<b>Fall 2012</b>
<b>Teaching Fellow- to Professor Sandra Bassendowski in "Aboriginal Health Issues"</b> Collaborated on graded written work and online presentations for this graduate online course NURS 814	<b>Fall 2012</b>
<b>Teaching Fellow- to Professor Sandra Bassendowski in "Issues in Nursing"</b> Collaborated on syllabus and exam development, taught two lectures, met with students upon request, and graded written work NEPS 417	<b>2011-2012</b>
<b>Lecturer- Health Challenges III: theory and clinical NEPS 300 and NEPS 301</b> Developed syllabus and overall course structure, and administered all grades	<b>2009-2010</b>

## TEACHING INTERESTS

Constructivism argues that people generate knowledge and meaning from an interaction between their experiences and their ideas. This theory conveys the spirit of my approach to teaching. I love to build upon previously learned information by presenting it using a variety of tools such as simulation or through the use of web 2.0 tools.

## RELATED EXPERIENCE

SUN Country Health Region and Saskatchewan Union of Nursing Partnership  
**Consultant** **2012**  
Assisted in implementing iPads and medical applications in nursing practice in acute and community settings

SIAST

<b>Clinical Instructor</b> Worked on a surgical ward with second year students, graded written work and administered grades. Employed on a casual basis.	<b>2006-2010</b>
Regina General Hospital <b>Registered Nurse</b> Provided care to cardiology clients on a cardiac care unit and cardiac surveillance unit. Employed on a casual basis.	<b>2000 – 2013</b>
Saskatoon City Hospital <b>Registered Nurse</b> Provided care to telemetry clients in a cardiac surveillance unit	<b>1998 – 2000</b>
Plains Health Centre <b>Registered Nurse</b> Provided care to telemetry clients and pre and post open-heart surgery clients	<b>1997-1998</b>

## RESEARCH

### Investigator

**Online Social Support in the Saskatchewan Heart Failure Network: An Interpretive Description Approach (Doctoral Research, 2016)**

### Co-investigator

**Kyabaggu, R., Davies, S., Gerhard, D., Luhanga, F. Anderson, A, Messer-Lepage, J., Wesolowki, M., & Al-Mamun, R. (2022). *An early health technology assessment (eHTA) stakeholder dialogue to accelerate research, development, and commercialization of virtual reality for paramedic occupational assessment in Saskatchewan*. SHRF: Align Grant, \$10,000.**

**Kyabaggu, R., & Davies, S. (2022) *A feasibility and usability study of virtual reality assessment for paramedic occupational competency (VAPOC) in Saskatchewan*. Mitacs. \$100, 000.**

**Arries, E.J. (PI), Luhanga, F., Chipanshi, M., Davies, S. (Co-I's) & Cosford, K. (Collaborator). (2021). *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). \$28,159. [https://www.sshrc-crsh.gc.ca/results-resultats/recipient-recipientaires/2020/ksg\\_digital\\_economy-ssc\\_economie\\_numerique-eng.aspx](https://www.sshrc-crsh.gc.ca/results-resultats/recipient-recipientaires/2020/ksg_digital_economy-ssc_economie_numerique-eng.aspx)**

**Developing Community Partnerships: Indigenous Knowledge and Western Views- co-investigator, \$4,500, Heritage grant, Humanities Research Institute, Faculty of Nursing, (2020)**

**Perspectives in Nursing Education of Professional Presence on Social Media- co-investigator, \$5000, Saskatchewan Polytechnic (2017)**



**An In-depth Look at the Factors Influencing the Retention Rates of Indigenous Students in the Faculties of Social Work, Nursing, and Education at University of Regina, \$4505, President's Seed Grant Funding, University of Regina (2017)**

**Are We Upholding Communication Standards in Nursing Education, \$5000, ScBSCN Collaborative Grant (2016)**

Collaborator

**Synergy in the ER (2016-present), SHRF grant with Dr. Joan Wagner**

Research Assistant-

**iNurse, iTeach: Using Mobile Applications in Client Education** **2012**  
Project funded by MITACS ACCELERATE \$15,000

## PUBLICATIONS AND PAPERS

Publications in peer-reviewed outlet:

Denecke, K., Rivera Romero O., Petersen, C., Gabarron, E., Miron-Shatz, T., Merolli, M., Davies, S., Grainger, R., Benham-Hutchins, M., Wynn, R., Matin-Sanchez, F., Lopex Campos, G., Cabrer, M., Trigo, J., Wright, G., Hussein, R., McKillo, M., & Hullin, C. (2022). *Defining and scoping participatory health informatics- An eDelphi study*. (Manuscript submitted for publication). International Medical Informatics Association.

Tomkins, Z., Davies, S., Block, L., Cochrane, L., Dorin, A., von Gerich, H., ... Peltonen, L.-M. (in press). *Assessing the carbon footprint of digital health interventions: a scoping review protocol*. *Journal of the American Medical Informatics Association*.

Tomkins, Z., Davies, S., Block, L., Cochrane, L., Dorin, A., von Gerich, H., ... Peltonen, L.-M. (2022, April 14). *Assessing the carbon footprint of digital health interventions: a scoping review protocol*. Retrieved from [osf.io/hrb4w](https://osf.io/hrb4w)

Arries-Kleyenstüber, E.J., Davies, S., Luhanga, F., Chipanshi, M., & Cosford, K. (2022). *Ethical challenges regarding emerging digital technologies in virtual nursing care and practice* (Evidence Brief). Social Sciences Health Research Council. [https://www.sshrc-crsh.gc.ca/society-societe/community-communitie/ifca-iac/evidence-briefs-donnees-probantes/skills\\_work\\_digital\\_economy-competences\\_travail\\_economie\\_numerique/arries-kleyenstuder\\_davies\\_luhanga\\_chipanshi\\_cosford\\_azogu-eng.aspx](https://www.sshrc-crsh.gc.ca/society-societe/community-communitie/ifca-iac/evidence-briefs-donnees-probantes/skills_work_digital_economy-competences_travail_economie_numerique/arries-kleyenstuder_davies_luhanga_chipanshi_cosford_azogu-eng.aspx)

Arvidson, S., 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. <https://doi.org/10.5430/jnep.v10n11p24>

Kostiuk, SL., Arvidson, S., Moyer, K., & Davies, S. (2018). Are we upholding communication standards in nursing education: Saskatchewan Nurse Educators' experience facilitating and assessing nursing students' handover skills in the clinical setting? *Juniper Online Journal of Case Studies*, 6(3), 1-7. DOI: 10.19080/JOJCS.2018.06.555690

Davies, S., Bassendowski, S., Breitkreuz, Demyen, C., & Petrucka, P. (2015) iNurse, iTeach Project: Success, challenges, and lessons learned. *Ubiquitous Learning: An International Journal*, 7(2), pp.1-8.

Breitkreuz, L., Davies, S., & Reed, D. (2013). The safe integration of iPads into healthcare practices. *Canadian Healthcare Technology, 18*(7), 16.

**Publication in Non-refereed outlet:**

Arries-Kleyenstüber, E.J., Davies, S., Luhanga, F., Chipanshi, M., & Cosford, K. (2021). *Emerging Digital Technologies in Virtual Care in Clinical Nursing Practice: An Integrative Review of Ethical Considerations and Strategies* (Comprehensive Report). Social Sciences Health Research Council. University of Regina: oURSpace. <http://hdl.handle.net/10294/14451>

Press, M., Davies, S., & Bullin, C. (2020). Technology pathways to enhance readiness for professional practice clinical nursing education in Saskatchewan [white paper]. University of Regina.

**Abstract presented at professional meetings:**

Arvidson, S., & Davies, S. (2019). *Indigenous student success* (2019, November). Presented at the Shirley Stinson Research Conference, Edmonton, Alberta.

Ahlquist, A., Flemming, G., Farthing, P., Hubbard Murdoch, N.L., Davies, S., Cotterill, N., & Mennie, J. (2018, May). *Ethical considerations for registered nurses researchers examining perceptions of professionalism in social media use by nurses and nursing students*. Presented at Canadian Nursing Informatics Association Conference, Vancouver, BC.

Ahlquist, A., Farthing, P., Hubbard Murdoch, N.L., Davies, S., Fleming, G., & Cotterill, N. (2018, May). *Nursing students' and nursing faculty members' perceptions of professionalism online*. Presented at Canadian Nursing Informatics Association Conference, Vancouver, BC.

Cotterill, N., Ahlquist, A., Farthing, P., Hubbard Murdoch, N., Davies, S. & Fleming, G. (2018, May). Professional presence on social media in nursing education: Preliminary results. Presented at Saskatchewan Polytechnic Applied Research Student Showcase, Saskatoon, SK.

Davies, S., & Bassendowski, S. (2017). *Online Social Support in the Saskatchewan Heart Failure Network* Presented at RQHR Research Showcase, Regina, SK June 2017

Davies, S., Breitkreuz, L., & Demyen, C. (2013). *iNurse, iTeach: Using Mobile Applications in Client Education* Presented at SRNA Conference, Saskatoon, SK April 2013 *iNurse, iTeach: Using Mobile Applications in Client Education*

Davies, S. (2013) *iNurse, iTeach: Using Mobile Applications in Client Education* Presented at CNIA Conference, Montreal, QC May 2013

Davies, S. (2013) *iNurse, iTeach: Using Mobile Applications in Client Education* Presented at Medicine 2.0'13 Congress, London, England September 2013 *iNurse, iTeach: Using Mobile Applications in Client Education*

Davies, S. (2013) *iNurse, iTeach: Using Mobile Applications in Client Education* Presented at 2013 Regional Nursing Workshop, Saskatoon, SK November 2013

Davies, S. & Abrook, E. (2012). *All in a Day's Work: Connecting with Family Using High Fidelity Simulation* Poster accepted for presentation at the AMIA conference.

Dietrich Leurer, M., Bolen Anderson, C., Campbell, T. D., Davies, S., & Mantesso, J. (2012, May). *Innovative nursing student placements with vulnerable population*. Presentation at the 6th National Community Health Nurses of Canada Conference, Toronto, Ontario

Bassendowski, S., & Davies, S. (2011). *Use of Technology in the Clinical Setting*  
Presented at Canada Health Infoway, Toronto, ON

### Invited Speaker

Arries-Kleyenstüber, E.J. et al. (2021, September 28). *An Integrative Review on Ethical Considerations with regard to the Use of Emerging Digital Technologies in Virtual Nursing Care: Implications for Policy, Practice and Research*. Skills and Work in the Digital Economy. SSHRC Knowledge Synthesis Grant Forum. Social Sciences Health Research Council and Future Skills Center. Canada.

Arries-Kleyenstüber, E.J. et al. (2021, June 22). *Ethical considerations and emerging digital technologies: Implication for Nursing research, Education, and Policy*. Nursing Undergraduate Internship Program (NURIP) Forum, University of Regina, Regina, SK, Canada

Arries-Kleyenstüber, E.J., Davies, S., Luhanga, F., Chipanshi, M., Cosfrod, K. & Azogu. I. (2021, February 3). *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 Workforce Economy*. Skills and Work in the Digital Economy. Knowledge Synthesis Grant Forum – Kick-off Webinar. Social Sciences Health Research Council (SSHRC) and Future Skills Center. Canada.

Davies, S., Bigalky, J., & Arvidson, S. (June 2018). Breakout Panel session on graduate experiences. CDNN Conference, University of Regina, Regina, Sask.

Davies, S. (April 2014). MEDEC Lunch and Learn- Medical and health related apps, Regina Qu'Appelle Health Region, Regina, Sask.

### Poster

Donnelly, G., Davies, S., Christie, P., & Boutin, A. (2010). Clinical Teaching in a Baccalaureate Program at a Rural Site in Saskatchewan. Knowledge to Action: Nursing Clinical Research in the 21st Century. International Clinical Nursing Research Conference, University of Ottawa/ Tau Gamma, Ottawa, ON.  
Reviewer of manuscript

### Chapter in an Edited Textbook

Balaski, B., Bazylewski, S., Sutherland Boal, A., Davies, S., de Padua, A., Duchscher, J., Ens, B., Harris, Y., Little, L., MacPhee, M., Muller, S., Racine, L., Rabbitskin, N., Toye, C., Udod, S., Wagner, J., Whitebear, W., Willcox, A. (2018). Leadership and Influencing Change in Nursing (J. Wagner, Ed.). Regina, SK: URPress.

Davies, S. (2018). Nursing Leadership through Informatics: Facilitating and empowering health using digital technology. In J. Wager (Ed.) *Leadership and Influencing Change in Nursing* (pp. 249-260). Retrieved from <https://ourspace.uregina.ca/handle/10294/8365>

**Editorial Work**

Editor (2017) for Journal of Practical and Professional Nursing, open source journal.

Reviewed the manuscript (2010) submitted for publication to Nursing Education Perspectives, National League for Nursing.

**LANGUAGES**

English- native language

**MEMBERSHIPS**

Saskatchewan Registered Nurses Association  
Saskatchewan Nursing Informatics Association  
Canadian Nursing Informatics Association  
Mayo Clinic Social Media Network  
Health Information for All (hifa.org)

**REFERENCES**

Dr. Sherry Arvidson  
Assistant Professor  
University of Regina  
306.337.3164  
sherry.arvidson@uregina.ca

Kari Greenwood  
Instructor  
University of Regina  
306.337.2132  
kari.greenwood@uregina.ca

Ramona Kyabaggu  
Assistant Professor  
Johnson Shoyama School of Public Policy  
Ramona.kyabaggu@uregina.ca



Protected when completed

**Date Submitted:** 2022-02-01 11:46:35**Confirmation Number:** 1423571**Template:** Full CV**Mr. Craig Eling**

Correspondence language: English

Sex: Male

Date of Birth: 12/11

Canadian Residency Status: Canadian Citizen

Country of Citizenship: Canada

**Contact Information**

The primary information is denoted by (\*)

**Address**Primary Affiliation (\*)

Faculty of Nursing

University of Regina

111-116 Research Drive

Saskatoon Saskatchewan S7N 3R3

Canada

**Telephone**

Work (\*) 01-306-6647392

**Email**

Temporary cre524@mail.usask.ca, 2019/01/08 - 2022/12/31

Work (\*) craig.eling@uregina.ca

**Website**Corporate [https://www.uregina.ca/nursing/faculty-staff/faculty/craig\\_eling.html](https://www.uregina.ca/nursing/faculty-staff/faculty/craig_eling.html)



Protected when completed

## Mr. Craig Eling

---

### Language Skills

Language	Read	Write	Speak	Understand	Peer Review
English	Yes	Yes	Yes	Yes	Yes

### Degrees

- 2019/1 (2022/12)      Doctorate, Health Sciences PhD, Paediatrics, University of Saskatchewan  
Degree Status: In Progress  
Supervisors: Roona Sinha, MD, 2019/1 - ; Donna Goodridge, PhD, 2019/1 -
- 2012/9 - 2014/11      Master's non-Thesis, Master's of Nursing, Paediatric Nurse Practitioner, University of Toronto  
Degree Status: Completed
- 2006/5 - 2008/5      Bachelor's, Bachelor of Science in Nursing, Nursing, University of Saskatchewan  
Degree Status: Completed
- 1999/9 - 2001/10      Bachelor's, Bachelor of Science, Environmental Science, The University of Lethbridge  
Degree Status: Completed

### Credentials

- 2014/12      Paediatric Nurse Practitioner, Saskatchewan Registered Nurses Association  
Annual registration required
- 2010/3      Paediatric Advanced Life Support (PALS) Instructor, Heart and Stroke Foundation of Canada  
Annual certification to teach PALS to health care providers
- 2009/6      Certification in Critical Care Nursing - CCRN(C), Canadian Nurses Association  
Nursing speciality certification  
Research Disciplines: Nursing

### Recognitions

- 2013/5      C. 'Marcine' Anderson Pediatric Nursing Scholarship - 1,500 (Canadian dollar)  
Royal University Hospital Foundation  
Prize / Award  
Applicants must be post-graduate nurses in Pediatrics, including LPNs, enrolled in an approved program leading to a BA in Nursing or a Masters in Nursing or health related discipline to enhance their skills in expanded clinical practice.

- 2012/6 SRNA Registered Nurse (Nurse Practitioner) Award (Canadian dollar)  
Saskatchewan Nurses Foundation  
Prize / Award  
This bursary is awarded to any Saskatchewan registered nurse who is pursuing approved/ recognized education related to advanced practice, primarily nurse practitioner. Recipients must be a member of SNF and have been active in Association activities. I can't recall the dollar amount.
- 2012/5 Saskatoon City Hospital School of Nursing Alumnae Bursary - 500 (Canadian dollar)  
Saskatchewan Nurses Foundation  
Prize / Award  
This bursary was initially established by a grant from the Saskatoon City Hospital Nurses Alumnae and continues to be supported by donations from Alumnae and others. It was given for the first time in 1999. Preference is given to a graduate of the Saskatoon City Hospital School of Nursing.
- 2008/5 Bachelor's of Science in Nursing with Distinction (Canadian dollar)  
University of Saskatchewan  
Distinction
- 2007/5 Mae Marcoux Memorial Scholarship - 4,000 (Canadian dollar)  
University of Saskatchewan  
Prize / Award  
An academic scholarship for nursing students at the University of Saskatchewan
- 2000/9 Transfer Entrance Scholarship (Canadian dollar)  
The University of Lethbridge  
Prize / Award  
Based upon academics, for students transferring into the University of Lethbridge. I can't recall the dollar amount, but it was equal to or less than \$2000 CDN.
- 2000/5 Environmental Services Association of Alberta Scholarship - 2,500 (Canadian dollar)  
Environmental Services Association of Alberta  
Prize / Award  
A scholarship for students in environmental disciplines - based upon academics

## User Profile

Researcher Status: Researcher

Research Career Start Date: 2018/10/16

Engaged in Clinical Research?: Yes

Key Theory / Methodology: Digital health literacy quantitative questionnaires Qualitative interpretive description interviews Scoping review using PRISMA-ScR

Research Interests: Sickle cell disease, digital health literacy, immigrant health, technology - health interface, technology improving quality of life in chronic disease, digital practitioner clinic visits, integration of peer support into healthcare, health promotion, chronic disease, transition from paediatric to adult care

Research Experience Summary: Involved in writing the multinational grant proposals; involved in recruitment process

Research Specialization Keywords: digital health literacy, Immigrant health, Adolescents, peer support, sickle cell disease

Disciplines Trained In: Hematology, Nursing, Pediatrics

Research Disciplines: Hematology, Nursing, Pediatrics

Areas of Research: Family and Care Givers, Health Care Technologies, Intercultural and Ethnic Relationships, Social Determinants of Child and Youth Development, Community Health / Public Health, Biomedical Technologies, Health Care Technologies, Technological Innovations

Fields of Application: Communication and Information Technologies, Public Health, Biomedical Aspects of Human Health, Population

Geographical Regions: Western Canada

## Employment

- 2015/8 Paediatric Nurse Practitioner  
Paediatric Haematology, Saskatoon Health Region  
Part-time  
Paediatric NP in Saskatchewan's paediatric benign haematology clinic. Work in conjunction with paediatric haematologists to conduct routine clinic visits.
- 2015/7 Instructor III  
Faculty of Nursing, Saskatoon Campus, The University of Regina  
Full-time, Adjunct, Lecturer  
Tenure Status: Tenure  
Instruct graduate and undergraduate nursing students. Eight hours per week in a clinical nurse practitioner clinic
- 2014/11 Registered (Transport) Nurse  
Saskatoon Health Region  
Part-time  
Member of a two person team to stabilize, manage, and transport critically ill children. Work closely with community hospitals, air, and ground ambulance services throughout Western Canada.
- 2009/9 - 2014/11 Registered (Transport) Nurse  
Saskatoon Health Region  
Full-time  
Member of a two person team to stabilize, manage, and transport critically ill children. Work closely with community hospitals, air, and ground ambulance services throughout Western Canada.
- 2008/5 - 2009/9 Registered Nurse  
Saskatoon Health Region  
Full-time  
Bedside nursing in Saskatchewan's paediatric intensive care unit.

## Affiliations

The primary affiliation is denoted by (\*)

- (\*) 2015/8 Paediatric Nurse Practitioner, Saskatoon Health Region  
Paediatric Nurse Practitioner in benign paediatric haematology clinic
- 2015/7 Instructor, Saskatchewan Polytechnic  
U of R's nursing degrees are in combination with Saskatchewan Polytechnic.



## Leaves of Absence and Impact on Research

2020/5 - 2021/5      Other Circumstances, University of Saskatchewan  
Year-long leave from the Health Sciences PhD program. This was at the start of the COVID-19 pandemic and there was too much uncertainty with a potential nursing crisis, increased education for nursing students, and with my family life. The leave did not impact my research, as I finished my last PhD course immediately prior to taking the leave and hadn't started my research yet.

## Research Funding History

### Awarded [n=1]

2019/4 - 2020/12  
Co-applicant      Saskatchewan Polytechnic School of Nursing Research Grant, Grant, Operating Clinical Research Project?: No  
Project Description: Gamification is an innovative strategy that utilizes active learning by allowing students to conceptualize new concepts taught in a classroom setting. The main question for this research is: Does addition of serious gaming assist with knowledge acquisition and critical thinking in nursing students? An additional question is: Does addition of a serious gaming assist with increased knowledge and collaboration among health related professions? Sepsis is an advanced concept that is often difficult to understand how it relates to patient outcomes. Sepsis is a worldwide issue with approximately 30 million people affected worldwide, is often not recognized or treated appropriately, and therefore has high rates of morbidity and mortality. Sepsis is noted to be involved in more than 50% of infectious disease deaths.  
Research Uptake: Research will be conducted on nursing and paramedic students during the appropriate upper-year classes, in which sepsis is discussed. Time will be given in class for the pre-test and post-test, along with a full sepsis lecture. These classes are required in the respective curriculum, but students are able to opt-out of the Septris study.  
Research Uptake Stakeholders: Academic Personnel  
Research Settings: Canada (Urban)  
**Funding Sources:**  
2019/4 - 2020/12      School of Nursing  
Total Funding - 2,500 (Canadian dollar)  
Portion of Funding Received - 75 (Canadian dollar)  
Funding Renewable?: No  
Funding Competitive?: Yes  
  
Research Disciplines: Nursing  
Areas of Research: Educational Approaches, Educational Technologies, Nursing  
Co-investigator : Jarrett Kozusko;  
Principal Investigator : Ruthanne Reimche

## Courses Taught

- 2021/08/24 - Instructor, Faculty of Nursing, The University of Regina  
2021/12/17 Course Title: Advanced Pathophysiology & Pharmacology I  
Course Code: MNUR 803  
Course Level: Graduate  
Section: Fall  
Number of Students: 37  
Number of Credits: 3  
Lecture Hours Per Week: 6  
Guest Lecture?: No  
Co-instructors: Hrebenik, Melissa
- 2021/10/18 - Instructor, Faculty of Nursing, The University of Regina  
2021/12/15 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Section: Fall, block 2  
Academic Session: Fall  
Number of Students: 33  
Number of Credits: 3  
Lecture Hours Per Week: 4  
Guest Lecture?: No
- 2021/08/23 - Instructor, Faculty of Nursing, The University of Regina  
2021/10/15 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Section: Fall, block 1  
Academic Session: Fall  
Number of Students: 27  
Number of Credits: 3  
Lecture Hours Per Week: 4  
Guest Lecture?: No
- 2021/06/22 - Instructor, Faculty of Nursing, The University of Regina  
2021/08/10 Course Title: Theory & Practice Education: Child & Adolescent Partnerships  
Course Code: CNUR 302  
Course Level: Undergraduate  
Section: Spring  
Academic Session: Spring  
Number of Students: 43  
Number of Credits: 3  
Lecture Hours Per Week: 4  
Guest Lecture?: No

2021/01/05 - Instructor, Faculty of Nursing, The University of Regina  
2021/04/23 Course Title: Advanced Practice Nursing: Clinical Nurse Specialization II – Seminar & Practice  
Course Code: MNUR 813  
Course Level: Graduate  
Section: Winter  
Academic Session: Winter  
Number of Students: 2  
Number of Credits: 3  
Lecture Hours Per Week: 2  
Tutorial Hours Per Week: 2  
Guest Lecture?: No

2021/01/05 - Instructor, Faculty of Nursing, The University of Regina  
2021/02/15 Course Title: Theory & Practice Education: Child & Adolescent Partnerships  
Course Code: CNUR 302  
Course Level: Undergraduate  
Section: Winter, block 1  
Academic Session: Winter  
Number of Students: 25  
Number of Credits: 3  
Lecture Hours Per Week: 4  
Guest Lecture?: No

2020/11/03 - Instructor, Faculty of Nursing, The University of Regina  
2020/12/18 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Section: Fall, block 3  
Academic Session: Fall  
Number of Students: 33  
Number of Credits: 3  
Lecture Hours Per Week: 3  
Guest Lecture?: No

2020/09/01 - Instructor, Faculty of Nursing, The University of Regina  
2020/12/18 Course Title: Advanced Pathophysiology & Pharmacology I  
Course Code: MNUR 803  
Course Level: Graduate  
Section: Fall  
Academic Session: Fall  
Number of Students: 15  
Number of Credits: 3  
Lecture Hours Per Week: 6  
Guest Lecture?: No  
Co-instructors: Hrebenik, Melissa

- 2020/09/22 - Instructor, Faculty of Nursing, The University of Regina  
2020/10/30 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Section: Fall, block 2  
Academic Session: Fall  
Number of Students: 25  
Number of Credits: 3  
Lecture Hours Per Week: 4  
Guest Lecture?: No
- 2020/06/22 - Instructor, Faculty of Nursing, The University of Regina  
2020/08/14 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Section: Summer  
Academic Session: Summer  
Number of Students: 29  
Number of Credits: 3  
Lecture Hours Per Week: 4  
Guest Lecture?: No
- 2020/01/03 - Instructor, Faculty of Nursing, The University of Regina  
2020/02/14 Course Title: Theory & Practice Education: Child & Adolescent Partnerships  
Course Code: CNUR 302  
Course Topic: Paediatrics  
Course Level: Undergraduate  
Academic Session: Winter  
Number of Students: 21  
Number of Credits: 3  
Lecture Hours Per Week: 4  
Tutorial Hours Per Week: 0  
Lab Hours Per Week: 0  
Guest Lecture?: No
- 2019/09/04 - Instructor, Faculty of Nursing, The University of Regina  
2019/12/20 Course Title: Advanced Pathophysiology & Pharmacology I  
Course Code: MNUR 803  
Course Level: Graduate  
Academic Session: Fall  
Number of Students: 30  
Number of Credits: 3  
Lecture Hours Per Week: 6  
Guest Lecture?: No  
  
Co-instructors: Hrebenik, Melissa
- 2019/10/22 - Instructor, Faculty of Nursing, The University of Regina  
2019/12/10 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 52  
Number of Credits: 3  
Lecture Hours Per Week: 4  
Guest Lecture?: No

- 2019/09/03 - Instructor, Faculty of Nursing, The University of Regina  
2019/10/18 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 26  
Number of Credits: 3  
Lecture Hours Per Week: 4  
Guest Lecture?: No
- 2019/01/11 - Instructor, Faculty of Nursing, The University of Regina  
2019/04/05 Course Title: Alterations in Health and Advanced Assessment II  
Course Code: CNUR 204  
Course Level: Undergraduate  
Academic Session: Winter  
Number of Students: 6  
Number of Credits: 3  
Lab Hours Per Week: 3
- 2019/01/04 - Instructor, Faculty of Nursing, The University of Regina  
2019/02/15 Course Title: Theory & Practice Education: Child & Adolescent Partnerships  
Course Code: CNUR 302  
Course Level: Undergraduate  
Academic Session: Winter  
Number of Students: 23  
Number of Credits: 3  
Lecture Hours Per Week: 4
- 2018/10/30 - Instructor, Faculty of Nursing, The University of Regina  
2018/12/14 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 26  
Number of Credits: 3  
Lecture Hours Per Week: 4
- 2018/09/04 - Instructor, Faculty of Nursing, The University of Regina  
2018/12/14 Course Title: Advanced Pathophysiology and Pharmacology I  
Course Code: MNUR 803  
Course Level: Graduate  
Academic Session: Fall  
Number of Students: 9  
Number of Credits: 3  
Lecture Hours Per Week: 6  
Co-instructors: Hrebenik, Melissa
- 2018/09/04 - Instructor, Faculty of Nursing, The University of Regina  
2018/10/19 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 37  
Number of Credits: 3  
Lecture Hours Per Week: 4

- 2018/02/27 - Instructor, Faculty of Nursing, The University of Regina  
2018/04/13 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 17  
Number of Credits: 3  
Lecture Hours Per Week: 4
- 2018/01/04 - Instructor, Faculty of Nursing, The University of Regina  
2018/04/13 Course Title: Advanced Pathophysiology and Pharmacology I  
Course Code: MNUR 803  
Course Level: Graduate  
Academic Session: Winter  
Number of Students: 18  
Number of Credits: 3  
Lecture Hours Per Week: 6  
  
Co-instructors: Verville, Francoise
- 2018/01/04 - Instructor, Faculty of Nursing, The University of Regina  
2018/02/16 Course Title: Theory & Practice Education: Child & Adolescent Partnerships  
Course Code: CNUR 302  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 28  
Number of Credits: 3  
Lecture Hours Per Week: 4
- 2017/10/24 - Instructor, Faculty of Nursing, The University of Regina  
2017/12/15 Course Title: Theory & Practice Education: Child & Adolescent Partnerships  
Course Code: CNUR 302  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 27  
Number of Credits: 3  
Lecture Hours Per Week: 4
- 2017/09/05 - Instructor, Faculty of Nursing, The University of Regina  
2017/12/15 Course Title: Alterations in Health and Advanced Assessment I  
Course Code: CNUR 203  
Course Level: Undergraduate  
Section: Thursday Mornings  
Academic Session: Fall  
Number of Students: 6  
Number of Credits: 3  
Lab Hours Per Week: 3
- 2017/09/05 - Instructor, Faculty of Nursing, The University of Regina  
2017/12/15 Course Title: Alterations in Health and Advanced Assessment I  
Course Code: CNUR 203  
Course Level: Undergraduate  
Section: Monday Afternoons  
Academic Session: Fall  
Number of Students: 8  
Number of Credits: 3  
Lab Hours Per Week: 3

- 2017/02/28 - Instructor, Faculty of Nursing, The University of Regina  
2017/04/21 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Academic Session: Winter  
Number of Students: 18  
Number of Credits: 3  
Lecture Hours Per Week: 4
- 2017/01/05 - Instructor, Faculty of Nursing, The University of Regina  
2017/04/21 Course Title: Advanced Pathophysiology and Pharmacology I  
Course Code: MNUR 803  
Course Level: Graduate  
Academic Session: Winter  
Number of Students: 16  
Number of Credits: 3  
Lecture Hours Per Week: 6  
Co-instructors: Lynn, Miller
- 2017/01/05 - Instructor, Faculty of Nursing, The University of Regina  
2017/02/17 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Number of Students: 25  
Number of Credits: 3  
Lecture Hours Per Week: 4
- 2016/10/18 - Instructor, Faculty of Nursing, The University of Regina  
2016/12/16 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 25  
Number of Credits: 3  
Lecture Hours Per Week: 4
- 2016/09/06 - Instructor, Faculty of Nursing, The University of Regina  
2016/12/16 Course Title: Family Health  
Course Code: CNUR 300  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 30  
Number of Credits: 3  
Lecture Hours Per Week: 4
- 2016/09/06 - Instructor, Faculty of Nursing, The University of Regina  
2016/10/14 Course Title: Theory & Practice Education: Child & Adolescent Partnerships  
Course Code: CNUR 302  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 26  
Number of Credits: 3  
Lecture Hours Per Week: 4

2016/01/05 - Instructor, Faculty of Nursing, The University of Regina  
2016/04/22 Course Title: Advanced Pathophysiology and Pharmacology I  
Course Code: MNUR 803  
Course Level: Graduate  
Academic Session: Winter  
Number of Students: 27  
Number of Credits: 3  
Lecture Hours Per Week: 6  
Guest Lecture?: No

2016/01/05 - Instructor, Faculty of Nursing, The University of Regina  
2016/02/19 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Academic Session: Winter  
Number of Students: 21  
Number of Credits: 3  
Lecture Hours Per Week: 4

2015/09/03 - Instructor, Faculty of Nursing, The University of Regina  
2015/12/04 Course Title: Alterations in Health and Advanced Assessment I  
Course Code: CNUR 203  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 8  
Lab Hours Per Week: 3  
Guest Lecture?: No

2015/09/03 - Instructor, Faculty of Nursing, The University of Regina  
2015/10/23 Course Title: Theory & Practice Education: Advanced Acute Care Partnerships  
Course Code: CNUR 305  
Course Level: Undergraduate  
Academic Session: Fall  
Number of Students: 27  
Number of Credits: 3  
Lecture Hours Per Week: 4  
Guest Lecture?: No

2015/05/05 - Instructor, Faculty of Nursing, The University of Regina  
2015/08/21 Course Title: Advanced Pathophysiology and Pharmacology II  
Course Code: MNUR 805  
Course Level: Graduate  
Academic Session: Spring  
Number of Students: 8  
Number of Credits: 3  
Lecture Hours Per Week: 6  
Guest Lecture?: No



2015/01/06 - 2015/04/24	Instructor, Faculty of Nursing, The University of Regina Course Title: Advanced Pathophysiology and Pharmacology I Course Code: MNUR 803 Course Level: Graduate Academic Session: Winter Number of Students: 10 Number of Credits: 3 Lecture Hours Per Week: 6 Guest Lecture?: No
2015/01/06 - 2015/02/13	Instructor, Faculty of Nursing, The University of Regina Course Title: Theory & Practice Education: Advanced Acute Care Partnerships Course Code: CNUR 305 Course Level: Undergraduate Academic Session: Winter Number of Students: 25 Number of Credits: 3 Lecture Hours Per Week: 4 Guest Lecture?: No

## Student/Postdoctoral Supervision

### Bachelor's [n=2]

2019/5 - 2019/8 Co-Supervisor	Hailey Silversides (Completed) , University of Regina Student Degree Start Date: 2017/9 Student Degree Received Date: 2021/4 Student Canadian Residency Status: Canadian Citizen Thesis/Project Title: Nursing Undergraduate Research Internship Program Project Description: Students created and revised existing paediatric haematology patient handouts to be used in Saskatoon Health Region's benign paediatric haematology clinic. Student Country of Citizenship: Canada  Project Funding Sources: University of Regina Areas of Research: Hematology
2019/5 - 2019/8 Co-Supervisor	Rebecca Morash (Completed) , University of Regina Degree Name: Bachelor of Science in Nursing Student Degree Start Date: 2016/9 Student Degree Received Date: 2020/4 Student Canadian Residency Status: Canadian Citizen Thesis/Project Title: Nursing Undergraduate Research Internship Program Project Description: Students created and revised existing paediatric haematology patient handouts to be used in Saskatoon Health Region's benign paediatric haematology clinic. Student Country of Citizenship: Canada  Project Funding Sources: University of Regina Areas of Research: Hematology

## Event Participation

Attendee, Canadian Haemoglobinopathies annual conference, Conference, 2015/9 - Annual conference. Focus on thalassemia.

Attendee, Canadian Haemoglobinopathies annual conference, Conference, 2016/9 - 2016/10

Annual conference in Ottawa. Involved advocating at a national level for a nationally recognized sickle cell awareness day. Met with two MPs. In conjunction with the Sickle Cell Disease Association of Canada.

Attendee, Canadian Haemoglobinopathies Annual conference, Conference, 2017/9 - Annual conference in Edmonton; focus on thalassemia

2021/2 - 2021/3

Student, Canadian Nurse Educator Institute (CASN): Keeping up with Care: Evidence Based Practice in a Virtual World, Course

In this continuing education course, nurse practitioners, nurse educators and other healthcare providers will gain new, and strengthen current knowledge, related to the use of virtual care technology and best practices in assessment and treatment of patients using this now common modality. Content will include theoretical, practical and legal perspectives. There will be an opportunity to develop practice tools relevant to your setting, as well as teaching and learning strategies using evidence-based activities related to virtual care, to share new knowledge with students or the rest of your team.

## Community and Volunteer Activities

2016/9

Volunteer, Sickle Cell Disease Association of Canada

Volunteer with a patient and family support/advocate organization. Involved with organizing a blood donor drive and celebrating the first annual Canadian sickle cell awareness day (June 19, 2018)

2016/9

Volunteer, Canadian Hemoglobinopathy Association

Part of the education committee, where our mandate is to create educational material for healthcare practitioners across Canada to distribute to patients/families and to create educational material for healthcare practitioners (both familiar with Hemoglobinopathies and not) to improve patient care.

## Knowledge and Technology Translation

2017/5

Volunteer, Citizen Engagement

Group/Organization/Business Served: Canadian Haemoglobinopathies Association

Target Stakeholder: General Public

Outcome / Deliverable: Created a patient educational handout for children with thalassemia and the drug hydroxyurea.

Evidence of Uptake/Impact: The document is still in the review process and we hope to add it to the Canadian Haemoglobinopathies Association website for practitioners to use by the fall or early winter.

References / Citations / Web Sites: Our other handouts: <https://www.canhaem.org/healthcare-professionals/>

Activity Description: I took the the lead on this project and wrote the handout, reviewed guidelines, took review/advice, implemented changes, and continued to modify the document.

- 2019/5 - 2019/8  
Supervisor, Citizen Engagement  
Group/Organization/Business Serviced: University of Regina/Saskatoon Health Region  
Target Stakeholder: General Public  
Outcome / Deliverable: Supervised undergraduate nursing summer students in creating new and updating existing paediatric haematology patient handouts. The students reviewed the latest clinical practice guidelines and made necessary changes to the handouts. The created a some new handouts also.  
Evidence of Uptake/Impact: For use in Saskatoon Health Region' paediatric benign haematology clinic.  
Activity Description: Created and revised educational patient handouts based on the latest evidence based medicine
- 2016/9 - 2018/5  
Volunteer, Community Engagement  
Group/Organization/Business Serviced: Canadian Haemoglobinopathies Association  
Target Stakeholder: General Public  
Outcome / Deliverable: Helped create handouts on sickle cell disease and hydroxyurea use in children.  
Evidence of Uptake/Impact: The handout is available on the Canadian Haemoglobinopathies Association website and is handed out by health professionals to their patients and families throughout Canada.  
References / Citations / Web Sites: <https://www.canhaem.org/wp-content/uploads/2018/05/Can-Haem-Brochure-Pediatric-2.pdf>  
Activity Description: Wrote and proofed text. Done as part of the Canadian Haemoglobinopathies Association Education Committee

## Committee Memberships

- 2021/3  
Chair, Professional Suitability Review Committee, The University of Regina  
The Professional Suitability Review Committee is an ad hoc committee, of which I am the only permanent member. It is only convened to hear the cases of students whose actions are significant, unethical, and if the student was practicing as a Registered Nurse, may lead to suspension or expulsion by the Provincial Regulatory Nursing Body. Examples include inappropriate relationships with patients/clients, substance abuse during clinical, high-level conflict of interest, ongoing unsafe behaviour, criminal conviction, and so forth. Since 2016, the Professional Suitability Review Committee has only convened twice, one of which meetings I chaired.
- 2016/9  
Co-chair, Undergraduate student appeals committee, The University of Regina  
Chair person for a committee comprised of 4 faculty members and one student representative that meets to hear any student appeals. We have the power to overturn mandatory student expulsions from the Faculty of Nursing.
- 2015/9  
Committee Member, Canadian Haemoglobinopathies Association Education committee, Canadian Haemoglobinopathies Association  
Education committee member. Worked on a sickle cell information package for emergency department physicians, a hand out for paediatric patients and families with sickle cell disease who are taking the medication hydroxyurea. Developed a similar handout for paediatric patients and families with thalassemia who are taking the medication hydroxyurea.
- 2018/9 - 2020/8  
Committee Member, Selections Committee, The University of Regina  
Part of the committee that interviews and provides hiring recommendations for professorial and instructor candidates.

2016/9 - 2017/1      Committee Member, Nurse practitioner (Graduate) program admissions committee, The University of Regina  
Meet annually to review the applications of prospective NP students.

## Most Significant Contributions

2010/10      Saskatchewan Paediatric Transport Team  
Part of a team providing critical care health services to children in Saskatchewan.

2016/9      Advocating for Children with Sickle Cell Disease  
This is ongoing. Met with elected Members of Canadian Parliament (MPs) to advocate for national recognition of sickle cell awareness day, helped organize a blood drive, wrote talking points for a MP who spoke in parliament regarding the burden of sickle cell in Saskatchewan, and helped with the founding of the Sickle Cell Anemia Network of Saskatchewan.

2015/7      University of Regina - Instructor for Graduate and Undergraduate Programs  
Teaching future generations of RNs and NPs.

2015/7      Paediatric Nurse Practitioner - Paediatric Haematology  
Joined a very under-staffed and under-funded paediatric speciality service. Made connections with patients and helped improve haematological patient care in Saskatchewan.

## Presentations

1. (2021). COVID-19: What Nursing Instructors and Students Need to Know. Webinar posted to the University of Regina website for general access, Regina, Canada  
Main Audience: Knowledge User  
Invited?: No, Keynote?: No, Competitive?: No  
Description / Contribution Value: Independently created a webinar with basic virology, ethology, epidemiology, and health information for the Faculty of Nursing and nursing students. The information was based on the science at the time.
2. (2020). Sickle Cell Anemia and Exercise. Sickle Cell Anemia Network of Saskatchewan (SCAN-SK) special topic webinar, Saskatoon, Canada  
Main Audience: General Public  
Invited?: Yes, Keynote?: Yes, Competitive?: No  
Description / Contribution Value: Presented a webinar, which was to be recorded and made available on the SCAN-SK Facebook page, on exercise and sickle cell anemia. Presented to people with sickle cell and their families. Described best practices, based on medical guidelines, on how to be active and healthy, without causing a sickle cell crisis from excessive exercise. Gave real-world advice on when to take a break and slow down, yet be active enough to stay healthy.
3. (2018). Written in Blood: Connecting the Clinical Picture and Lab Studies for Common Hemoglobinopathies. Saskatchewan Society of Medical Laboratory Annual Conference, Saskatoon, Canada  
Main Audience: Knowledge User  
Invited?: Yes, Keynote?: No, Competitive?: No  
Description / Contribution Value: Delivered information on haemoglobinopathies: disease characteristics, impacts on patients/families, and treatments. The audience was lab technicians who are unfamiliar on why we are requesting the lab tests and how we interpret them.  
Funding Sources: Saskatchewan Society of Medical Laboratory Technologists

## CURRICULUM VITAE

**Roberta (Robin) J. Evans**

**Associate Professor  
Faculty of Nursing  
University of Regina  
Email: [robin.evans@uregina.ca](mailto:robin.evans@uregina.ca)**

### EDUCATION

Ph.D. Education (Curriculum & Instruction)  
Faculty of Grad Studies & Research  
University of Regina, 2007

MSA Health Services Administration  
Central Michigan University, 1992

BSN  
College of Nursing  
University of Saskatchewan, 1982

Diploma in Nursing  
Wascana Institute of Applied Arts and Science, 1976

### HONORS AND AWARDS

Canadian Association of Perinatal and Women's Health Nursing (CAPWHN) Excellence in Leadership Award, October, 2012.

Introduced in Saskatchewan Legislature, recognizing Leadership in nursing and CAPWHN award, October, 2012.

SRNA Helen Walker Award for Innovation in Nursing, 2012 as member of U of S, College of Nursing, Master of Nursing Team.

Saskatchewan Health Specialized Professional Bursary, 2003.

Saskatchewan Nurses Foundation Bursary, Saskatchewan Nurses Foundation 1991, 1999.

### LICENSURE

Registered Nurse (practicing), College of Registered Nurses of Saskatchewan, 2022-2023  
Registered Nurse (practicing), Saskatchewan Registered Nurses' Association, 1976-2022.

## **PROFESSIONAL MEMBERSHIPS**

Canadian Nurses Association, General member, 2022-present  
Canadian Association of Perinatal and Women's Health Nurses (CAPWHN), full member, 2011-present.  
Society of Obstetricians & Gynecologist of Canada (SOGC), Associate RN member, 2002-present.  
Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN), International Member, 2002–present.  
Western Region Canadian Association (WRCASN), University Schools of Nursing, Member, 2000–2018.  
Saskatchewan Nurses Foundation (SNF), Member, 1990-present.

## **PROFESSIONAL CERTIFICATION**

Certification Perinatal Nursing (PNC(C)), Canadian Nurses Association, 2003-2007; re-certification 2008-2013, 2013-2018.

## **ACADEMIC APPOINTMENTS AND PROMOTIONS**

Associate Professor, With Tenure, 2012 to present, Faculty of Nursing, University of Regina.  
Member, Oct, 2011 to present, Faculty of Graduate Studies and Research, University of Regina.  
Associate Member, Faculty of Kinesiology and Health Studies, University of Regina, January, 2012 to present.  
Adjunct Professor, College of Nursing, University of Saskatchewan, 2012 to present.  
Associate Member, School of Graduate Studies, University of Lethbridge, March, 2020 to Jan, 2023.  
Associate Professor, With Tenure, 2010 –2011, College of Nursing, University of Saskatchewan.  
Assistant Professor, With Tenure, 2008 - 2010, College of Nursing, University of Saskatchewan.  
Assistant Professor, Without Tenure, 2002 –2008, College of Nursing.  
Assistant Professor, Limited Term, 2001 –2002, College of Nursing.  
Lecturer, 2000 - 2001, College of Nursing.  
Member, 2007 to 2011, College of Graduate Studies and Research, University of Saskatchewan.  
Adjunct Professor, Oct 2008 – Sept 2013, Faculty of Kinesiology and Health Studies, Graduate Studies and Research, University of Regina.

## **ADMINISTRATIVE APPOINTMENTS**

### **POSITIONS WITH RESPONSIBILITY STIPEND**

Special Advisor to the Provost, Collaborative Nursing Programs, July 1, 2021 – October 31, 2021.  
Interim Dean, Faculty of Nursing, University of Regina, April, 2020 – June 30, 2021.  
Associate Dean, Undergraduate, Faculty of Nursing, University of Regina, January, 2012 –March, 2020.

## **POSITIONS WITHOUT RESPONSIBILITY STIPEND**

Acting Dean, Faculty of Nursing, University of Regina, intermittently in absence of Dean, 2012 – March, 2020.

Initial Reviewer, Faculty of Nursing, 2013 (reviewed 4 professorial and 3 instructor faculty for renewal of tenure track); 2014 (reviewed 3 faculty for renewal of tenure track); 2017 (reviewed 18 faculty members including 1 for tenure); 2018 (reviewed 19 faculty members including 4 for tenure); 2019 (reviewed 21 faculty members including 7 for tenure and 3 for merit).

Chair, College of Nursing, University of Saskatchewan, Undergraduate Scholarships and Awards Committee, 2006-2010.

Chair, College of Nursing, University of Saskatchewan, Undergraduate Appeal Committee, 2008.

## **ASSOCIATE AND CLINICAL APPOINTMENTS**

Alternate member, RQHR Research Ethics Board, 2013 to 2017.

Member, Editorial Board, Research Matters, Regina Qu'Appelle Health Region, 2012 to 2014.

Research Associate, Regina Qu'Appelle Health Region, Research & Performance Support, 2008 to 2017.

Academic Professional Liaison, Regina Qu'Appelle Health Region, 2005-2018.

## **LEAVES**

Administrative leave, Faculty of Nursing, University of Regina, November 1, 2021 to October 31, 2022.

Sabbatical leave, College of Nursing, University of Saskatchewan, July, 2010 to December, 2010.

## **PROFESSIONAL EXPERIENCE**

Executive Director, Saskatchewan Nurses Foundation, February, 2001 to present.

Casual General Duty Nurse – Mother Baby unit, Regina Qu'Appelle Health Region, Regina General Hospital, 2001 to 2018.

Nurse Educator, Health Information System, Health Canada, First Nations & Inuit Health Branch, February, 2001 to June, 2001.

Research Assistant, University of Regina, Faculty of Education, March, 2001 to June, 2001.

Nursing Consultant, Practice of Nursing, Saskatchewan Registered Nurses' Association, 1999 to 2000.

Nursing Consultant, Practice of Nursing, Secondment to Saskatchewan Registered Nurses Association (SRNA), 1997 to 1999.

Instructor, Wascana Institute SIAST (Saskatchewan Institute of Applied Science and Technology),  
1983 to 1999.

Casual General Duty Nurse, Orthopedics, Pediatrics, Mother-Baby unit, Regina General Hospital,  
1988-1993.

General Duty Nurse, Pasqua Hospital, 1980 to 1983.

General Duty Nurse, Wascana Hospital, 1977 to 1980.

General Duty Nurse, Kincaid Union Hospital, 1976 to 1977.

## **TEACHING HISTORY**

2018, Winter

Classroom Teacher, University of Regina

Course Name Theory and Practice Education: Family and Newborn Partnerships

2017, Winter

Classroom Teacher, University of Regina

Course Name Theory and Practice Education: Family and Newborn Partnerships

2015, Spring/Summer

Classroom Teacher, University of Regina

Course Name Theory and Practice Education: Family and Newborn Partnerships

Videoconferenced to Saskatoon

2013 – 2014

Classroom teacher, University of Regina

Course Name: Foundations of Care I: A Developing Professional

2012 - 2013

Lab instructor, University of Regina

Course Name: Foundations of Care I: A Developing Professional

Classroom teacher, University of Regina

Course Name: Theory and Practice Education: Family and Newborn Partnerships

2001 - 2011

Classroom teacher and course leader, University of Saskatchewan

Course Name: Health Challenges IV Theory (obstetrics portion)

2001 - 2011

Clinical instructor and clinical coordinator, University of Saskatchewan

Course name: Health Challenges IV Clinical (obstetrics)

2008 - 2011

Primary teacher, University of Saskatchewan

Course name: Practicum (Masters of Nursing program)

2003 – 2008

Faculty Resource Person, University of Saskatchewan

Course name: Clinical Integration (Senior clinical practicum)

2001 – 2002

Classroom teacher, University of Saskatchewan

Course name: Issues in Professional Nursing



2001 – 2002

Lab facilitator, University of Saskatchewan  
Course name: Family Diversity

2000 – 2001

Classroom teacher, University of Saskatchewan  
Course name: Research in Nursing

1992-1997

Classroom teaching and clinical instructor, SIAST, Wascana Campus  
Course name: Family Centred Maternity Nursing

1988-1992

Classroom teaching and clinical instructor (pediatrics), SIAST, Wascana Campus  
Course name: Adults & Children Nursing

1988-1997

Classroom and clinical instructor, SIAST, Wascana Campus  
Course name: Senior Nursing Practicum

1983-1988

Classroom and clinical instructor, SIAST, Wascana Campus  
Course name; Core Nursing (medical surgical)

1985-1988

Clinical instructor, SIAST, Wascana Campus  
Course name; IIB Practicum, Diploma Nursing

1983-1985

Classroom and clinical instructor, SIAST, Wascana Campus  
Course name: IIB Practicum, Nursing Assistant

## **GUEST LECTURES**

2001 – 2012

Saskatchewan Institute of Applied Science and Technology  
Course name: Individual Assessment (Newborn assessment)

2004 - 2009

Guest lecturer, Saskatchewan Institute of Applied Science and Technology  
Course name: Individual Assessment (Antepartum assessment)

2007 – 2009

Guest lecturer, University of Saskatchewan  
Course name: Graduate seminar

2007 – 2008

Guest lecturer, University of Saskatchewan  
Course name: Emerging Challenges in Diverse and Vulnerable Populations (Nurse Practitioner stream) (Assessment of the antepartum client throughout pregnancy)

2006 – 2007

Guest lecturer, University of Saskatchewan  
Course name: Advanced Health Assessment & Diagnostic Reasoning (Nurse Practitioner stream)  
(Assessment of obstetric and newborn client)

2006 – 2007

Guest lecturer, University of Saskatchewan  
Course name: Therapeutic Modalities in Advanced Nursing Practice (Nurse Practitioner stream)  
(Emergency obstetric delivery)

### **TEACHING MATERIALS DEVELOPED OR AUTHORED**

Evans, R.J. (2018) CNUR 303 URcourses.

Evans, R.J. (2017) CNUR 303 URcourses.

Evans, R.J. (2013) CNUR 102 URcourses.

Evans, R.J. (2013) CNUR 303, URcourses.

NURS 001 (2012) course description, syllabus, content.

Evans, R.J. (2011) NEPS 302 & NEPS 303. BBLearn courses.

Evans, R.J. (2008) NEPS 302 & NEPS 303 Blackboard courses.

### **CONTINUING EDUCATION**

RaiseHER Community Presents REAL TALK Forum: Diversity, Equity + Inclusion in Leadership  
Edition, October, 19, 2022.

Français, Level A2 non-credit course, La Cité, Fall, 2021.

International Council of Nurses (ICN) Congress, Nursing Around the World, November 2-4, 2021.

CNA Summit Webinar on Racism, Canadian Nurses Association, Nov 24, 2021.

Hanging by a Thread Facebook webinar, Canadian Nurses Association & Canadian Federation of  
Nurses Unions, February 4, 2021.

International Webinar: Decolonizing Nursing: What? Why? How? September 23, 2021.

Anti-Racism Training for Organizations: Module 3, Anti-Racism Network, April 22 & 29, 2021.

Anti-Racism Training for Organizations: Module 2, Anti-Racism Network, Dec 11 & 18, 2020.

Anti-Racism Training for Organizations: Module 1, Anti-Racism Network, Aug 13 & 14, 2020.

Instructor Trainer, Cardio Pulmonary Resuscitation (CPR), Heart and Stroke Foundation of  
Saskatchewan, 1988-2018.

Certification NRP (Neonatal resuscitation program), 2002-2018.

Instructor, NRP (Neonatal resuscitation program), 2004-2018; Update to new standards, 2012.

Woman in Leadership and Learning Conference, May 17, 2004, Regina SK.

Society of Obstetricians & Gynecologists of Canada. "Managing Obstetrical Risk Efficiently (MOREOb)" Self study, workshop & OSCE, Sept. 2003 – May, 2004, Regina Qu'Appelle Health Region (Pilot site).

Society of Obstetricians & Gynecologists of Canada. "Managing Obstetrical Risk Efficiently (MOREOb)" Yearly workshop & OSCE, June, 2004 – 2018, Regina Qu'Appelle Health Region.

International Institute of Qualitative Methods, "Thinking Qualitatively – 2003" Workshop, August 5 – August 8, 2003, Edmonton, Alberta.

Women in Leadership and Learning, "Draw the Circle Wide" conference, May 10, 2003, Regina, Saskatchewan.

International Institute of Qualitative Methods, "Advances in Qualitative Methods" conference, May 2 – May 5, 2003, Banff, Alberta.

Documentation and evaluation of student performance, Dr. Marilyn Oermann Workshop, November 15, 2002.

#### **ATTENDANCE AT TEACHING IMPROVEMENT WORKSHOPS AND CONFERENCES**

Teaching Innovation Seminar Series (6 in series), University of Regina Centre for Teaching and Learning, 2010-2011.

Western Region Canadian Association of Schools of Nursing Conference, February 15-17, 2007, Saskatoon, SK.

Western Region Canadian Association of Schools of Nursing Conference, February 17-19, 2005, Winnipeg, MB.

Western Region Canadian Association of Schools of Nursing Conference, February 20 - 22, 2004, Kamloops, BC.

Canadian Association of Schools of Nursing National Nursing Educators Conference, April 24-26, 2003, Halifax, NS.

Western Region Canadian Association of Schools of Nursing Conference, February 20-22, 2003, Lethbridge, AB.

Western Region Canadian Association of University Schools of Nursing, February 22 & 23, 2002, Kelowna, BC.

Western Region Canadian Association of University Schools of Nursing, February 23 & 24, 2001, Saskatoon, SK.

National Nurse Educators' Conference, Feb. 24 – 27, 2000, Vancouver, BC.

## **CONTRIBUTIONS TO GRADUATE EDUCATION**

### **THESIS SUPERVISION**

Thesis supervisor, Bigalky, J. (2011). The culture of prenatal care in Regina: An exploration of the experiences of Aboriginal women, Masters of Nursing, University of Saskatchewan.

### **THESIS COMMITTEE MEMBERSHIP**

Reger (Heyland), M. Intersecting identities: Labour and delivery nurses' experience of pregnancy and childbirth. Masters of Nursing, (2022), University of Lethbridge.

Suchan, V. Internet Delivered Cognitive Behavior for Postpartum Anxiety and Depression. PhD in psychology, (2021), University of Regina.

Gabriel, A., Quality Healthcare from the Nurses' Perspective. (2013). Masters of Nursing. University of Saskatchewan.

### **THESIS EXTERNAL EXAMINER**

Gianotti, N . It's about time! Postpartum maternal adaptation to a GDM diagnosis: A constructivist grounded theory study. (2018). PhD in Nursing. Western University.

Soucy, J. Perceptions of internet-delivered cognitive behaviour for severe health anxiety in primary care patients. (2016). Master of Arts, University of Regina.

Miller, S.R. Play pals case study: Promoting physical activity and health literacy through near-peer modeling and mentoring. (2013). Master of Science in Kinesiology & Health Studies. University of Regina.

## **PUBLICATIONS**

### **PEER-REVIEWED PUBLICATIONS**

#### **BOOKS AUTHORED OR CO-AUTHORED**

Evans, R. (2007). Understanding Nurses' Practice with Adolescent Mothers: A View from Both Sides (Doctoral dissertation, University of Regina, 2007). *Dissertation Abstracts International*, AAT NR43058.

#### **BOOKS EDITED OR CO-EDITED**

Evans, R.J., Evans, M. K., & Brown, Y.M.R.(Eds.). (2015). *Canadian maternity, newborn, & women's health nursing*. (2<sup>nd</sup> Ed) Philadelphia: Wolters Kluwer.

Evans, R.J., Evans, M. K., Brown, Y.M.R., & Orshan, S.A. (Eds.). (2010). *Canadian maternity, newborn, & women's health nursing*. Philadelphia: Lippincott, Wilkins & Williams.

#### CHAPTERS CONTRIBUTED TO BOOKS

Evans, R. & Aurilio, L. (2015). Medical alterations in women during adolescence and adulthood. In R.J. Evans, M.K. Evans, Y.M.R. Brown & S. A. Orshan. *Canadian Maternity, Newborn, & Women's Health Nursing*, (2<sup>nd</sup> Ed.). (pp. 115-174). Philadelphia: Lippincott, Wilkins & Williams.

Evans, R. & Bigalky, J. (2015). Process of pregnancy. In R.J. Evans, M.K. Evans, Y.M.R. Brown & S. A. Orshan. *Canadian Maternity, Newborn, & Women's Health Nursing*, (2<sup>nd</sup> Ed.). (pp. 415-470). Philadelphia: Lippincott, Wilkins & Williams.

Evans, R. (2015). Fourth stage of labour and postpartum period. In R.J. Evans, M.K. Evans, Y.M.R. Brown & S. A. Orshan. *Canadian Maternity, Newborn, & Women's Health Nursing*, (2<sup>nd</sup> Ed.). (pp. 707-740). Philadelphia: Lippincott, Wilkins & Williams.

Ciofani, L., Evans, R. & Sultana, T. & Jones, S. (2015). Genetics, embryology and preconceptual/prenatal assessment and screening. In R.J. Evans, M.K. Evans, Y.M.R. Brown & S. A. Orshan. *Canadian Maternity, Newborn, & Women's Health Nursing*, (2<sup>nd</sup> Ed.). (pp. 353-411). Philadelphia: Lippincott, Wilkins & Williams.

Polomeno, V., Evans, R., Cahill, R. & Sword, T. (2015). Family formation. In R.J. Evans, M.K. Evans, Y.M.R. Brown & S. A. Orshan. *Canadian Maternity, Newborn, & Women's Health Nursing*, (2<sup>nd</sup> Ed.). (pp. 241-265). Philadelphia: Lippincott, Wilkins & Williams.

Polomeno, V., Evans, R., & Wilkes, V. (2015). Sexuality and reproduction. In R.J. Evans, M.K. Evans, Y.M.R. Brown & S. A. Orshan. *Canadian Maternity, Newborn, & Women's Health Nursing*, (2<sup>nd</sup> Ed.). (pp. 211-240). Philadelphia: Lippincott, Wilkins & Williams.

Aurilio, L. & Evans, R. (2010). Medical alterations in women during adolescence and adulthood. In R.J. Evans, M.K. Evans, Y.M.R. Brown & S. A. Orshan. *Canadian Maternity, Newborn, & Women's Health Nursing*, (pp. 117-174). Philadelphia: Lippincott, Wilkins & Williams.

Evans, R. (2010). Process of pregnancy. In R.J. Evans, M.K. Evans, Y.M.R. Brown & S. A. Orshan. *Canadian Maternity, Newborn, & Women's Health Nursing*, (pp. 430-484). Philadelphia: Lippincott, Wilkins & Williams.

Evans, R. (2010). Fourth stage of labour and postpartum period. In R.J. Evans, M.K. Evans, Y.M.R. Brown & S. A. Orshan. *Canadian Maternity, Newborn, & Women's Health Nursing*, (pp. 704-736). Philadelphia: Lippincott, Wilkins & Williams.

Evans, R. (2008). Process of Pregnancy. In Orshan, S. A. *Maternal, Newborn & Women's Health Nursing: Comprehensive Care Across the Lifespan*, (pp. 433-490). Philadelphia: Lippincott, Wilkins & Williams.

Evans, R. (2008). The Family Experiencing the Fourth Stage of Labor and Postpartum. In Orshan, S. A. *Maternal, Newborn & Women's Health Nursing: Comprehensive Care Across the Lifespan*, (pp. 709-744). Philadelphia: Lippincott, Wilkins & Williams.

#### **ARTICLES IN REFEREED JOURNALS**

Malloy, D.C, Hadjistavropoulos, T., Fahey McCarthy, E., Evans, R.J., Zakus, D.H., Park, I., Lee, D.Y. & Williams, J. (2009). Culture and organizational climate: Nurses' insights into their relationship with physicians. *Nursing Ethics*, 16, 719-733.

Evans, R. J. & Donnelly, G. W. (2006). A model to describe the relationship between knowledge, skill and judgment in nursing practice. *Nursing Forum*, 41, 150-157.

#### **REFEREED CONFERENCE PROCEEDINGS**

Evans, R., Smith, B., & Smadu, M. (2003). Paper: *Nurse Preceptors: Key Recruiters to the Profession*. In *CASN National Nurse Educators' Conference 2003 Proceedings* (on CD ROM). Ottawa, ON: CASN (Paper presented at the CASN National Nurse Educators' Conference).

#### **OTHER REFEREED PUBLICATIONS**

Author. *Early Labour: a patient information sheet*. Regina, SK: Regina Qu'Appelle Health Region. 2008.

#### **CONFERENCE PAPERS**

Bigalky, J. & Evans, R., (2011). Aboriginal Prenatal Care in Regina, Saskatchewan: Exploring the Cultural Factors, October 29, 2011, CAPWHN 1<sup>st</sup> National conference, Victoria, B.C.

Bigalky, J. & Evans, R. (2011). Aboriginal Prenatal Care in Regina, Saskatchewan: Exploring the Cultural Factors, SUN 2011 Innovators Conference: Moving Patient & Family-Centred Care Forward. September 27, 2011. Regina, SK.

Evans, R. (2010). We're Changing the Model of Nursing Care. AWHONN Canada 21<sup>st</sup> National Conference, October 15, 2010. Montreal, QC.

Evans, R. (2009). Leading the Way: Using Audits to Influence Practice. AWHONN Canada 20<sup>th</sup> National Conference, October 16, 2009, Winnipeg, MB.

- Evans, R. (2008). *Becoming a Good Mother: Empowering the Adolescent*. AWHONN Canada 19<sup>th</sup> National Conference, October 25, Ottawa, ON.
- Evans, R. (2008). *Becoming a Good Mother: A Critical View from Both Sides*. AWHONN Canada 19<sup>th</sup> National Conference, October 25, Ottawa, ON.
- Evans, R. (2008). *Evaluation of the Effect of Additional Staffing on Implementation of the Changed Model of Care on the Mother Baby unit: Preliminary Findings*. Quick Pick Presentation. Regina Qu'Appelle Health Region Research Showcase, June 13, Regina, SK.
- Donnelly, G. and Evans, R. (2007). *Laying the Groundwork for Inter-Professional Practice*. Western Region Canadian Association of Schools of Nursing Conference, February 15-17, Saskatoon, SK.
- Evans, R. (2005). *Mutual Back Scratching: A Partnership Formula*. Western Region Canadian Association of Schools of Nursing Conference, February 17-19, Winnipeg, MB.
- Evans, R. (2004). *Interactions Between Nurses and Adolescent Mothers in Hospital: A Qualitative Study*. Association of Women's Health, Obstetrics and Neonatal Nurses National Conference, November 11-13, Regina, SK.
- Evans, R., (2004). *Competent Integration: Meeting the Challenge in Obstetrical Nursing Education or "How do I have students on two units at the same time & keep them safe & me sane?"*. WRCASN Conference, February 20 - 22, Kamloops, BC.
- Evans, R., Smith, B., & Smadu, M. (2003). *Nurse Preceptors: Key Recruiters to the Profession*. Canadian Association of Schools of Nursing National Nursing Educators Conference, April 24-26, Halifax, NS.
- Smith, B.L., Evans, R., & Smadu, M. (2003). *The Role of Practicing Nursing in Recruiting to the Profession*. Western Region Canadian Association of Schools of Nursing Conference, February 20-22, Lethbridge, AB.
- Evans, R., Smadu, M. & Smith, B. (2003). *Paper: Evidence Based Student Recruitment*. Western Region Canadian Association of Schools of Nursing, February 20-22, Lethbridge, AB.
- Donnelly, G., & Evans, R. (2002). *Transformative Nursing Practice Using an Ethical Framework*. Western Region Canadian Association of University Schools of Nursing, February 22 & 23, Kelowna, BC.
- Donnelly, G., & Evans, R. (2001). *A Model to Describe the Relationship between Knowledge, Skill and Judgment in Nursing Practice*. Western Region Canadian Association of University Schools of Nursing, February 23 & 24, Saskatoon, SK.
- Evans, R., & Smith, B. (2000). *Retooling for the 21st Century: Competencies with a Primary Health Care Focus*. National Nurse Educators' Conference, Feb. 24-27, Vancouver, BC.

### **CONFERENCE POSTERS**

- Bigalky, J., Evans, R., Young, D., & Witt, R. (2012). *Improving the Prenatal Care Experience for Aboriginal Women*. RQHR Research Showcase 2012, June 12, 2012, Regina, SK.

Evans, R. (2011). Mutual Back Scratching: A Partnership Formula, CAPWHN 1<sup>st</sup> National Conference, Victoria, BC.

Bigalky, J. & Evans, R. (2011). Aboriginal Prenatal Care in Regina, Saskatchewan: Exploring the cultural Factors. RQHR Research Showcase 2011, June 21, 2011, Regina, SK.

Evans, R., Huber, S., Lindsay, R., Martin, S., & Rosseker, G. (2009) Leading the Way: Using Audits to Influence Practice. RQHR Research Showcase 2009, June 5, Regina, SK.

Evans, R. (2008). Evaluation of the Effect of Additional Staffing on Implementation of the Changed Model of Care on the Mother Baby unit: Preliminary Findings. Regina Qu'Appelle Health Region Research Showcase, June 13, Regina, SK.

Evans, R. (2007). Understanding Nurses' Practice with Adolescent Mothers: A View From Both Sides. Regina Qu'Appelle Health Region Research Showcase, June 15, Regina, SK.

## **NON PEER-REVIEWED PUBLICATIONS**

### **NON-REFEREED SCHOLARLY ARTICLES**

Evans R. (1998). A survey of nursing students in Saskatchewan. *ConceRN*, 27, 5, pp 12-13.

### **OTHER PAPERS PUBLISHED**

Evans, R. (1999). Standards and foundation competencies for the practice of registered nurses, effective Year 2000, a new document. *ConceRN*, 28, 1, pp 10-11.

### **GOVERNMENT OR CONTRACT RESEARCH REPORTS**

Nursing Deans Forum, (2019) Saskatchewan registered nursing education report: An Overview of the two-provider registered nursing education programs in Saskatchewan (22 pages).

Evans, R., (2009). *Changing the Mother Baby Unit Model of Care; Project Evaluation Report*. Health Workforce Retention (10 pages).

Vodden, E., Evans, R., and Zalnasky, J, (2003). *Report of Labour & Delivery Program St. Boniface Hospital* (23 pages).

### **FACULTY OF NURSING PUBLICATIONS**

Evans, R. Faculty of Nursing section, University of Regina Undergraduate Calendar. 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020.



## **OTHER PUBLICATIONS**

- Operations Program Team. SCBScN Student Handbook. 2012 – 2019.
- Operations Program Team. SCBScN Faculty Handbook. 2012 – 2019.
- Operations Program Team. SCBScN Programs Handbook. 2012 – 2019.
- Program Administrative Committee. (2018). SCBScN Historical Profile 2009-2017.
- Program Administrative Committee (2018). SCBScN 2016-2017 Program Report.
- Program Administrative Committee (2016) CASN Accreditation Program Report (Path B).
- Program Administrative Committee (2016) SRNA Program Approval Report.
- Program Administrative Committee (2012) CASN Accreditation Program Report (Path A).

## **DEVELOPMENT OF POLICIES AND PROCEDURES**

- Professional Suitability Policy (2013). Led development of policy with input from University secretary.
- Faculty of Nursing section, University of Regina Undergraduate Calendar. Development of all academic policies. 2012-2019.

## **INVITED ADDRESSES**

- Evans, R. (2014). Diabetes in the Pregnant Woman. RQHR MORE<sup>OB</sup> Education Day, Regina, SK.
- Evans, R (2013). Leadership in the Faculty of Nursing, University of Regina. Saskatchewan Institute of Health Leadership Graduation Banquet, Regina, SK.
- Evans, R. (2013) Education Panel: Technology and communications – Transforming RN Practice. SRNA Annual Meeting, Regina, SK.
- Evans, R. (2008). How Can Nurses Work More Effectively With Adolescent Mothers? POGO provincial conference. Regina, SK.
- Evans, R. (2003). Survey of Nursing Students regarding Recruitment to Nursing. Research Seminar NEPS Faculty, March 24, Regina, SK.
- Evans, R. (2001). LPN to RN Education. Research Seminar NEPS Faculty, September 17, Regina, SK.
- Evans, R. (1997). Delegation and Decision Making for Registered Nurses. Saskatchewan Operating Room Nurses Special Interest Group Conference, Regina, SK.
- Evans, R. (1995). Strategic Direction on Nursing Education. Saskatchewan Registered Nurses Association Special Interest Group Officers Conference, Regina, SK.

## **INVITED POSTERS**

Evans, R., Smith, B., & Smadu, M. (2004). Evidence Based Student Recruitment. College of Nursing: Research Day, March 30, Saskatoon, SK.

## **WORKSHOPS CONDUCTED**

Evans, R. Updates to Faculty. Inservices provided to SIAST/Sask Polytech and Faculty of Nursing regarding policies and procedures. Offered each fall, 2014 – 2019.

Evans, R. Working with Students in Clinical and U of R policies: A Workshop for SIAST Instructors, 2012, 2013.

Baumgartner, K, Hiibner, L., & Evans, R. NRP (Neonatal Resuscitation Program) course, Regina Qu'Appelle Health Region, presented to Advanced Care Paramedics and Primary Care Paramedics, July 31, 2013.

Baumgartner, K, Hiibner, L., & Evans, R. NRP (Neonatal Resuscitation Program) course, Regina Qu'Appelle Health Region, presented to Registered Nurses in L&B and NICU, July 22, 2013.

Evans, R. CPR instructor update to new 2010 standards to CPR instructors, SIAST, Wascana Campus, Nov, 2011.

Huber, S., Weishaar, G., & Evans, R. NRP (Neonatal Resuscitation Program) course, Regina Qu'Appelle Health Region, presented to nurses in Moosomin Hospital, Oct 30, 2009.

Evans, R. CPR Health Care Provider, College of Nursing, University of Saskatchewan faculty, April 27, 2009

Hibbner, L., Parvez, N., Snell, M. & Evans, R. NRP (Neonatal Resuscitation Program) course, Regina Qu'Appelle Health Region, presented to JURSI students, January 12, 2009

Hibbner, L., & Evans, R. NRP (Neonatal Resuscitation Program) course, Regina Qu'Appelle Health Region, new NICU nursing staff, April 30, 2008.

Hibbner, L., Parvez, N., Snell, M. & Evans, R. NRP (Neonatal Resuscitation Program) course, Regina Qu'Appelle Health Region, presented to JURSI students, January 5, 2007.

Evans, R. Workshop on Family Centered Maternity Care for nurses on the Mother-Baby unit of Regina Qu'Appelle Health Region, Feb 9 & Feb 16, 2006.

Evans, R. Workshop on Management of Labor to physician and nursing staff at Moosomin Hospital in the Regina Qu'Appelle Health Region, and tested participants using OSCE format for management of labor, fetal well being, and assisted vaginal birth May 26, 2006.

Evans, R. Workshop on disclosure to physician and nursing staff in Regina Qu'Appelle Health Region, May 30, 2006.

- Evans, R. Workshop on communication to physician and nursing staff in Regina Qu'Appelle Health Region, and tested participants using OSCE format on working together June 1, 2006.
- Evans, R. Workshop on working together to physician and nursing staff in Regina Qu'Appelle Health Region, June 13, 2006.
- Hibbner, L., Parvez, N., Huber, S., & Evans, R. NRP (Neonatal Resuscitation Program) course, Regina Qu'Appelle Health Region, presented to JURSI's at Regina Qu'Appelle Health Region, January 6, 2006.
- Hibbner, L., Parvez, N., Huber, S., & Evans, R. NRP (Neonatal Resuscitation Program) course, Regina Qu'Appelle Health Region, presented to SIAST, Wascana Campus EMT Paramedic students, June 9, 2006.
- Evans, R. CPR C Basic Rescuer, November 23, Regina, SK, 2006.
- Evans, R. CPR Instructor Re-certification, November 16, Regina, SK., 2006.
- Hibbner, L., Huber, S., & Evans, R. NRP (Neonatal Resuscitation Program) course, Regina Qu'Appelle Health Region, presented to SIAST, Wascana Campus EMT Paramedic students, May 24, 2005.
- Evans, R. Workshop on Eclamptic seizures four times to physician and nursing staff in Regina Qu'Appelle Health Region, May, 2005.
- Evans, R. Orientation for new staff to Mother Baby unit of Regina Qu'Appelle Health Region, August 16-18, 2004; September 14-16, 2004; October 22, 28, 29, 2004; and November 3-4 2004.
- Evans, R. Presentation to tenure track faculty, Regina site re: required documentation for cases for tenure and renewal of probation, September, 2004.
- Evans, R. Workshop on Preterm Labor four times to physician and nursing staff in Regina Qu'Appelle Health Region and tested participants using OSCE format for eclamptic seizures, preterm labor and postpartum hemorrhage May, 2004.
- Hibbner, L., Huber, S., & Evans, R. NRP ( Neonatal Resuscitation Program) course, Regina Qu'Appelle Health Region, presented to SIAST, Wascana Campus EMT Paramedic students. May 17, 2004.
- Evans, R. CPR Instructor Re-certification, October 29, Regina, SK., 2004.
- Evans, R. CPR Instructor Re-certification, October 7, Regina SK., 2003.
- Evans, R. CPR Basic Rescuer, November 21, Regina SK., 2003.
- Evans, R. CPR Instructor Re-certification, April 25, Regina, SK., 2002.
- Evans, R. CPR C Basic Rescuer, May 21, Regina, SK., 2002.

Evans, R. (1999). Workshop: Developing Standards, Saskatchewan Alzheimer's Association, Saskatoon, SK.

Evans, R. (1999). Workshop: Web of Denial, Nurses with Addictions, Regina Health District Nursing Managers, Regina, SK.

## **MEDIA INTERVIEWS**

Evans, R. Interview, CBC News at 6, COVID-19 and nursing students, November 23, 2020.

University Advancement and Communications. Time-honoured nursing tradition meets 21<sup>st</sup> century during pandemic. Feature Story, University of Regina website, June 10, 2020.

University Advancement and Communications. In crisis or calm: U of R Faculty of Nursing reimagines programs; celebrates profession. Feature Story, University of Regina website, May 15, 2020.

Todd, C. Enhanced education programs prepare nurses for every challenge. Leader Post, May 11, 2020.

Regina Qu'Appelle Health Region. RQHR nurse recipient of Excellence in Leadership award. RQHR eLink, April 11, 2013.

University of Regina. Associate nursing dean gets national honour for excellence. Feature Story, University of Regina website, Feb 21, 2013.

Cowan, P. Regina nurse rewarded for passion and commitment. Leader Post, Feb 19, 2013

Donnelly, G. & Evans R. Interview, CTV-TV, Saskatchewan Nurses Foundation, 2011

Donnelly, G & Evans, R. Interview, Radio CJTR 91.3 FM-Saskatchewan Nurses Foundation, 2011

## **REVIEWING ACTIVITIES**

Member, Review Committee, Saskatchewan Health Research Foundation's Establishment Grant and Postdoctoral Research Fellowship programs in the socio-health, systems, and clinical areas. 2014 (reviewed 36 applications, 3 as primary reviewer, 4 as secondary reviewer), 2015 (reviewed 33 applications, 4 as primary reviewer, 3 as secondary reviewer).

Adjudicator, RQHR Research Showcase 2013 Abstract Review, Behavioural – Student (for student award), May, 2013.

Sentinel Reviewer, McMaster Online Rating of Evidence, Health Information Research Unit, 2006-present. McMaster University, Hamilton, Ontario, Completed 6 reviews in 2006; 16 reviews in 2007; 6 in 2008; 12 in 2009; 13 in 2010; 8 in 2011; 3 in 2012; 1 in 2013; 1 in 2014; 2 in 2015; 3 in 2016; 2 in 2017; 1 in 2018, 1 in 2020, 13 in 2021.

Reviewer, manuscript for International Journal of Educational Research, December, 2011.

Reviewer, manuscript for In Education, Indigenous Education edition, November, 2011.

Reviewer, FASD presentation and background document (for those teaching in health professions schools and colleges) for staff at Saskatchewan Prevention Institute, April, 2009.

Canadian Critical Reviewer of Williams Obstetrics, 22<sup>nd</sup> edition, August, 2006.

Reviewer, Canadian Nurses Portal, September, 2005, February, 2006.

Reviewer, manuscript for Canadian Journal of Nursing Research, January 2006.

Reviewer, proposal for first Canadian edition of Olds, London, Ladewig, and Davidson, *Maternal-Newborn Nursing and Women's Health Care*, July, 2004.

Reviewer, Abstracts, Association of Women's Health, Obstetric and Neonatal Nursing (AWHONN) Canada National Conference, May, 2004

Reviewer, Canadian Nurse Journal, 1997 – 2008.

## RESEARCH GRANTS

### AWARDED RESEARCH GRANTS

Ferguson, L. (PI), Berry, L., Fowler-Kerry, S., Kent-Wilkinson, A., Wall, P., Spurr, S., Besse, C., Hewson, K., Evans, R., & Bowen, A. (2010). Enhancing Student Learning Through Online Lecture Capture, \$5000, Research Grant Award of Western Region Canadian Association of Schools of Nursing (WRCASN).

Donnelly, G., Evans, R., and Lemire Rodger, G., (co-PI's). (2008). The Impact of the Adoption of a Common Practice Model in Cypress Health Region (Rural Corridor), \$75,000, Health Workforce Retention Program, Saskatchewan Ministry of Health.

Evans, R. (2007). Evaluation of the Effect of Additional Staffing as Support for Implementation of the Changed Model of Care on the Mother Baby Unit, \$70,100, Health Workforce Retention Program, Saskatchewan Health.

Evans, R. (2007). The Experience of Fatigue in Postpartum Women in Hospital, \$2000, Nursing Research Endowment Fund, Regina Qu'Appelle Health Region.

Donnelly, G., Evans, R., & Lemire Rodger, G. (2006-2011). The Impact of the Adoption of a Common Practice Model in a Regional Hospital in Saskatchewan \$96,199, Saskatchewan Health.

Evans, R & Bassendowski, S. (2006). A History of the Saskatchewan Nurses Foundation, \$2300, University of Saskatchewan Summer Student Employment Program.

Evans, R. (2002). Research Start up Grant, \$5000, University of Saskatchewan.

## **GRANTS SUBMITTED BUT NOT AWARDED**

Givelichian, L. (PI), McKinney V. (principal knowledge user), Gregory, d. (principal applicant), Hansen, G. (principal applicant), Holt, T. (principal applicant), Evans R. (co-applicant), Manashty, Al, (co-applicant), Mendez, I (co-applicant), Simpson, G. (co-applicant). (2020). Expanding virtual capacity of pediatric specialized acute care services for remote Indigenous communities in Saskatchewan during the COVID-19 pandemic and beyond. CIHR Operating Grant COVID-19 Rapid Research Funding Opportunity 2020-05-12

## **RESEARCH COMPLETED WITHOUT FUNDING**

Evans, R., Husum, S. (2015). Review of Grades Achieved in Nursing Courses and Significance to Subsequent Courses. Resulted in a number of significant policy changes (increasing the passing grade for CNUR courses and addition of minimum acceptable average to some pre-requisite courses)

## **EXTERNAL CONSULTATION**

Developed audit tool for management of labour for Labour & Birth unit of Regina Qu'Appelle Health Region, 2008.

Developed audit tool for induction of labor for Labor & Birth unit of Regina Qu'Appelle Health Region. 2007.

Developed audit tool for postpartum hemorrhage with the clinical educator of the Regina Qu'Appelle Health Region, 2007.

Consultant, Senior Nursing Officers with Glenn Donnelly, regarding NEPS Program Competencies, May 11, 2004.

Consultant (Regina Qu'Appelle Health Region, Mother-Baby Unit). Revision of Orientation Manual for new staff, July, 2004.

Consultant (Saskatchewan Health, Community Care Branch). Review of Home Care Policy manual, October 22, 2003 to November 19, 2003.

Consultant (Manitoba Nurses Union). Independent Assessment Committee included assessment of Labor & Delivery Program at St. Boniface Hospital, and recommendations to address findings. September, 2002 to January, 2003.

Consultant, Midwest Health District, Davidson, SK. Project included assessment of current nursing care delivery model and developing a new care delivery model. June–September, 2001.

Consultant. (Midwest Health District, Outlook, SK. Project included assessment of staff mix and workload and recommendations for staffing at the Outlook Hospital. November, 2001–January, 2002.

**UNIVERSITY SERVICE****University of Regina**

Council Member, Council Discipline Committee, U of R, July, 2022 to June, 2025.

Immunizer, COVID vaccination clinics, U of R, June 30, August 18, August 25, 2021.

Member, Bilingual Option Advisory Council, 2015 to March, 2020; chair, April, 2020 to June, 2021.

Co-chair, CNPP Leadership Team, April, 2020 to June, 2021.

Member, CNPP Program Council, April, 2020 to June, 2021.

Member, Consultation in Committee, Faculty of Nursing, 2012 to present; chair April, 2020 to June, 2021.

Member, Dean's Council, April, 2020 to June, 2021.

Member, Executive of Council, April, 2020 to June, 2021.

Member, Nursing Dean's Forum, Ministries of Health and Advanced Education, 2016 to June, 2021.

Member, Nursing Faculty Council, 2012 to present; Chair April, 2020 to June, 2021.

Member, Nursing Programs Council 2016 to present; Chair April, 2020 to June, 2021.

Member, Occupational Health Committee (member representing Dean's Council), April, 2020 to June, 2021.

Member, Residency requirements (Dean's Council working group), November, 2020 to February, 2021

Member, SCBScN Admissions Committee, 2016 to June, 2021.

Member, SCBScN Joint Communications and Marketing Committee, 2014 to June, 2021.

Member, SCBScN Program Administrative Committee (PAC) 2012 to June, 2021; co-chair, April, 2020 to June, 2021.

Member, SCBScN Program Advisory Council, 2012 to June, 2021.

Member, U of R Senate, April, 2020 to June, 2021.

Member, Senior Leadership Team, April, 2020 to June, 2021.

Member, SRNA RN Practice Advisory Committee, June, 2020 to June, 2021.

Member, Steering Committee on Health Human Resource Priorities, April, 2020 to June, 2021.

Member, Student Wellness Centre Steering Committee, April, 2020 to June, 2021.

Member, Western Alliance Bilingual nursing programs, 2018 to June, 2021.

Member, Academic Leadership Group, 2012 to 2020.

Member, Advisory Council on Clinical Education (Saskatchewan Academic Health Science Network (SAHSN) subgroup, 2012 to 2018.

Member, Council Committee on Undergraduate Admissions and Studies, 2012 to 2020.

Member, Council Committee on Undergraduate Admissions and Studies, Subcommittee on University Regulations, 2014 to 2019.

Member, Council Committee on Undergraduate Awards, 2013 to 2018.

Member, Distance and Distributed Learning Committee, 2012-2013.

Member, Distributed Nursing Education Committee, 2013 to 2018.

Member, Faculty of Nursing Scholarship Committee, 2014 to 2018.

Co-Chair, SCBScN Programs Council, 2016 to 2020.

Member, North American Indigenous Games Canadian Nurses Association Working Group, 2014.

Member, SCBScN Operations Program Team (OPT), 2013 to 2020.

Member, Pre Health Professions Club, 2014 – 2015.

Member, Post Secondary Pre Health Professions Club, 2014-2015.

Member, Search Advisory Committee – Associate Vice President, Research and Dean of Graduate Studies, University of Regina, 2018.

Member, Search Committee - Assistant Professor, developmental psychology, Faculty of Arts, University of Regina, 2012.

Member, Undergraduate Student Appeals Committee, 2012 to 2020.

Member, University Tripartite Board Review (University representative), December, 2016, May 2017.

Chair, Faculty of Nursing Undergraduate Scholarship committee, 2014 – 2017.

Grand Marshal, Convocation. Spring, 2016; Fall, 2017; Spring, 2018; Spring, 2019; Fall, 2019.

### **University of Saskatchewan**

Scholarships and Awards Committee of Council, 2007-2010.

Member, Scholarships and Awards Committee of Council, Continuing Scholarship Subjective Terms Sub-Committee, 2007-2009.

Member, Scholarships and Awards Committee of Council, Ad hoc committee to consider the regular session and its impact on awards, 2007-2008.



**College of Nursing, University of Saskatchewan**

Appeal Committee, 2006.

Merit Committee, 2006-2009.

Academic Integrity Committee, 2003-2006.

College of Nursing Advisory Committee, College of Nursing representative, 2002-2006.

Tenure Committee, 2007-2011.

Promotion Committee, 2010-2011.

Undergraduate Scholarships and Awards Committee, 2002-2005.

Master of Nursing Team, Nurse Practitioner and Master of Nursing Programs, 2009-2011.

**SERVICE TO THE PROFESSION**

Member, Canadian Association of Schools of Nursing (CASN) Council, April, 2020 to June, 2021.

Member at Large, Saskatchewan Registered Nurses' Association (SRNA) Council, 1993–1995; 2010-2013; 2013-2016, 2018.

Member, Search Committee for Executive Director, Saskatchewan Registered Nurses' Association (SRNA), 2015-2016.

Co-Chair, Conference Planning Committee, Canadian Association of Perinatal & Women's Health Nursing (CAPWHN), Oct, 2012 to Oct, 2014.

National Membership chair, Canadian Association of Perinatal & Women's Health Nursing (CAPWHN), Jan, 2011 to 2013.

Member, MORE<sub>OB</sub> (Managing Obstetrical Risk Efficiently) Core Committee, 2004-2018.

Member, MORE<sub>OB</sub> (Managing Obstetrical Risk Efficiently) Audit Subcommittee, 2004-2018.

Member, Saskatchewan Academic Health Sciences Network, Advisory Council on Clinical Education, 2012-2018.

Member, Saskatchewan Academic Health Sciences Network, HSPnet Power User Group, 2012-2018.

Member, Saskatchewan Academic Health Sciences Network, HSPnet Data Stewardship committee, 2012-May, 2014.

Member, Saskatchewan Academic Health Sciences Network HSPnet – Saskatchewan Management Committee, 2012 – 2015.

Transition team, Member, Canadian Association of Perinatal & Women's Health Nursing (CAPWHN), June, 2010 to December, 2011.

National Membership coordinator, Association of Women's Health, Obstetric & Neonatal Nurses (AWHONN), March, 2010 to January, 2011.

Membership coordinator, Association of Women's Health, Obstetric & Neonatal Nurses (AWHONN) Manitoba/Saskatchewan chapter, 2008-2010.

Member, Association of Women's Health, Obstetric & Neonatal Nurses (AWHONN) national conference planning committee, 2008-2009.

Chair, Association of Women's Health, Obstetric & Neonatal Nurses (AWHONN) national conference abstract committee, 2008-2009.

Member, Antenatal Working Group: Regina Qu'Appelle Health Region, College of Medicine, College of Nursing, 2007-2008.

Member, Canadian Registered Nursing Examination Jurisdictional Review Committee, June 16, and 17, 2008.

Board Member, Saskatchewan Prevention Institute, 2006-2010.

Member, Regina Qu'Appelle Health Region, The Future of Perinatal Services Working Group, 2005-2006.

Member, Regina Qu'Appelle Health Region, The Future of Perinatal Services Working Group, Working Group Sub-committee on Perinatal Education, 2005-2006.

Chair, Regina Qu'Appelle Health Region, The Future of Perinatal Services Working Group, Working Group Sub-committee on Communication and Linkages, 2005-2006.

Member, Regina Qu'Appelle Health Region Multidisciplinary Committee, 2004-2006.

Member, Regina Qu'Appelle Health Region, Accreditation Committee, 2004-2005.

Member, Regina Qu'Appelle Health Region, Perinatal Planning Committee, 2004-2005.

Member, Regina Qu'Appelle Health Region, Perinatal Planning Committee, Working Group Sub-committee on Continuing Education for Health Professionals, 2004-2005.

Member, Regina Qu'Appelle Health Region, Perinatal Planning Committee, Working Group Sub-committee on Interdisciplinary Communication, 2004-2005.

Member, Canadian Nurses Association Health Information, Nursing Component Committee, 1997–2000.

Member, Canadian Nurses Association Testing Service, Item Appraisal Committee, 1997.

Member, Canadian Nurses' Protective Society Adjudication Committee, 1995–2007.

Member, SRNA Resolutions Committee, 1995-1997.

Member, SRNA Nursing Education Program Approval Committee, 1995-1997.

President, Saskatchewan Nurses Foundation, 1995-1996.

Voting delegate, representing Saskatchewan, Canadian Nurses Association Biennium meeting  
1994, 2014, 2016, 2018.

Vice-President, Saskatchewan Nurses Foundation, 1994–1995.

Chairperson, SRNA Appointments Committee, 1994-1995.

Chairperson, Communications Committee, Saskatchewan Nurses Foundation, 1993-1995.

Chairperson, Saskatchewan Nurses Foundation Auction Committee, 1993–1997.

## **PROFESSIONAL/NON-PROFESSIONAL SERVICE TO THE COMMUNITY**

Volunteer, Saskatchewan Winter Games, 2023.

Volunteer, Grey Cup Festival, 2022.

Judge, Regina Regional Science Fair, 2014-2020.

Judge, Canada Wide Science Festival, 2016-2017.

Member, Planning Committee for Canada Wide Science Festival, 2016-2017.

Member, Judging Committee for Canada Wide Science Festival, 2017.

Member, Saskatchewan Heart and Stroke Foundation of Saskatchewan, 2002-present.

Canvasser, Multiple Sclerosis Foundation, October, 2004-2013.

University of Regina Alumni, 2007-present.

Canvasser, Heart & Stroke Foundation of Saskatchewan, 2006-2009.

Canvasser, Kidney Foundation of Canada, March, 2005-2010.

Participant, Heart and Stroke Foundation, Mother – Daughter Walk, 2002-2003.

---



---

**Curriculum Vitae**


---



---

**MELANIE J. GOODWIN, RN, BSN, MN, CCNE**

**Instructor III with Tenure**

Faculty of Nursing

University of Regina

Ph: 306-649-8830

melanie.goodwin@uregina.ca

---



---

**EDUCATION**


---

<b><i>Master of Nursing</i></b>	<i>2016</i>	<i>University of Saskatchewan, Saskatoon, SK</i>
<b><i>Post-RN Bachelor of Science in Nursing</i></b>	<i>2009</i>	<i>University of Saskatchewan, Saskatoon, SK</i>
<b><i>Diploma in Nursing</i></b>	<i>1993</i>	<i>SIAST Kelsey Campus, Saskatoon, SK</i>

**LICENSURE**


---

***College of Registered Nurses of Saskatchewan*** *1993-present*  
*(Practicing)*

**PROFESSIONAL MEMBERSHIPS**


---

***Canadian Nurses Association*** *1993-Present*

***University of Regina Faculty Association*** *2014-Present*

***Canadian Association of Perinatal and Women's Health Nurses*** *2014-2015, 2020-present*

***Society of Obstetricians and Gynaecologists of Canada*** *2017, 2020-present*

**ACADEMIC APPOINTMENTS**


---

**Instructor III, with Tenure** *University of Regina, Faculty of Nursing* *July 2019-Present*

**Instructor III, Tenure Track** *University of Regina, Faculty of Nursing* *July 2016-June 2019*  
**Administrative Appointment**

**Instructor II, Term** *University of Regina, Faculty of Nursing* *July 2015-June 2016*  
**Administrative Appointment**

**Instructor II, Term** *University of Regina, Faculty of Nursing* *July 2014-June 2015*  
**Administrative Appointment**

**Instructor, Sessional  
Administrative Appointment**

*University of Regina, Faculty of Nursing*

*January 2014-June 2014*

**Clinical Instructor, Sessional**

*University of Saskatchewan, College of Nursing September 2009-March 2014*

## CONTINUING EDUCATION

<b><i>Managing Conflict in Today's Workplace</i></b> Extension Certificate	<i>Mount Royal University</i>	<i>2018</i>
<b><i>Leadership Development</i></b> Extension Certificate	<i>Mount Royal University</i>	<i>2017</i>
<b>Canadian Nurse Educator Module 3 Teaching-Learning Strategies</b> Certification Program	The Canadian Nurse Educator Institute	2022
<b>Canadian Certified Nurse Educator Exam (CCNE)</b> Certification Certificate	The Canadian Nurse Educator Institute	2022

## PROFESSIONAL DEVELOPMENT

### WEBINARS

<b>Date</b>	<b>Host</b>	<b>Program Title</b>
February 23, 2022	Canadian Association of Schools of Nursing (CASN)	<b>Violence in Nursing Education: Promoting Respectful Interactions</b>
February 16, 2022	Elsevier Nursing & Health Education	<b>How to Approach Next Generation NCLEX (NGN) Test Item Writing</b>
November 9, 2021	Saskatchewan Health Authority	<b>Providing Trans-Inclusive Care</b>
October 13, 2021	Nurse Achieve	<b>The NGN Evolution: A Discussion with Dr. Phil Dickison</b>
May 26, 2021	Nurse Achieve	<b>Preparing Now for the Next Generation NCLEX (NGN)</b>
May 19, 2021	Saskatchewan Health Authority	<b>Cultural Conversations- Wahkokitoyihtamowin: reflecting on how our relationships inform our collective and individual identities and actions</b>
April 21, 2021	Saskatchewan Health Authority	<b>Cultural Conversations- Mental Health &amp; Addictions: A First Nation Perspective Moving Forward</b>

February 24, 2021	Canadian Association of Schools of Nursing (CASN)	<b>Climate Change and Nursing</b>
February 24, 2021	Saskatchewan Health Authority	<b>Cultural Conversations-OUTSaskatoon</b>
February 10, 2021	Canadian Association of Perinatal and Women's Health Nurses	<b>Induction of Labour</b>
January 28, 2021	Canadian Association of Perinatal and Women's Health Nurses	<b>Impacted Head—Second Stage C-section</b>
October 29, 2020	Saskatchewan Prevention Institute	<b>Indigenizing and Decolonizing Sexual Health</b>
October 15, 2020	Mentimeter	<b>"Engage your students with Mentimeter"</b>
August 17, 2020	Magna Publications	<b>"Help! I'm Moving My Course Online!"—Practical Advice for New Online Instructors</b>
July 16, 2020	National League for Nursing	<b>Implementing a Hybrid Approach: Strategies for Moving your Nursing Course to a Hybrid Model</b>
July 9, 2020	University of Regina	<b>Introduction to Online Reading Lists with the Library</b>
April 9, 2020	Wolters Kluwer	<b>Shifting to a Remote Teaching Environment</b>
January 23, 2019	Saskatchewan Prevention Institute	<b>Harm Reduction Support for Pregnant Women with or at Risk for HIV</b>
November 29, 2018	Canadian Nurses Protective Society (CNPS)	<b>Nurse Educator Series: Liability Issues for Nurse Educators-Presented by Elaine Borg</b>
October 22, 2018	Jones & Bartlett Learning	<b>Tips and Tools for Conceptual Teaching and Learning in the Classroom-Presented by Donna D. Ignatavicius</b>
October 17, 2018	Outbound Medicine	<b>Active Learning Strategies for the Future of NCLEX-RN-Presented by Brent W. Thompson</b>
May 2, 2018	Jones & Bartlett Learning	<b>Flipping the Nursing Classroom: Where Interactive Learning Meets Technology-Presented by Karen L. Hessler</b>

March 2018	Canadian Association of Schools of Nursing (CASN)	<b>Systematic Reviews</b>
February 2018	Canadian Nurses Protective Society (CNPS)	<b>Cosmetic Nursing-Facing the Risks</b>

## ONLINE COURSES

<b>Date</b>	<b>Host</b>	<b>Program Title</b>
January 8, 2020	University of British Columbia- Continuing Professional Development	<b>Gender-Affirming Primary Care Certificate</b>
January 2, 2020	First Nations University of Canada and the 4 Seasons of Reconciliation Indigenous Circle	<b>4 Seasons of Reconciliation Certificate of Completion</b>
January 3, 2019	University of Regina	<b>Respect in the Workplace</b>
August 2018	University of British Columbia- Continuing Professional Development	<b>Not Just the Blues: Perinatal Depression and Anxiety</b>
June 2018	University of British Columbia- Continuing Professional Development	<b>Fundamentals of Fetal Health Surveillance</b>

## OTHER

<b>Date</b>	<b>Host</b>	<b>Activity</b>	<b>Program Title</b>
June 13, 2022	Nurse Tim	Presentation	<b>Exam Item Writing: How to Flip 1 Question 4 Ways</b>
March 11, 2022	Canadian Association of Schools of Nursing (CASN)	Presentation	<b>CASN 101: Accreditation</b>

March 7, 2022	University of Regina	Presentation	<b>Unconscious Bias Training</b>
March 1, 2022	Saskatchewan Health Authority	Presentation	<b>Cultural Conversations with Patti Tait (Cultural Advisor and Knowledge Keeper)</b>
February 16, 2022	Nurse Tim Inc.	Live Stream Conference	<b>Test Item Writing: Assessment Matters</b>
January 10, 2022	Canadian Registered Nurses of Saskatchewan	Presentation	<b>NCSBN NCLEX-NGN Presentation</b>
October 21 & 28, 2021	Brandon University	Conference	<b>Mental Health on the Prairies Conference</b>
October 18, 2021	University of Regina, FON	Workshop	<b>Building Relations Workshop: The Power of Respect and Support</b>
September 23-24, 2021	Canadian Association of Perinatal and Women's Health Nurses	Conference	<b>Virtual Conference and Annual General Meeting</b>
July 28-30, 2021	Course Hero	Conference	<b>Virtual Education Summit</b>
March 3, 2021	University of Regina	Conference	<b>Inspiring Leadership Virtual Conference</b>
December 3, 2020	Drawing Wisdom and the Inspirit Foundation	Video debut	<b>HIV: Healing Inner Voices-Aboriginal AIDS Awareness Week Event</b>
May 23 & 25, 2018	Saskatchewan Polytechnic	Leadership Development Workshop	<b>Indigenizing our Teaching</b>
May 2, 2018	Jones & Bartlett Learning	Webinar Recording	<b>Flipping the Nursing Classroom: Where Interactive Learning Meets Technology- Presented by Karen L. Hessler</b>



April 23, 2018	University of Regina-Faculty of Nursing	Learning Session	<b>H5P Interactives</b>
April 17, 2018	University of Regina	Learning Session	<b>Deans' Council Colloquium Series on Teaching and Learning-Presented by Dr. Alec Couros</b>
February 2018	Saskatchewan Prevention Institute	Symposium	<b>HIV and Pregnancy Symposium</b>
October 2017	Canadian Association of Schools of Nursing	2-day Retreat, Wakefield, Quebec	<b>Canadian Association of Schools of Nursing Academic Leadership Retreat-Level 1</b>
September 2016	University of Regina	Workshop	<b>Access Copyright Workshop Changes</b>
September 2016	Health Sciences Placement Network	Online	<b>HSPnet Placing Coordinator Training</b>
August 2016	Saskatchewan Polytechnic	Information Session	<b>D2L-Desire 2Learn Session for Instructors</b>
May 2016	Saskatoon Health Region	Professional Recertification	<b>TLR</b>
May 2016	Saskatoon Health Region	Professional Recertification	<b>CPR</b>
September-November 2015	University of Saskatchewan	Grad Studies Course	<b>GSR 979: Introductory Instructional Skills</b>
September 2015	University of Saskatchewan	1 hour Workshop	<b>Multiple Choice Question Writing</b>
September 2015	Saskatoon, Saskatchewan	Workshop	<b>Saskatchewan HIV HCV Education Event</b>
August 2015	Regina, Saskatchewan	Workshop	<b>Creating a Healthy Work Climate</b>
November 2014	Saskatoon, Saskatchewan	Workshop	<b>Leadership, Team-Building and Coaching Skills</b>

November 2014	Saskatoon, Saskatchewan	Stakeholder Meeting	<b>Canadian Pain Coalition</b>
October 2014	Regina, Saskatchewan	Conference	<b>CAPWHN Annual Conference</b>
October 2014	Saskatoon, Saskatchewan	Public Lecture	<b>A System's Review of Midwifery Policy and Practice in Canada</b>

### PROFESSIONAL EXPERIENCE

Years of Employment	Institution	Position
<b>2003-2017</b>	<b>Royal University Hospital-Obstetrics</b>	General Duty Nurse
<b>2008-2009</b>	<b>Royal University Hospital-Obstetrics</b>	Clinical Nurse Educator
<b>2000-2003</b>	<b>St. Paul's Hospital-5<sup>th</sup> Medicine</b>	General Duty Nurse
<b>1995-2003</b>	<b>Salvation Army Eventide Nursing Home</b>	General Duty Nurse
<b>1995-1996</b>	<b>Lutheran Sunset Home</b>	General Duty Nurse

### TEACHING HISTORY-

*University of Regina, Faculty of Nursing, Undergraduate Level*

Title of Course Taught	Pedagogy	Semester
<b>CNUR 402-Older Adults &amp; Rural and Remote</b>	Online-Course Coordinator	202230-1 section (40 students)
<b>CNUR 400- Social, Political, and Economic Perspectives in Nursing</b>	Online-Course Coordinator	202220-1x6wk section
<b>CNUR 300-Family Health</b>	Online-Course Coordinator	202220-2 sections
<b>CNUR 402-Older Adults &amp; Rural and Remote</b>	Online-Course Coordinator	202130-1 section (32 students)
<b>CNUR 303-Family and Newborn Partnership-Theory</b>	Synchronous and Asynchronous Remote-Lecturer-Course Coordinator	202130-1 section (34 students)
<b>CNUR 300-Family Health</b>	Online-Course Coordinator	202130-1 section (34 students)

<b>CNUR 100- Practice Education: Community Partnerships-Seminar</b>	Synchronous Remote-Course Instructor-Flipped Classroom	202130-1 section (16 students)
<b>CNUR 400- Social, Political, and Economic Perspectives in Nursing</b>	Online-Course Coordinator	202120-1x6wk section (30 students)
<b>CNUR 300-Family Health</b>	Online-Course Coordinator	202120-1 section (37 students)
<b>CNUR 201-Counselling and Therapeutic Use of Groups</b>	Synchronous Remote-Course Instructor-Flipped Classroom	202120-1 section (16 students)
<b>CNUR 303-Family and Newborn Partnership-Theory</b>	Synchronous and Asynchronous Remote-Lecturer-Course Coordinator	202030-1 section (32 students)
<b>CNUR 100- Practice Education: Community Partnerships-Seminar</b>	Synchronous Remote-Course Instructor-Flipped Classroom	202030-2 sections (16 students/section)
<b>CNUR 400-Social, Political, and Economic Perspectives in Nursing</b>	Online-Course Coordinator	202020-1x6wk section (24 students)
<b>CNUR 300-Family Health</b>	Online-Course Coordinator	202020-1 section (42 students)
<b>CNUR 300-Family Health</b>	Online-Course Coordinator	202020-1x6wk section (37 students)
<b>CNUR 201- Counselling and Therapeutic Use of Groups</b>	Synchronous Remote-Course Instructor-Flipped Classroom	202020-1 section (16 students)
<b>CNUR 303-Family and Newborn Partnership-Theory</b>	Lecturer-Course Coordinator	201930-1 section (41 students)
<b>CNUR 300-Family Health</b>	Online-Course Coordinator	201930-1 section (26 students)
<b>CNUR 100-Practice Education: Community Partnerships-Seminar</b>	In-person-Course Instructor-Flipped Classroom	201930-2 sections (16 students/section)
<b>CNUR 300-Family Health</b>	Online-Course Coordinator	201920-1 section (30 students)
<b>CNUR 303-Family and Newborn Partnership-Theory</b>	Lecturer-Course Coordinator	201920-1 section (21 students)
<b>CNUR 303-Family and Newborn Partnership-Theory</b>	Lecturer-Course Coordinator	201830-1 section

<b>CNUR 303-Family and Newborn Partnership-Theory</b>	Lecturer-Course Coordinator	201730-1 section
<b>CNUR 303-Family and Newborn Partnership-Theory</b>	Lecturer-Course Coordinator	201630-1 section
<b>CNUR 303-Family and Newborn Partnership-Theory</b>	Lecturer-Course Coordinator	201610-2 sections
<b>CNUR 303-Family and Newborn Partnership-Practice Education</b>	Clinical Nursing Practica Coach	201410-1 section

**TEACHING HISTORY-**

*University of Saskatchewan, College of Nursing, Undergraduate Level*

<b>Course</b>	<b>Pedagogy</b>	<b>Year(s) Taught</b>
<b>N421/425 Clinical Integration (Supervision of Final Practicum Students)</b>	Clinical Instructor	2012-2014
<b>N331.3- Maternal Child and Adolescent Family Centered Nursing Practice</b>	Clinical Instructor	2013-2014
<b>NEPS 303.3 Health Challenges IV Clinical (Maternal Child)</b>	Clinical Instructor	2009-2013
<b>NEPS 356.3-Practice of Nursing IV Clinical (Maternal Child)</b>	Clinical Instructor	2009-2013

**DEVELOPED and REVISED TEACHING MATERIALS**

<b>Semester</b>	<b>Course Development</b>
<b>Fall 2022</b>	<p><b>CNUR 402</b></p> <ul style="list-style-type: none"> <li>*revise and update all readings: incorporate new textbooks with copyright access</li> <li>*create 3 forums with 5 questions in each to draw in more perspectives on the topics, in addition to the required weekly readings.</li> <li>*academic assignment-minor edits to description, add in statements about academic integrity</li> <li>*revise forum discussion description and rubric—adapt for selecting random posts to grade</li> <li>*knowledge integration assignment-minor wording changes to description and rubric.</li> <li>*create a Group Work Checklist</li> <li>*change course page to tile format and add visually appealing pictures to course page</li> <li>*create a Critique assignment—description and rubric</li> </ul>
<b>Spring/Summer 2022</b>	<p><b>CNUR 400</b></p> <ul style="list-style-type: none"> <li>*revise course page to put all readings/videos into Leganto and off course page</li> <li>*revise course page to Tile format with Infographics inserted to start every week</li> </ul>

	<p>*collaborate with course partner to create a new assignment (Infographic): description and rubric, and media gallery activity to display the completed assignments for peers to view</p> <p>*collaborate to modify existing evaluative components and rubrics: Group Issues Paper, Advocacy Letter Activity</p> <p>*collaborate to modify forum discussion rubric</p> <p>*collaborate to create weekly polling questions, new forum questions, student bulletin board, and CoP page</p> <p>*collaborate to revise course readings</p> <p>*collaborate to revise all weekly introductions, review weekly objectives against CLEs, and make appropriate modifications</p>
	<p><b>CNUR 300</b></p> <p>*revise all course readings to align with new required textbook</p> <p>*reorganize modules for better flow and integration of course topics</p> <p>*review and edit all weekly/module preambles and objectives</p> <p>*revise course page to put all readings/videos into Leganto and off course page</p> <p>*incorporate new self/peer evaluation for group paper (originally created for CNUR 400)</p> <p>*revise forum expectations and rubric</p> <p>*create new 3 part forum case study</p> <p>*find and review new movies for CFAM assignment</p> <p>*create new family scenarios for group paper</p>
Fall 2021	<p><b>CNUR 100</b></p> <p>*first time with own course page in this course—personalize course (color, pictures, etc)</p> <p>*update assignment submissions</p> <p>*update APA to course page references used</p> <p>*Music is the Message activity—update this to be a Media Collection activity (Moodle). Create instructional video for students to show how to view peer presentations. Engage Nursing Technology to create a video to show students how to upload videos to this activity.</p> <p>*modify instructions for Music is the Message to include the Media Collection and expectations for engaging with peers.</p> <p>*create two new media watch activities: Into Light (a film about gender identity) and Indigenous Two-spirit Woman Files Human Rights Complaint (media article)</p>
	<p><b>CNUR 300</b></p> <p>*CFAM table-update reference</p> <ul style="list-style-type: none"> <li>• CFAM guidelines-*we will need to add the movie details when we have this finalized</li> <li>• updated the percentage from 20-25%</li> <li>• add statement re: font and margins consistent through paper</li> <li>• add statement re: table spacing</li> <li>• in "expected layout"-added to "c"--"and referenced with a time stamp"</li> <li>• CFAM rubric-added "other" to deductions</li> </ul> <p>*Group paper rubric-deductions: added "other"</p> <p>*Sample title page-updated to include the current expectations for student submissions to TurnItIn.</p> <p>*Reading list: added the APA student guide to the critical course docs--remember to add to course page in the assignment folder</p>
	<p><b>CNUR 303</b></p> <p>*create new quiz, as a clinical evaluative component</p> <p>*update exam wording to honor EDI</p> <p>*add course content for NSAIDs in prevention of pre-eclampsia, Duratocin use, and additional LGBTQ2S+</p>
	<p><b>CNUR 402</b></p> <p>*reorganize and recreate the unit names, updated the preambles and objectives for each unit to ensure it covered what was now in it.</p> <p>*revise and update all readings: incorporate new textbooks with copyright access</p>

	<ul style="list-style-type: none"> <li>*create 5 forums with 5 questions in each to draw in more perspectives on the topics, in addition to the required weekly readings. Use podcasts, videos, and readings in the forum questions.</li> <li>*create 5 quizzes from scratch, each with 10 questions. *-Academic assignment-minor edits to description, for clarity and my expectations, revise existing rubric</li> <li>*create forum discussion rubric</li> <li>*Knowledge integration assignment-major changes to an existing poster assignment description. Add policy brief and pamphlet as options. Create expectations for recording a presentation and uploading it to a gallery, which creates a virtual conference for the last week of the course. Develop/modify existing rubric to include peer evaluation component. Create peer evaluations to be completed on this assignment.</li> <li>*create a Peer Evaluator Agreement for students to sign</li> <li>*create Post-virtual Conference questionnaire for students to complete and inform future virtual conferences</li> <li>*develop quiz expectations document</li> <li>*add visually appealing pictures to course page</li> <li>*create an invitation to ask special guests to view the virtual conference and create a qualtrics survey for them to complete</li> </ul>
<b>Spring/Summer 2021</b>	<p><b>CNUR 300</b></p> <ul style="list-style-type: none"> <li>*create a group assignment, description and revise a previous rubric</li> <li>*create a new rubric for Cinemeducation assignment</li> <li>*create a document: Collaborating on Group Work</li> </ul>
<b>Summer 2021</b>	<p><b>CNUR 400</b></p> <ul style="list-style-type: none"> <li>*revise 1 existing course rubric (Advocacy letter) to have more detail and align with University of Regina Grade Descriptors</li> <li>*minor changes to Forum Rubric to reflect modified expectations for number of posts</li> <li>*updates to descriptions of Group paper, Advocacy letter, and Forums (ie. APA 7<sup>th</sup> ed)</li> <li>*update Advocacy letter example with date, contact person, and APA 7<sup>th</sup> ed.</li> <li>*create and record a narrated ppt for Sustainability &amp; Climate Change in Nursing and Healthcare</li> <li>*contact individuals to record videos for the course: (gender, MAiD, technology, politics, new grad nurse, cultural awareness)</li> <li>*personalize course page that was copied from another faculty member</li> </ul>
<b>Spring 2021</b>	<p><b>CNUR 201</b></p> <ul style="list-style-type: none"> <li>*explore ideas for new assignments: Contact J. Hopla at Brigham Young University-Idaho regarding an assignment found online</li> <li>*create a cinemeducation assignment description and rubric</li> </ul>
<b>Fall 2020</b>	<p><b>CNUR 100</b></p> <ul style="list-style-type: none"> <li>*Update Ice Breaker Bingo to fit Zoom platform</li> <li>*Create course page scavenger hunt</li> <li>*Create Halloween Bingo ice breaker</li> <li>*Create diversity case study group activity</li> <li>*Revise language in Safety Case study to be gender neutral (changed from a "female" perspective)</li> <li>*Create Qualtrics survey to evaluate course learning activities</li> <li>*Create group activities for Leadership unit: <ul style="list-style-type: none"> <li>a. Group activity on leadership: "what, so what, now what" reflection of an article, exploring the leader/leadership attributes and pitfalls identified.</li> <li>b. 'Feedback: Start, Stop, Continue': This activity focuses on one of the most critical elements of leadership: regular, constructive feedback.</li> </ul> </li> <li>*Create Social Justice Activities x 2</li> <li>*Create Media Watch activities x 3</li> <li>*Modify diversity case studies found online to meet the needs of the diversity unit, as alternate activities</li> </ul>
<b>Fall 2020</b>	<p><b>CNUR 303</b></p> <ul style="list-style-type: none"> <li>*Create a Fetal Health Surveillance quiz in template style for future use</li> <li>*Create a new Unfolding Case Study Quiz in template style for future use</li> <li>*Modify and incorporate an additional 40 final exam questions</li> </ul>

	<ul style="list-style-type: none"> <li>*Revise theoretical layout for course lectures</li> <li>*Redevelopment of 24 hours of lecture to align with new textbook</li> <li>*Update theory and Revise Powerpoints in accordance with practice guidelines updated by Society of Obstetricians and Gynaecologists of Canada</li> <li>*Record lectures for asynchronous theory delivery</li> <li>*Revise course manual provided from another faculty member</li> <li>*Revise course reading list to align with updated textbook and new theoretical layout</li> <li>*Update course exam questions to include new SOGC guidelines (classification of previa, intrapartum fetal surveillance, etc.)</li> </ul>
<b>Summer 2020</b>	<p><b>CNUR 400</b></p> <ul style="list-style-type: none"> <li>*revise 2 existing course rubrics (Group paper &amp; Forums) to have more detail and align with University of Regina Grade Descriptors</li> <li>*personalize course page that was copied from another faculty member</li> </ul>
<b>Spring 2020</b>	<p><b>CNUR 201</b></p> <ul style="list-style-type: none"> <li>*Input 5 quizzes into Moodle (quiz questions created by other faculty)</li> <li>*Revisions to rubric for forum discussions</li> </ul>
<b>Spring/Summer 2020</b>	<p><b>CNUR 300</b></p> <ul style="list-style-type: none"> <li>*Update course readings to align with new mandatory textbook and to include current evidence peer-reviewed evidence found and incorporated into weekly readings</li> <li>*Revision of existing written evaluative components</li> <li>*Creation of two new written evaluative components, including description, student checklist, and rubrics: (created to offer alternative ways of discouraging academic misconduct amongst students) <ul style="list-style-type: none"> <li>▪ CFAM/CFIM Cinemeducation</li> <li>▪ Family Concept Application paper</li> </ul> </li> </ul>
<b>Fall 2019</b>	<p><b>CNUR 303</b></p> <ul style="list-style-type: none"> <li>*Create Unfolding Case Study Quiz</li> <li>*Revise lecture Powerpoints to reflect new practice guidelines updated by Society of Obstetricians and Gynaecologists of Canada</li> <li>*Update course exam questions to include new SOGC guidelines (classification of previa, intrapartum fetal surveillance, etc.)</li> </ul>
<b>Summer 2019</b>	<p><b>CNUR 300</b></p> <ul style="list-style-type: none"> <li>*Revise all rubrics to include more details and align with University of Regina Grade Descriptors (collaborate with two other faculty to edit the revisions)</li> <li>*Revise and incorporate exam questions from textbook test-bank</li> </ul>
<b>Summer 2019</b>	<p><b>CNUR 303</b></p> <ul style="list-style-type: none"> <li>*Update theory in accordance with practice guidelines updated by Society of Obstetricians and Gynaecologists of Canada</li> <li>*Update course exam questions to include new SOGC guidelines (classification of previa, intrapartum fetal surveillance, etc.)</li> <li>*Revise lecture Powerpoints for easier comprehension (add diagrams, remove unnecessary content, improve clarity of explanations)</li> </ul>
<b>Winter 2018</b>	<p><b>CNUR 303</b></p> <ul style="list-style-type: none"> <li>*Modify and update all exam questions as needed to reflect current SOGC and NCLEX-RN guidelines</li> <li>*Update theory in accordance with practice guidelines updated by Society of Obstetricians and Gynaecologists of Canada</li> <li>*Update course exam questions to include new SOGC guidelines</li> <li>*Revise lecture Powerpoints for easier comprehension (add diagrams, remove unnecessary content, improve clarity of explanations)</li> </ul>
<b>Winter 2017</b>	<p><b>CNUR 303</b></p> <ul style="list-style-type: none"> <li>*Update theory in accordance with practice guidelines updated by Society of Obstetricians and Gynaecologists of Canada</li> <li>*Revise lecture Powerpoints for easier comprehension (add diagrams, remove unnecessary content, improve clarity of explanations)</li> </ul>
<b>Winter 2016</b>	<p><b>CNUR 303</b></p> <ul style="list-style-type: none"> <li>*Modify and update all exam questions as needed to reflect current SOGC guidelines</li> <li>*Create and organize Powerpoints and lectures utilizing resources from two faculty members</li> </ul>

<b>Winter 2014</b>	<b>CNUR 303</b> *Create Fetal Health Surveillance lecture for student clinical orientation
--------------------	---

**UNIVERSITY of REGINA SERVICE**

<b>Group or Committee</b>	<b>Role</b>	<b>Dates</b>
<b>University of Regina Faculty Association-Bargaining Team</b>	Team member, weekly meetings (4+hours), review language of collective agreement, bargain new collective agreement with Employer	July 2022-present
<b>Center for Continuing Education (CCE) Student Appeals Committee</b>	Faculty of Nursing Representative, collaborate, review and meet with student from CCE who are appealing academic decisions	October 2020-present
<b>Center for Continuing Education (CCE) Council</b>	Faculty of Nursing Representative	October 2020-present
<b>Undergraduate Nursing Scholarship Committee-Faculty of Nursing</b>	Voting Member, quarterly meetings at minimum, determine scholarship recipients	July 2020-present
<b>University of Regina Faculty Association- Council of Representatives</b>	Elected Member Representing the Faculty of Nursing, quarterly meetings	May 2019-present
<b>Faculty of Nursing Retreat</b>	Participant in Strategic Planning Day to review and prioritize strategies	December 17, 2021
<b>University of Regina, Task Force on the Future of Technology Infrastructure Supporting Teaching and Learning</b>	Volunteer participant in open discussion to share ideas of where support for teaching and learning is desired within the University	December 6, 2021
<b>SCBScN NCLEX-NGN Working Group</b>	Volunteer to Collaborate with Program faculty to determine plan for faculty education of NGN	November 22, 2021- June 2022
<b>University of Regina, Search Advisory Committee-Provost and VP(Academic)</b>	Volunteer to Collaborate with a group to initiate and complete search of new Provost and VP(academic)	November 8, 2021-June 2022



<b>University of Regina Faculty Association-Review Internal Applicant</b>	Invited scrutineer to observe process of reviewing internal candidate for Member Services Officer position	November 3, 2021
<b>Faculty of Nursing-Respect in Workplace</b>	Participant in small group discussion regarding respectful workplace	October 27, 2021
<b>Faculty of Nursing-Ad Hoc Committee Review Group</b>	Volunteer for Reviewing all Committees within the FON and academic or administrative function	October 4, 12 and November 25, 2021
<b>Faculty of Nursing Strategic Planning meeting</b>	Collaborative Member providing input into FON Strategic Plan	March 9, May 13, 2021
<b>Guest Spotlight-for Prof. Darlene Juschka (WGST 100-Introduction to Women &amp; Gender Studies)</b>	Invited Guest-discussion related to personal perspective on gender studies	October 30, 2020
<b>Faculty of Nursing-Search Advisory Committee (Dean)</b>	Collaborative Member - providing recommendation to the Interim Provost/Vice President (Academic)	October 14, 2020 to March 1, 2021
<b>Faculty of Nursing -Search Advisory Committee (Associate Dean, Faculty Affairs)</b>	Collaborative Member - providing recommendation to the Dean of Nursing	March to April 2020
<b>Evaluation in the Practice Education Setting-Working Group-Saskatchewan Collaborative Bachelor of Science in Nursing Program</b>	Co-chair	October 2018-May 2019
<b>University Council-Annual Meeting</b>	Member	April 16, 2018
<b>Administrative Team-Faculty of Nursing</b>	Member	October 2017-December 2018
<b>Curriculum Committee, Faculty of Nursing -Saskatoon Rep</b>	Member, elected Saskatoon representative, engage in discussion regarding the current SCBScN curriculum, recommended changes and challenges.	July 2017-June 2020
<b>Evaluation Committee, Faculty of Nursing -Saskatoon Rep</b>	Member, elected member of a collaborative team, develop and review all aspects of SCBScN	July 2017- June 2019

	evaluations, inform and engage faculty, and monitor reporting.	
<b>Employee Engagement Survey Working Group-Faculty of Nursing</b>	Member	January 2017-September 2018
<b>Undergraduate Nursing Scholarship Committee-Faculty of Nursing</b>	Voting Member	January 2017-June 2019
<b>Hiring Process Clinical Nursing Practica Coach (CNPC)-Working Group-Faculty of Nursing</b>	Member, Meet monthly to discuss and review and challenges and concerns related to the hiring of CNPC's, revision and monitoring of E-recruit applications, and timelines for dissemination of information to Human Resources.	November 2016-March 2019
<b>Clinical Nursing Practica Coach Evaluations-Working Group-Faculty of Nursing</b>	Member	November 2016-2017
<b>Saskatchewan Collaborative Bachelor of Science in Nursing-Saskatoon Leadership Team</b>	Member	September 2016-March 2019
<b>Online Course Review-Working Group-Faculty of Nursing</b>	Member	September 2016
<b>Associate Dean (Student Affairs) Search Committee-Faculty of Nursing</b>	Member	July-September 2016
<b>Undergraduate Student Appeals Committee-Faculty of Nursing</b>	Alternate member, attend the hearings of undergraduate student appeals related to the Faculty of Nursing, as they relate to students who are required to discontinue or academic decisions of the Associate Dean. Through the process of listening, questioning, and debate with peers, a decision is made to uphold or overturn the decision brought forward.	January 2016-present

<b>Saskatchewan Collaborative Bachelor of Science in Nursing Program Council</b>	Voting member-participate in conversations and decision making regarding matters of the SCBScN program	October 2015-present
<b>Meeting of the Academy-Faculty of Nursing</b>	Member, remain informed as to curriculum, program, and policy recommendations from the Faculty of Nursing, offer supporting information, as appropriate.	September 2015-present
<b>Nursing Programs Council-Faculty of Nursing</b>	Member	September 2015-present
<b>Nursing Faculty Council-Faculty of Nursing</b>	Member, remain informed as to curriculum, program, and policy recommendations from the Faculty of Nursing and remain apprised of events and changes occurring within other faculties at the greater University campus.	September 2015-present
<b>Ad Hoc Student Appeals Committee-Faculty of Nursing</b>	Member	September 2015
<b>Saskatchewan Collaborative Bachelor of Science in Nursing-Scheduling Group</b>	Member	October 2014-March 2019
<b>Consultation in Committee-Faculty of Nursing</b>	Member, participate in providing comments regarding URFA matters, such as performance reviews.	July 2014-present
<b>Nursing Student Services-Faculty of Nursing</b>	Member	July 2014-September 2018
<b>Interim Faculty Council-Faculty of Nursing</b>	Member	July 2014-September 2015
<b>Faculty of Nursing-</b>	Member	July 2014-September 2015
<b>Saskatchewan Collaborative Bachelor of Science in Nursing-Year Identification Committee</b>	Member	April-June 2015

<b>Reappointment Advisory Committee-Associate Dean-Faculty of Nursing</b>	Member	May 2015
<b>Saskatchewan Collaborative Bachelor of Science in Nursing-Grade Inflation Working Group</b>	Member	April-May 2015
<b>Saskatchewan Collaborative Bachelor of Science in Nursing-Practice Education Advisement Team</b>	Member and Rotating Chair, Meet once per term at a minimum. Practice education advisors for Regina and Saskatoon, both University of Regina and Sask Polytechnic, discuss the process of guiding and mentoring instructors in the practice education setting, and strategies, guidance, and support to manage specific student issues.	July 2014-March 2019

#### COLLABORATION & MENTORING

<b>Person or Group</b>	<b>Action</b>	<b>Dates</b>
<b>Stacey Karalash (Saskpoly Affiliate)</b>	Meet to share ideas on how to organize and evaluate course forums	December 6, 2021
<b>Pamela Farthing (Saskpoly Affiliate)</b>	Meet to discuss use of TurnItIn, share tips and tricks	June 7, 2021

#### COMMUNITY SERVICE (other)

<b>Group or Committee</b>	<b>Role</b>	<b>Dates</b>
<b>Collaborative Breastfeeding Video Working Group</b>	Member of Saskatchewan Post-Secondary Maternal/Newborn Educator Group Working with Outside Stakeholders to Create an Updated Educational Video for Students	January 2020-April 2022
<b>Mount Royal School Clinical Engagement</b>	Representative of Saskatchewan Collaborative Bachelor of Science in Nursing Program Team Seeking Practice Education Partnership	January 2019-March 2019

<b>Clinical Placement Planning Committee</b>	Representative of Saskatchewan Collaborative Bachelor of Science in Nursing Program, in collaboration with the University of Saskatchewan BSN, Practical Nursing, and Continuing Care Assistant Program in the Saskatoon Health District	April 2017- March 2019
--	--	------------------------

## PUBLICATIONS/KNOWLEDGE TRANSLATION

Source	Title
<b>Publication</b>	Goodwin, M. (2021). Cinemeducation: Creating learning from movies. <i>Nurse Educator</i> , 46(6), E157. doi: 10.1097/NNE.0000000000001074
<b>Knowledge Translation</b>	Goodwin, M. (2021, May 5). Cinemeducation as Teaching Pedagogy in Nursing. [Podcast]. <i>Nurse Educator</i> . <a href="https://nurseeducatorpodcast.libsyn.com/cinemeducation-as-teaching-pedagogy-in-nursing">https://nurseeducatorpodcast.libsyn.com/cinemeducation-as-teaching-pedagogy-in-nursing</a>

## VOLUNTEER

### Canada Wide Science Fair

-volunteer judge for national science fair, collaborate with other professionals in review of youth projects

**May 9 & 18, 2022**  
**May 17, 2021**  
**May 15 & 16, 2017**

### Ovarian Cancer Society Walk for a Cure (Saskatoon)

-volunteer for set-up and take-down of local, annual fundraising walk

**2016, 2017**

### Saskatchewan HIV Community of Practice group

-volunteer member, remain up-to-date on current HIV best practice

**2015-present**

Curriculum Vitae  
For  
Greenwood, Kari, R.

1. CONTACT INFORMATION

Box 656  
Lumsden, Sk S0G 3C0  
Phone 306.332.2132 (w) 306.537.7102 (c)  
Email: [kari.greenwood@uregina.ca](mailto:kari.greenwood@uregina.ca)

2. ACADEMIC CREDENTIALS

Bachelors in Nursing University of Manitoba 2001  
Masters in Nursing- Adult Acute Care Nurse Practitioner, University of Toronto  
2008

3. OTHER CREDENTIALS

RN (NP), Saskatchewan Association of Registered Nurses, 2010-present  
Registered Nurse, Saskatchewan Association of Registered Nurses 2001- present

4. EMPLOYMENT HISTORY

Instructor III, Faculty of Nursing, University of Regina 2012- present  
Lecturer College of Nursing University of Saskatchewan 2009-2012  
Registered Nurse (NP), Queen City Medical Specialists March 2014-June 2014  
Registered Nurse (NP), Regina Qu'Appelle Health Region (Touchwood  
Qu'Appelle 2011-present)  
Registered Nurse 2001 to present  
Research Assistant for TOS Study May- June 2006

5. PROFESSIONAL QUALIFICATIONS

2018 CPR BLS- HCP  
2011-Advanced Cardiac Life Support  
2005 Trauma Nursing Core Course – Provider  
2004 Emergency Nursing Pediatrics Course

6. PROFESSIONAL MEMBERSHIPS

Nurse Practitioner of Saskatchewan (NPOS) – Since 2012- 2018  
College of Registered Nurses of Saskatchewan (Formerly Saskatchewan  
Registered Nurses Association) 2001 to present

7. PAPERS IN NON-REFERRED JOURNALS

2006 Fall Newsletter for Saskatchewan Emergency Nurses Group- “A NP in the  
Emergency Department”

8. Professional Experience

September 2014-2015 RN (NP) Dr. Prasad (Nephrologist)

- Monthly Education sessions with a dietician to patients managing chronic kidney disease

March 2014-June 2014: RN (NP) Queen City Medical Specialists

2011-present: RN (NP) Regina Qu'Appelle Health Region

2001-present: RN Regina Qu'Appelle Health Region

## TEACHING HISTORY

### 2021

CNUR 305: Theory and Practice Education: Advanced Acute Care Partnerships (co-course coordinator) Block 1 Winter semester

CNUR 302: Theory and Practice Education: Child and Adolescent Partnerships (theory section) Course co-coordinator-Taught in Spring Block 1 and Fall Block 2 (co-course coordinator)

MNUR 807 Health and Assessment across the Lifespan II

### 2020

CNUR 403: Focused Practice

CNUR 302: Theory and Practice Education: Child and Adolescent Partnerships (theory section) Course co-coordinator-Taught in Summer Block 1 and Fall Block 2 (co-course coordinator), Fall Block 3 (co-course co-ordinator)

MNUR 807 Health and Assessment across the Lifespan II Fall block 2. (I received a work accommodation for the last part of Fall 2020 and MNUR 807 was assigned to another colleague)

### 2019

CNUR 305: Theory and Practice Education: Advanced Acute Care Partnerships (co-course coordinator) Block 1 Winter semester, Block 1 Fall semester

CNUR 302: Theory and Practice Education: Child and Adolescent Partnerships (theory section) Course co-coordinator-Taught in Spring/Summer Block 1 and Fall Block 2 (co-course coordinator)

MNUR 807: Health and Assessment across the Lifespan II

### 2018

CNUR 305: Theory and Practice Education: Advanced Acute Care Partnerships (co-course coordinator)

CNUR 302: Theory and Practice Education: Child and Adolescent Partnerships (theory section) Course co-coordinator-Taught in Spring/Summer Block 1 and Fall Block 2 (co-course coordinator)

MNUR 807: Health and Assessment across the Lifespan II

### 2017

CNUR 203 Alterations in Health Assessment I (lab group)

CNUR 302 Theory and Practice Education: Child and Adolescent Partnerships (theory section) Course co-coordinator-Taught in Spring/Summer Block 1 and Fall Block 2

CNUR 402 Health Promotion with Senior Adults and Rural and Remote Populations Spring/Summer Block 2

CNUR 403 Focused Practice -9 students in their final practicum  
 MNUR 805 Advanced Pathophysiology and Pharmacology II

2016

CNUR 202 Pharmacology (theory section) Course co-coordinator  
 CNUR 203 Alterations in Health Assessment I (lab group)  
 CNUR 302 Theory and Practice Education: Child and Adolescent Partnerships (theory section) Course co-coordinator  
 MNUR 805 Advanced Pathophysiology and Pharmacology II

2015

CNUR 103 Foundations of Care II: Professional Nursing  
 CNUR 107 Introduction to Health Assessment

2014

CNUR 302 Theory and Practice Education: Child and Adolescent Partnerships (theory section)  
 CNUR 202 Pharmacology (theory section)

2013-2014

CNUR 101 Practice Education: Stable Populations  
 CNUR103 Foundations of Care II: Professional Nursing  
 CNUR 302 Theory and Practice Education: Child and Adolescent Partnerships – course leader

2012-2013

CNUR 101 Practice Education: Stable Populations:  
 CNUR 302 Theory and Practice Education: Child and Adolescent Partnerships: Theory section  
 CNUR 202 Pharmacology: Theory section

2011 – 2012

University of Saskatchewan

NEPS NUR 303.3 Clinic Facilitator- paediatrics 2 groups in fall semester  
 • Trialed simulation experience for the pediatric students  
 NEPS NURS 881.3 Co-taught with Dr. Donnelly and Rhett Carbno from College of Nutrition and Pharmacy  
 NEPS NUR 884.3 OSCE examiner  
 NEPS NUR 879 Course Lead  
 NEPS NUR 885.3 Course Lead  
 NEPS NUR 886.3 Co-taught with Rhett Carbno Carbno from College of Nutrition and Pharmacy  
 NUR 877 Faculty Resource Person

2010-2011

University of Saskatchewan

NEPS NUR 303 Clinical facilitator paediatrics  
 NEPS NUR 425.3 Faculty Resource Person



NURS 885 Co-taught with Dr. Donnelly  
 NURS 879.3/884.3 Assisted with OSCE evaluation  
 NURS 887 Faculty Resource Person

2009-2010

NEPS NUR 301 Clinical Facilitator  
 NEPS NUR 303 Clinical Facilitator 303.3  
 NEPS NUR 421.3 Faculty Resource Person  
 NEPS NUR 425.3 Faculty Resource Person

GUEST LECTURES (includes in other courses)

University of Regina

CNUR 107 Guest Lecture

- Assessment of Gastrointestinal and Genitourinary Systems
- Putting it all Together

CNUR 202 Guest Lecture

- Medications affecting the Endocrine System

University of Saskatchewan

NEPS NURS 300 Guest Lecturer Term 1 and Term 2

- Sepsis and Septic Shock
- Gastrointestinal Disorders

NEPS NUR 300 Invigilated Final Exam in winter and spring session

**TEACHING MATERIALS DEVELOPED OR AUTHORED**

Development of lecture notes for CNUR 302 and CNUR 305

Development of MN 803/805 with Dr. Glenn Donnelly

Developed lecture notes for Pathophysiology and Pharmacology I & II (881, 886),  
 Therapeutics I (885), and Advanced Diagnostic and Clinical Reasoning  
 (879)

10. REFERENCES

Available upon request

# LEXIE HEIT

Registered Nurse  
(306) 222- 5546  
Lexie.heit@uregina.ca

## Skills Summary

I am an enthusiastic clinical instructor who loves to challenge students to critically think, support them to advocate for their patients, and help make connections between theory and practice. I believe support and opportunity is crucial for students to succeed and provide as much as possible within the learning environment.

## Education

### Master of Nursing/ Jan 2019- April 2022

I have completed my Master's degree in Nursing with a teaching focus through Athabasca University. My focus throughout my coursework has been on finding the most effective modalities for teaching and learning to address the theory to practice gap present in our new graduates.

### Bachelor of Science in Nursing/ 2011-2015

## Experience

### Saskatchewan Health Authority

#### *Registered Nurse/ June 2015*

I have specialized in Cardiology since November of 2015, where I am a charge nurse and trained to provide care to step-down patients from coronary care unit and post-operative heart surgery patients. I have mentored new staff and students in both formal and informal roles.

### University of Regina

#### *Sessional Practica Coach/ January 2017*

I have taught first and second year clinical and assessment, pharmacology, and simulation labs within the SCBScN program including. I have grown in my teaching praxis consistently seeking and implementing feedback while looking for innovative ways to teach and support students, especially within the confines of the COVID-19 pandemic.

### University of Saskatchewan

#### *Clinical Instructor/ May 2021*

I have recently begun teaching second and third year clinical on my home unit, allowing me to share my passion and enthusiasm for cardiology and the high acuity environment.

## Awards and Acknowledgements

### Bernice England Scholarship

RUH Foundation/ June 2020

### Canada Life Scholarship

RUH Foundation/ June 2020

### Princeton Scholarship

RUH Foundation/ June 2020

### Saskatchewan Nurse Foundation Bursary

June 2020

### Adrienne Eidem Memorial Scholarship

RUH Foundation/ June 2019

### Greystone Scholarship

University of Saskatchewan/ September 2011

## Licenses

### College of Registered Nurses of Saskatchewan

License # 0043558

November 30, 2022

### TLR

Saskatchewan Health Authority

Current

### Heart and Stroke Foundation of Canada

BLS Provider

HSF ID# 865007

September 2022

## Curriculum Vitae

### **I. Personal Information:**

- **Name** : **Dr. Shela Hirani**
- **Credentials** : PhD, MScN, BScN, RN, IBCLC
- **Address** : Office # 516 Research and Innovation Centre, Faculty of Nursing, University of Regina, 3737 Wascana Parkway, Regina, SK, S4S 0A2, Canada
- **Phone#** : +1-780-707-5997
- **Email address** : [shela.hirani@uregina.ca](mailto:shela.hirani@uregina.ca); [shela.hirani@gmail.com](mailto:shela.hirani@gmail.com)
- **Area of specialty** : Pediatrics, maternal and child health (Focus: Human lactation)
- **Websites** : <https://www.uregina.ca/nursing/faculty-staff/faculty/Hirani-Shela.html>  
<https://www.linkedin.com/in/dr-shela-hirani-3b865118>  
[https://www.researchgate.net/profile/Shela\\_Hirani](https://www.researchgate.net/profile/Shela_Hirani)

### **II. Professional Work Experiences:**

- Associate Professor at the University of Regina, Faculty of Nursing, Regina, Saskatchewan, Canada **July 1, 2019 to date**  
(Tenure track full time appointment)
- Graduate Teaching Assistant at the University of Alberta, Faculty of Nursing, Canada **Sept 4, 2018 to April 30, 2019**  
(Part time 5 hours/week)  
(Courses: NURS 502 Nature of Nursing Knowledge and NURS 601 Advanced Inquiry)
- Paper marker at the University of Alberta, Faculty of Nursing, Canada **January 29, 2017 to December 20, 2018**  
(Casual appointment)  
(Course: NURS 300 Health policy, health care organizations, and change management)
- Proctor at the University of Alberta, Faculty of Nursing, Canada **September 22, 2015 to April 30, 2019**  
(Casual appointment)
- Graduate Research Assistant at the University of Alberta, Faculty of Nursing, Canada **Sept 1, 2017 to April 30, 2018**  
(Part time 5 hours/week)
- Item writer (NURS 341: Nursing Research course for the Undergraduate program) at the Grant MacEwan University, Faculty of Nursing, Canada **February 2018 to March 2018**  
(Casual appointment)

- Course Developer (NURS 341: Nursing Research Course for the Undergraduate program) at the Grant MacEwan University, Faculty of Nursing, Canada **January 9, 2017 to Nov 1, 2017**  
(Part time 6 hours/week)
- Graduate Research Assistant at the University of Alberta, Faculty of Nursing, Canada **Sept 1, 2016 to April 30, 2017**  
(Part time 12 hours/week)
- Sustainability Scholar at the University of Alberta, Department of Resource Economics and Environmental Sociology, Canada **May 2, 2016 to August 11, 2016**  
(Part time 16 hours per week)
- Research Assistant at the University of Alberta, Faculty of Nursing, Canada **April 15, 2016 to September 30, 2016**  
(Part time 8 hours per week)
- Graduate Research Assistant at the University of Alberta Faculty of Nursing, Canada **September 1, 2015 to April 30, 2016**  
(Part time 7 hours per week)
- Assistant Professor at Aga Khan University School of Nursing & Midwifery, Pakistan **January 1, 2013 to August 31, 2015**  
(Full Time 42 hours/week)
- Senior Instructor at Aga Khan University School of Nursing & Midwifery, Pakistan **January 1, 2009 to December 31, 2012**  
(Full Time 42 hours/week)
- Instructor at Aga Khan University School of Nursing & Midwifery, Pakistan **January 1, 2006 to December 31, 2008**  
(Full Time 42 hours/week)
- Assistant Instructor at Aga Khan University School of Nursing & Midwifery, Pakistan **August 1, 2005 to December 31, 2005**  
(Full Time 42 hours/week)
- Lecturer at Aga Khan University School of Nursing & Midwifery, Pakistan **February 22, 2005 to July 31, 2005**  
(Part Time 21 hours/week)
- Assistant Instructor at Aga Khan University School of Nursing & Midwifery, Pakistan **October 4, 2004 to February 21, 2005**  
(Full Time 42 hours/week)
- Registered Nurse at Pediatric Unit of Aga Khan University Hospital Nursing Services, Karachi, Pakistan **August 25, 2003 to June 30, 2004**  
(Full Time 42 hours/week)
- Teacher in a pre-primary section of Metropolitan Academy, Karachi, Pakistan **October 1, 1998 to August 31, 1999**  
(Full Time 30 hours/week)

### **III. Education and Teaching Experience:**

#### **A. Education:**

- **PhD in Nursing** from the University of Alberta Faculty of Nursing, Edmonton, Canada **September 1, 2015 to May 31, 2019**  
Cumulative GPA 4.0

- **Master of Science in Nursing (MScN)** from Aga Khan University, School of Nursing & Midwifery (AKU-SONAM), Karachi, Pakistan **October 13, 2008 to September 30, 2010**  
Secured cumulative GPA 3.7
- **Advanced Diploma in Human Development (Early Child Development)** from Aga Khan University Human Development Programme (AKU-HDP), Karachi, Pakistan **June 11, 2007 to February 13, 2009**  
Secured cumulative GPA 3.5  
(On job online training)
- **Bachelor's Degree Science in Nursing (BScN)** from Aga Khan University School of Nursing & Midwifery (AKU-SONAM) Karachi, Pakistan **October 1999 to July 2003**  
Secured cumulative GPA 3.97
- **Intermediate in Pre-medical Science** from P.E.C.H.S Government College for Women, Karachi, Pakistan **July 1996 to August 1998**  
Secured A-one grade (80.5%)
- **Matriculate in Science** from Sultan Mohammad Shah Aga Khan School. Karimabad, Karachi, Pakistan **April 1994 to August 1996**  
Secured A-one grade (85.05%)

## **B. Certifications/Licensures:**

- Registered Nurse (RN) from Saskatchewan Registered Nurses' Association (SRNA) Saskatchewan, Canada **June 7, 2019 to date**  
**(Registration # 0046560)**
- Registered Nurse (RN) from the College and Association of Registered Nurses of Alberta (CARNA), Alberta, Canada **February 21, 2018 to date**  
**(Registration # 107395)**
- Registered Nurse (RN) from the College of Nurses of Ontario (CNO), Ontario, Canada **November 15, 2017 to date**  
**(Registration # 17310143)**
- International Board-Certified Lactation Consultant (IBCLC) from International Board of Lactation Consultant Examiner (IBLCE), USA **October 2013 to date**  
**(IBCLC certification # L-45362)**
- Alberta Child Care Staff Certification (Child Development Worker) from Early Childhood Branch, Alberta Human Services, Government of Alberta, Canada **May 2016 to date**  
**(Certification # 900369)**
- Early Childhood Educator Level II, Certification in accordance with the childcare regulations 2015, Government of Saskatchewan, Canada **May 2018 to date**  
**(Certification # 69/2015)**
- Registered Nurse (RN) from Pakistan Nurses Council (PNC), Islamabad, Pakistan **February 2004 to date**  
**(Registration # A-34237)**

## **C. Teaching Experience:**

### **i. Teaching Experience at the University of Regina, Canada**

- Associate Professor at the University of Regina, Faculty of Nursing, Regina, Saskatchewan, Canada **July 1, 2019 to date**  
(Full time appointment)  
Courses taught and coordinated (Regina and Saskatoon sites):  
MNUR 801: Research in Advanced Nursing Practice (Winter 2021; online delivery)  
CNUR 300: Family Health (Fall 2020; online delivery, Saskatoon)  
CNUR 301: Leadership and Influencing Change (Winter 2020; online delivery, Saskatoon)  
CNUR 401: Population Health & Community Partnerships (Fall 2019; online delivery, Regina)  
CNUR 301: Leadership and Influencing Change (Fall 2019; online delivery, Regina)

### **ii. Teaching Experience at the University of Alberta, Canada**

- Graduate Teaching Assistant (GTA) at the University of Alberta, Faculty of Nursing, Canada **September 4, 2018 to April 30, 2019**  
(Part time 5 hours/week)  
Courses taught:  
NURS 502 Nature of Nursing Knowledge (Fall 2018; face to face delivery)  
NURS 601 Advanced Inquiry (Winter 2019; online delivery)

### **iii. Teaching Experience at Aga Khan University, Pakistan**

- Assistant Professor at Aga Khan University School of Nursing & Midwifery, Pakistan **January 1, 2013 to August 31, 2015**  
(Full Time 42 hours/week)
- Senior Instructor at Aga Khan University School of Nursing & Midwifery, Pakistan **January 1, 2009 to December 31, 2012**  
(Full Time 42 hours/week)
- Instructor at Aga Khan University School of Nursing & Midwifery, Pakistan **January 1, 2006 to December 31, 2008**  
(Full Time 42 hours/week)
- Assistant Instructor at Aga Khan University School of Nursing & Midwifery, Pakistan **August 1, 2005 to December 31, 2005**  
(Part Time 42 hours/week)
- Lecturer at Aga Khan University School of Nursing & Midwifery, Pakistan **February 22, 2005 to July 31, 2005**  
(Part Time 21 hours/week)
- Assistant Instructor at Aga Khan University School of Nursing & Midwifery, Pakistan **October 4, 2004 to February 21, 2005**  
(Part Time 42 hours/week)

#### **Responsibilities as nursing faculty member (2004 to 2015):**

Have taught and coordinated below courses:

- Pediatric Health Nursing for Year III BScN students (2010 to 2015)
- Palliative care (Elective course) for Year IV BScN students (November to December 2014)
- Leadership and management to BScN year IV (October 2013 to February 2014)

- Biostatistics for Post RN BScN (July 2013 to November 2013)
- Nursing Research for Post RN BScN (January 2013 to May 2013)
- Advanced concepts in Adult Health Nursing to Post RN BScN (September 2013 to October 2013)
- Nursing Research for Year IV BScN students (2010-2011, Fall semester)
- Child Health Nursing for Year II BScN and Diploma programme students (2005- 2011)
- Sociology course for year II Diploma programme and BScN students (2008, Spring semester)
- Health Assessment for Year III BScN students (2006, Summer course)
- Pharmacology Course for year II BScN students (2005-2006)
- Adult Health Nursing for year II BScN and Diploma students (2005 & 2008, Fall semester)
- Biostatistics for BScN year III and Post RN BScN I students (2005, Spring semester)

#### iv. **Other Teaching Activities:**

##### i. **Curriculum Development and Review (Undergraduate and graduate level)**

- Reviewed and modified graduate and undergraduate courses, including MNUR 801, CNUR 301, CNUR 401, and CNUR 300 at the University of Regina, Faculty of Nursing, Canada (July 2019 to date)
- Developed NURS 341-Nursing Research course (BScN year III) for the Grant MacEwan University Faculty of Nursing, Canada
- Co-developed a graduate level course NURS 661 Critical Ethnography for the PhD studies in nursing, University of Alberta Faculty of Nursing, Canada
- As a lead person, revised and reviewed below courses as per the guidelines of Higher Education Commission (HEC)/Pakistan Nursing Council (PNC) and Sindh Nursing Education Board (SNEB) and sought approval of these courses at curriculum committee of AKU-SONAM.
  - Pediatric Health Nursing (BScN year III)
  - Nursing Research (BScN year IV, Post RN BScN year II)
  - Child Health Nursing (Diploma year II)
- As a lead person, presented the HEC proposed Pediatric Health Nursing course during HEC curriculum evaluation meeting for BScN year III (September 2011)
- As a team member, participated in curriculum development/review for the Post-RN BScN nursing curriculum to be implemented in Afghanistan (June 2011)
- As a Pediatric faculty, accepted invitation to participate in development of curriculum for ‘Diploma in Dental Hygiene’ with a team of faculty from University of Alberta, Canada (2012 to 2013)

##### ii. **Mentorship Experience**

- Mentoring PhD, Masters prepared and undergraduate students at the University of Regina, Canada (2019 to date)
- Selected as mentor by the Canadian Society for International Health for the 2020 MentorNet program.
  - Mentored a Canadian graduate student studying *Global Health* in the University of Geneva (Period: May 2020 to January 2020). [Mentee: Jennifer Edmonds]
- Selected as mentor for the “Global Leadership Mentoring Community” of Sigma Theta Tau International an Honor Society of Nursing.
  - Mentored a graduate student who is a Sigma member and Registered Nurse from North America USA (March 2020 to June 2021) [Mentee: Danielle Gibson]



- Mentored PhD and MScN students at the University of Alberta, Canada (2016 to 2019)
  - Mentored 2 MScN and 6 PhD students
- Mentored newly joined faculty members joining AKU-SONAM, especially novice Pediatric faculty members and clinical instructors in Pediatric team (2007 to 2015)
  - Mentored 3 pediatric faculty members and 4 clinical instructors
- Mentored MScN students concerning child health related theses as their thesis committee member (2010 to 2015)
- Served as faculty advisor/supervisor for 4 students of AKU-Human Development Programme (AKU-HDP) undertaking research work during their Advanced Diploma in Early Child Development (2008 to 2015)
- Mentored a faculty from Ghazanfar Institute of Health Sciences (GIHS), Afghanistan to strengthen her Pediatric skills (2013)

### **iii. Preceptorship Experiences**

- Served as preceptor for Post RN year II BScN students (national and international students) during their Senior Electives Course (2013, 2011 & 2007)
- Served as the preceptor for the SIUT and Aswan Nurses during their visit at AKU (2006)

### **iv. Capacity Building Activities**

- Carried out clinical teaching for the Syrian Nursing instructors and Afghan nurses during their visit to AKU-SONAM
- Conducted invited sessions for the Pediatric faculty and nurses at National Institute of Child Health (NICH) a government-based hospital and school of nursing in Karachi, Pakistan
- Organized and facilitated workshops for parents and teachers at IDA-RIEU (an institute of deaf, dumb and blind), Al-Shifa trust (an institute of mentally retarded children), SOS Children's Village (orphanage), Schools operating under Aga Khan Education Services, Pakistan (AKES,P) and Kashana-e-Atfal child day care centre
- Conducted sessions as a guest speaker at AKU-SONAM's orientation programme, post RN year II and BScN year I programme; as well as in AKU-HDP's Advanced Diploma in Human Development (Early Childhood Development programme) and AKU-IED MED Electives on Early Child Education and Development (ECED)

### **v. Students' Advisement Task**

Conducted students' advisement task by serving as student advisor for a group of students at Aga Khan University, Pakistan

### **vi. Invigilation/examiner/proctor**

- Served as an invigilator/proctor and examiner during summative assessments at the University of Regina, University of Alberta and during Sindh Nursing Examination Board (SNEB) and Professional Licensure Exams for nurses (PLEN) in Karachi, Pakistan

### **vii. Clinical Supervision**

- Carried out clinical supervision for undergraduate nursing students at AKU-SONAM, Pakistan

### **viii. Interviews of Potential Faculties and Students**

- Conducted interviews for the potential faculty and students applying at AKU-SONAM

**ix. Exam development, MCQ review and formulation of Table of Specification (TOS)**

- Developed exams (200 MCQs) for the NURS 341-Research course offered by the Grant MacEwan University, Canada
- Participated in multidisciplinary and interdisciplinary MCQ review/development at AKU
- Led Pediatric team in formulating Table of Specification and relevant MCQ for the BScN year III Pediatric Health Nursing course

**v. Teaching Experience within Aga Khan Development Network/International agencies**

Served as **tutor** for Red River College's Science of Early Childhood Development (SECD) 4 credit online course--AKDN edition **January 2014 to May 2014**

**vi. Teaching Experience in Early Childhood Section:**

**Pre-primary teacher** at Metropolitan Academy, F. B. Area, Block # 13, Karachi, Pakistan **October 1, 1998 to August 31, 1999**

**Responsibilities:**

- Facilitated students to develop basic reading and writing skills
- Taught English join hand writing to pre-primary students
- Conducted parent-teacher meetings
- Prepared students for debates and extra-curricular activities

**V. Clinical Experience:**

- Practice as lactation consultant (private practice) based in Pakistan and Canada **October 2013 to date**
- Faculty clinical practice at outpatient paediatric unit of Aga Khan University Hospital, Pakistan (32 hours/month) **February 2011 to February 2013**
- Advanced clinical practicum at paediatric inpatient and outpatient setting of Aga Khan University Hospital, Pakistan **January 19, 2010 to April 15, 2011**
- Registered nurse at paediatric unit of Aga Khan University Hospital, Pakistan **August 25, 2003 to June 30, 2004**

**Responsibilities:**

- Dealt effectively with the paediatric patients (1 day to 15-year-old) admitted with medical and surgical diagnosis
- Was responsible for performing medications of paediatric patients in the assigned shift
- Dealt with cardio-pulmonary emergencies in neonates, infants and children; also dealt effectively in the crush situations
- Served as a 'Team Leader' in the assigned shift and involved in problem-solving approach for the unit's and staff-based problems
- Conducted teaching sessions for the paediatric patients' parents and for the medical and para-medical staff by using various teaching-learning strategies

## V. Publications:

### i. International Peer Reviewed and Indexed Journals

1. **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].
2. **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>. [Indexed in PUBMED and MEDLINE; **Impact factor: 0.969**].
3. **Hirani, S. A., & Richter, S.** (2019). Maternal and child health during forced displacement. *Journal of Nursing Scholarship*, 51(3), 252-261. [Indexed in PUBMED, MEDLINE & CINHALL; Publisher: Elsevier; **Impact factor: 2.662**]
4. **Hirani, S. A., Richter, S., Salami, B., & Vallianatos, H.** (2019). Breastfeeding in disaster relief camps: An integrative review of literature. *Advances in Nursing Science*, 42(2), E1-E12. doi: 10.1097/ANS.000000000000023. [Indexed in PUBMED, MEDLINE & CINHALL; Publisher: Wolters Kluwer; **Impact factor: 0.822**].
5. **Hirani, S. A., Richter, S., & Salami, B.** (2018). Realism and relativism in the development of nursing as a discipline. *Advances in Nursing Science*, 41(2), 137-144. [Indexed in PUBMED, MEDLINE & CINHALL; Publisher: Wolters Kluwer; **Impact factor: 0.822**].
6. **Hirani, S.A., & Richter, S.** (2017). The capability approach: A guiding framework to improve population health and attaining the Sustainable Developmental Goals. *WHO's Eastern Mediterranean Health Journal*, 23 (1), 46-50. [Indexed in PUBMED and MEDLINE; **Impact factor: 0.969**].
7. Salami, B., **Hirani, S.A.**, Meherali, S., Amodu, O., & Chambers, T. (2017). Parenting practices of African immigrants in destination countries: A qualitative research synthesis. *Journal of Pediatric Nursing*, 36, 20-30. [Indexed in PUBMED, MEDLINE & CINHALL; Publisher: Elsevier; **impact factor: 1.00**].
8. **Hirani, S. A., & Olson, J.** (2016). Concept analysis of maternal autonomy in the context of breastfeeding. *Journal of Nursing Scholarship*, 48 (3), 276-284. doi: 10.1111/jnu.12211. [Indexed in PUBMED, MEDLINE & CINHALL; Publisher: Elsevier; **Impact factor: 2.662**].
9. Khowaja, Y., Karmaliani, R., **Hirani, S. A.**, Khowaja. A.R., Rafique, G., & McFarlane, J. (2016). A pilot study of a 6-week parenting program for mothers of pre-school children attending family health centres in Karachi, Pakistan. *International Journal of Health Policy and Management*, 5 (2), 91-97. [Indexed in PUBMED, MEDLINE & Scopus].
10. **Hirani, S. A.** (2015). Continuing breastfeeding with paid employment: Breastfeeding and support from women's informal social network. *Clinical Lactation*, 6 (4),137-143. Retrieved

- from <http://dx.doi.org/10.1891/2158-0782.6.4.1>. [Indexed in Google scholar; Publisher: Spring Publishing Company].
11. **Hirani, S. A.** (2015). The magical role of play therapy. *Reflection on Nursing Leadership*, 41 (1). Retrieved from [http://www.reflectionsonnursingleadership.org/Pages/Vol41\\_1\\_Hirani\\_PlayTherapy.aspx](http://www.reflectionsonnursingleadership.org/Pages/Vol41_1_Hirani_PlayTherapy.aspx). [Indexed in CINHALL & EBSCOHOST].
  12. Sachwani, S., Karmaliani, R., **Hirani, S. A.**, Khowaja. A. R., & Lalwani, E. (2015). Association between breastfeeding and childhood obesity among school-going children, 5-16 years of age in Karachi, Pakistan. *International Journal of Nursing Education*, 8 (2), 265-270.
  13. Sachwani, S., Karmaliani, R., **Hirani, S. A.**, Khowaja. A. R., & Lalwani, E. (2015). Whether maternal factors are associated with childhood obesity: A matched case-control study. *International Journal of Nursing Education*, 8 (2), 298-302.
  14. **Hirani, S. A.** (2014). Vulnerability of internally displaced children in disaster relief camps of Pakistan: issues, challenges and way forward. *Early Child Development and Care*, 184 (9), 1499-1506. Doi: 10.1080/03004430.2014.901012. [Indexed in ERIC, SCOPUS and PsycINFO; Publisher: Taylor & Francis].
  15. **Hirani, S. A.**, & Dias, J. (2014). Pediatric baccalaureate nursing curriculum in Pakistan: Strengths, limitations, and recommendations. *International Journal of Nursing Education*, 6 (1), 54-58. [Indexed in EMBASE (Scopus) & INDEX COPERNICUS].
  16. **Hirani, S. A.**, & Karmaliani, R. (2013). The experiences of urban, professional women when combining breastfeeding with paid employment in Karachi, Pakistan: A qualitative study. *Women and Birth*, 26 (2), 147-151. doi:10.1016/j.wombi.2012.10.007. [Indexed in PUBMED, MEDLINE, Scopus, & CINHALL; Publisher: Elsevier; **impact factor: 1.696**].
  17. **Hirani, S. A.**, Karmaliani, R., Christie, T., Parpio, Y., & Rafique, G. (2013). Perceived Breastfeeding Support Assessment Tool (PBSAT): Development and testing of psychometric properties with Pakistani urban working mothers. *Midwifery*, 29 (6), 599-607. doi:10.1016/j.midw.2012.05.003. [Indexed in PUBMED, MEDLINE, CINHALL, Scopus; Publisher: Elsevier; **impact factor: 1.707**].
  18. **Hirani, S. A.**, & Karmaliani, R. (2013). Evidence based workplace interventions to promote breastfeeding practices among Pakistani working mothers. *Women and Birth*, 26 (1), 10-16. doi: 10.1016/j.wombi.2011.12.005. [Indexed in PUBMED, MEDLINE, Scopus, & CINHALL; Publisher: Elsevier; **impact factor: 1.696**].
  19. Asad, N., Karmaliani, R., Somani, R., **Hirani, S. A.**, Pasha, A.,...McFarlane, J. (2013). Preventing abuse and trauma to internally displaced children living in camps due to disasters in Pakistan. *Child Care in Practice*, 19 (3), 267-274. [Indexed in Scopus, Psych Info, & Social Sciences; Publisher: Taylor & Francis].

20. **Hirani, S. A.** (2013). Use of play therapy in educating asthmatic and diabetic pediatric patients: A pilot clinical project at a private tertiary setting in Karachi, Pakistan. *International Journal of Nursing Care*, 1 (1), 83-87.
21. **Hirani, S. A., & Rahman, A.** (2012). Child with Idiopathic Pulmonary Hemosiderosis: A case report from Pakistan with multiple ethical and moral issues. *Journal of Pediatric Nursing*, 27 (4), e22-e28. doi:10.1016/j.pedn.2011.08.006. [Indexed in PUBMED, MEDLINE & CINHALL; Publisher: Elsevier; **impact factor: 1.00**].
22. **Hirani, S. A., & Karmaliani, R.** (2012). Breastfeeding Support for working mothers: Global and Pakistani perspectives. *Current Pediatric Reviews*, 8 (4), 313-321. doi: 10.2174/1573212700124073963. [Indexed in CINHALL, EMBASE, Scopus; Publisher: Bentham Science Publishers].
23. **Hirani, S. A.** (2012). Malnutrition in young Pakistani children. *Journal of Ayub Medical College (JAMC)*, 24 (2), 150-153. [Indexed in MEDLINE, PUBMED & Index Medicus].
24. Karmaliani, R., Pasha, A., Hirani, S., Somani, R., **Hirani, S.A.**, Asad, N., et al. (2012). Violence against women in Pakistan: Contributing factors and new interventions. *Issues in Mental Health Nursing*, 33 (12), 820-826. doi: 10.3109/01612840.2012.718046. [Indexed in PubMed, CINHALL, Medline; Publisher: Informa Healthcare].
25. **Hirani, S. A., & Kenner, C.** (2011). International Column: Effects of humanitarian emergencies on newborn and infant's health in Pakistan. *Newborn and Infant Nursing Reviews*, 11 (2), 58-60. doi:10.1053/j.nainr.2011.04.002 [Indexed in CINHALL; Publisher: Elsevier].
26. Karmaliani, R., Shehzad, S., Hirani, S.S., Asad, N., **Hirani, S.A.**, & McFarlane, J. (2011). Meeting the 2015 Millennium Development Goals with new interventions for abused women. *Nursing Clinics of North America*, 46 (4), 485-493. [Indexed in CINHALL, MEDLINE, & EMBASE; Publisher: Elsevier].
27. **Hirani, S. A., & Rahman, A.** (2010). Aluminium phosphide poisoning: A case report. *Journal of Ayub Medical College (JAMC)*, 22 (4), 221-222. [Indexed in MEDLINE, PUBMED & Index Medicus].
28. **Hirani, S.A., & Premji, S. S.** (2009). Mother's employment and breastfeeding continuation: global and Pakistani perspectives from the literature. *Neonatal, Pediatric and Child Health Nursing*, 12 (2), 18-24. [Indexed in CINHALL; Publisher: Cambridge Publishing].
29. Kenner, C., & **Hirani, S.A.** (2008). Safety issues in neonatal intensive care units in Pakistan. *Newborn and Infant Nursing Reviews*, 8 (2), 69-71. doi:10.1053/j.nainr.2008.03.006. [Indexed in CINHALL; Publisher: Elsevier].

30. **Hirani, S. A.** (2008). Displaced and dispossessed: Caring for the world's refugees. *Reflection on Nursing Leadership*, 34 (4), 1p. [Indexed in CINHALL & EBSCOHOST]

**ii. International Peer-reviewed and Non-Indexed Publications:**

31. Rahman, A. J, **Hirani, S. A.**, & Siddiqui, A. T. (2018). Underlying psychiatric disorder among children with somatic complaints presented at pediatric unit of a tertiary care hospital in Karachi, Pakistan. *ASEAN Journal of Psychiatry*, 19 (2), 2231-7805.
32. **Hirani, S. A.** (2018). Respecting parent's cultural beliefs or saving child's life: An ethical dilemma surrounding blood transfusion. *Progressing Aspects in Pediatrics and Neonatology (PAPN)*. Retrieved from <http://www.lupinepublishers.com/papn/pdf/PAPN.MS.ID.000104.pdf>.
33. **Hirani, S. A.** (2017). Caring for a child with suspected sexual abuse. *Academic Journal of Pediatrics & Neonatology*, 3 (1), doi: 10.19080/AJPN.2017.03.555605. Retrieved from <https://juniperpublishers.com/ajpn/pdf/AJPN.MS.ID.555605.pdf>.
34. **Hirani, S. A.**, & McFarlane, J. (2016). Medication errors by novice nurses in a pediatric and neonatal care setting of Pakistan: Analysis of problems and proposed solutions. *Pediatrics and Neonatal Nursing: Open Access*, 2 (1), doi <http://dx.doi.org/10.16966/pnnoa.110>.
35. **Hirani, S. A.** (2015). Workplace lactation support program: An avenue to benefit workplace settings, employed women and infants. *MOJ Women's Health*, 1 (1), 1-3.
36. **Hirani, S. A.** (2013). Effects of early life experiences on brain development of premature babies admitted in neonatal intensive care unit. *International Journal of Pediatrics and Child Health*, 1 (1), 1-3. [Publisher: Savvy Science Publishers].
37. **Hirani, S.A.** (2008). Care-giving practices in Pakistan and associated challenges for health care professionals. *Council of International Neonatal Nurses (COINN) Newsletter*.

**iii. National Non-Indexed Journal:**

38. Gulzar, S. A., & **Hirani, S. A.** (July/August 2009). Modified self-concept based model of motivation: A pathway for nurse educators to motivate community health nursing students. *Silent Voice: The First Independent Pakistan Journal of Nursing*, 1 (9), 57-61.

**iv. National Magazines (Non-Indexed)**

39. **Hirani, S. A.** (December 2013). Empowering and supporting mothers to promote health and nutritional status of children during early years. *The Ismaili Pakistan*.
40. **Hirani, S.A.** (February 2008). Investing in early child development for successful human development. *Medical Review*, 20 (2), 10.
41. **Hirani, S. A.** (November 2007). Breastfeeding for the pain management in healthy newborns. *Medical Review*, 19 (11), 9.

42. **Hirani, S. A.** (June 2006). Junk Food: A Slow poison to our future generation. *ECD Connect: A monthly magazine by Catco Kids International*. 14.
43. **Hirani, S. A.** (March 2006). Dowry should be banned. *Monthly Magazine Shandoor*.
- v. **Local Newspaper (Non-Indexed):**
44. **Hirani, S.** (April 29, 2006). Let Me Breathe. *Young World's Poet Corner: Dawn*.
- vi. **Online Published Report (Sustainability Project at University of Alberta, Canada):**
45. **Hirani, S. A.** (2016). *Availability of breastfeeding support at University of Alberta: An analysis of physical facilities, policies and environment*. Retrieved from <http://sustainability.ualberta.ca/EducationResearch/SustainabilityScholars/ResearchArchive.aspx>
- vii. **Doctoral Thesis:**
1. **Hirani, S. A.** (2019). *Facilitators and Barriers to Breastfeeding Practices of Internally Displaced Mothers Residing in Disaster Relief Camps in Pakistan: A Critical Ethnography*. <http://hdl.handle.net/10625/57621>
- viii. **Knowledge mobilization creative work (Videos):**
1. **Hirani, S. A.** (2020). *Breastfeeding during COVID-19: An Information Guide*. Retrieved from [https://youtu.be/rbsK\\_ypeOO4](https://youtu.be/rbsK_ypeOO4)
- ix. **Published Abstracts and Paper Presentations (oral and poster):**
1. **Hirani, S. A.** (November 17, 2020). Oral presentation on “Knowledge mobilization tool to promote, protect and support breastfeeding during COVID-19”. 2020 Saskatchewan Health Research Showcase co-hosted by the Saskatchewan Centre for Patient-Oriented Research (SCPOR) and the Saskatchewan Health Authority (SHA), November 16-18, 2020. **[Online presentation]**
2. **Hirani, S. A.** (October 20, 2020). Oral presentation on “Effects of climate change and natural disaster on lives of breastfeeding mothers: A critical ethnographic study in disaster relief camps”. 26th Canadian Conference on Global Health, October 19-22, 2020. **[Online presentation]**
3. **Hirani, S. A.** (August 19-21, 2020). Oral presentation on “Deficiencies of Humanitarian Aid Practices Toward Infant Feeding During Natural Disaster”. International Lactation Consultant Association 2020 Virtual Conference, USA. **[Online presentation]**
4. **Hirani, S. A.** (July 27, 2020). Oral presentation [special session] “Breastfeeding Advocacy in Diverse Care Settings: A Global Health Initiative and Research Priority”. Sigma’s Virtual 31<sup>st</sup> International Nursing Research Congress, United Arab Emirates. **[Online presentation]**
5. **Hirani, S. A.** (July 25, 2020). Oral presentation on “Socio-Cultural Factors affecting Breastfeeding Practices of Mothers Residing in Disaster Relief Camps of Pakistan”. Sigma’s Virtual 31<sup>st</sup> International Nursing Research Congress, United Arab Emirates. **[Online presentation]**
6. **Hirani, S. A., Richter, S., Salami, B., & Vallianatos, H.** (March 21, 2019). Oral presentation “Breastfeeding in Disaster Relief Camps”. Breastfeeding and Feminism International Conference, Chapel Hills, **North Carolina, USA**. *Journal of Human Lactation*, 35 (3), 610-611.

7. **Hirani, S. A.**, Richter, S., Salami, B., & Vallianatos, H. (November 2, 2018). Oral presentation “Facilitators and Barriers to Breastfeeding Practices of Internally Displaced Mothers Residing in Disaster Relief Camps of Pakistan: A Critical Ethnography”. 32<sup>nd</sup> Margaret Scott Wright Research Day, **Edmonton, Canada**
8. Salami, B., Meherali, S., **Hirani, S. A.**, Amodu, O., & Chambers, T. (November 2017). Poster presentation “Parenting practices of African immigrants in destination country: A meta-synthesis”. Equity, Diversity and Inclusion Symposium. University of Alberta, Faculty of Medicine. **Edmonton, Alberta, Canada**
9. Sommerfeldt, S., & **Hirani, S. A.** (September 8, 2016). Oral presentation “Team in healthcare: What do you mean?” at All Together Better Health VIII, **Oxford, UK**.
10. **Hirani, S. A.**, & Olson, J. (August 17, 2016). Oral presentation “Maternal autonomy in the context of breastfeeding: A concept analysis” at Council of International Neonatal Nurses conference at **Vancouver, Canada**
11. **Hirani, S. A.**, & Karmaliani, R. (August 17, 2016). Oral presentation “Perceived Breastfeeding Support Assessment Tool (PBSAT): An instrument to measure employed mothers’ perceptions about breastfeeding support” at Council of International Neonatal Nurses Conference, **Vancouver, Canada**
12. **Hirani, S. A.** (October 23, 2014). Oral presentation “Effects of humanitarian emergencies and internal displacement on neonates and infants’ health in Pakistan: issues, challenges and way forward” at 4<sup>th</sup> FMIC conference, **Kabul, Afghanistan**
13. **Hirani, S. A.** (November 17, 2013). Poster presentation “Experiences of paediatric health care professionals while dealing with intersex children and their parents: a qualitative study in a paediatric setting of Karachi, Pakistan” at 8<sup>th</sup> World Congress of DOHaD held at **Singapore**
14. **Hirani, S. A.**, & Dias, J. (January 26-27, 2013). Poster presentation “Paediatric Baccalaureate Nursing curriculum in Pakistan: Strengths, limitations, and recommendations in AEME conference and AKU symposium 2013, Aga Khan University, **Pakistan**
15. Dias, J., & **Hirani, S. A.** (January 26-27, 2013). Poster presentation “Maximizing the clinical experience for nursing students during a paediatric course in HEC/PNC Baccalaureate curriculum in Pakistan; Lessons learnt in AEME conference and AKU symposium 2013, Aga Khan University, **Pakistan**
16. **Hirani, S. A.**, Karmaliani, R., Christie, T., Parpio, P., & Rafique, G. (July 30, 2012). Oral presentation on “Psychometric Properties of Perceived Breastfeeding Support Assessment Tool (PBSAT): An instrument designed to measure Pakistani urban working mothers’ perceptions about Breastfeeding support” at 23<sup>rd</sup> International Nursing Research Congress of Sigma Theta Tau International, **Brisbane, Australia**
17. **Hirani, S. A.**, & Karmaliani, R. (July 30, 2012). Oral presentation on “Evidence-Based workplace interventions for breastfeeding working mothers” at 23<sup>rd</sup> International Nursing Research Congress of Sigma Theta Tau International, **Brisbane, Australia**
18. **Hirani, S. A.** (August 1-2, 2012). Poster presentation on “Medication errors by novice nurses in a Paediatric setting of Pakistan: Analysis of problem and proposed solutions” at 23<sup>rd</sup> International Nursing Research Congress of Sigma Theta Tau International, **Brisbane, Australia**
19. **Hirani, S. A.**, & Karmaliani, K. (November 1, 2011). Oral presentation on “Experiences of lactating working mothers in a private tertiary care setting of Karachi, Pakistan” at 41<sup>st</sup> Biennial convention of STTI, Grapevine, **Texas, USA**
20. **Hirani, S. A.** (October 31-November 1, 2011). Poster presentation on “Use of Play therapy as a strategy to educate paediatric patients diagnosed with Asthma and Diabetes” at 41<sup>st</sup> Biennial convention of STTI, **Texas, USA**



21. **Hirani, S. A., & Khowaja, A. A.** (September 17, 2007). Oral presentation on “Knowledge, Attitude and Practices of Health Care Professionals regarding Kangaroo Mother Care (KMC) in Maternal and Neonatal care setting of Karachi” at International Neonatal Nursing Conference, **New Delhi, India**
22. **Hirani, S. A.** (September 17, 2007). Poster presentation on “Breastfeeding for the pain management in healthy newborns” at International Neonatal Nursing Conference, **New Delhi, India**
- x. **Published Blogs**
23. *Breastfeeding in Disaster Relief Camps.* (July 12, 2019). Advances in Nursing Science. Retrieved from <https://ansjournalblog.com/2019/07/12/breastfeeding-in-disaster-relief-camps/>
24. *Philosophy, nursing knowledge, and nursing practice.* (June 1, 2018). Retrieved from <https://ansjournalblog.com/2019/07/12/breastfeeding-in-disaster-relief-camps/>

## **VI. Experience as Reviewer/ Editorial Board Member of Refereed Journals:**

### **A. Experience as Associate Editor:**

- BMC Public Health (Global Health) September 16, 2019 to date

### **B. Experience as Reviewer:**

- Annals of Medical and Health Sciences Research
- BMC Health Services Research
- BMC Pediatrics
- BMC Public Health
- Child Care in Practice
- International Journal of Childbirth
- International Journal of COPD
- International Journal of Critical Care Medicine
- International Journal of Paediatric and Child Health
- Journal of Pediatric Nursing
- Progressing Aspects in Pediatrics and Neonatology (PAPN)
- Public Health Nursing
- Sultan Qaboos University Medical Journal (SQUMJ)

## **VII. Research Experience:**

### **A. Area of Focus in Research:**

Maternal and child health

(Focus: Breastfeeding advocacy for high risk groups in diverse care settings)

### **B. Research Expertise:**

Quantitative and qualitative designs, systematic reviews (scoping reviews, Cochrane review, and meta-synthesis), retrospective reviews, and concept analysis

## C. Research Conducted as Principal Investigator (PI):

### Paediatric/Maternal-Child health Research Projects

- Breastfeeding practices of immigrant mothers in Saskatchewan, Canada **July 1, 2020**  
(Amount: CAD \$120,000 from SHRF)
- Breastfeeding practices of refugee mothers accessing and utilizing healthcare services in Saskatchewan, Canada **May 1, 2020 to date**  
(CAD\$120,000 Jim Pattison Children's Hospital Foundation)
- Development of a Knowledge Mobilization Tool to Promote, Protect and Support Breastfeeding during COVID-19 **April 23, 2020 to date**  
(Research grants: CAD\$10,000 from SHRF & CAD\$10,000 University of Regina)
- Breastfeeding practices of immigrant and refugee mothers in Canada: Scoping review **July 6, 2019 to date**  
(CAD\$2000 from VPR funding of University of Regina)
- Facilitators and barriers to breastfeeding practices of internally displaced mothers residing in disaster relief camps in Pakistan: A critical ethnography **September 2, 2016 to May 2019**  
(Received ERC approval from the Ethics Review Board of University of Alberta; Research Grants: CAD\$20,000 from IDRC; CAD\$5000 from STTI)
- Retrospective review of children admitted with psychosomatic complaints at paediatric unit of a tertiary care hospital in Karachi, Pakistan **February 25, 2013 to July 30, 2014**  
(Received ERC exemption from AKU)
- Testing psychometric properties of an instrument designed to measure Pakistani urban working mothers' perceptions about breastfeeding support **April 2009 to September 2010**  
(Received ERC approval from AKU and Jinnah Postgraduate Medical centre)
- Experiences of lactating working mothers: A qualitative descriptive study at private tertiary care setting of Karachi, Pakistan **August 2008 to February 10, 2009**  
(Received ERC approval from AKU)
- Challenges faced by health care professionals while dealing with parents of child born with ambiguous genitalia: A case study at tertiary hospital of Karachi, Pakistan **August 30, 2007 to December 15, 2007**  
(Received ERC approval from AKU)
- Pilot project to explore knowledge, attitude and practices of health care professionals regarding Kangaroo Mother Care (KMC) in maternal and neonatal care setting of Karachi, Pakistan **December 2006 to June 2007**

**D. Research Funding/Grants received as Principal Investigator:**

- Saskatchewan Health Research Foundation (SHRF) Establishment Grant for project entitled “Facilitators and barriers to the breastfeeding practices of immigrant mothers in Saskatchewan, Canada” **July 1, 2020**  
(Amount: CAD \$120,000; Funding ID # 5251)
- Jim Pattison Children’s Hospital Foundation research grant for project entitled “Facilitators and barriers to the breastfeeding practices of refugee mothers accessing and utilizing healthcare services in Saskatchewan, Canada” **May 1, 2020 to date**  
(Amount: CAD \$120,000; Funding ID # 5212)
- Saskatchewan Health Research Foundation (SHRF) 2020-2021 Research Connections: “Knowledge Mobilization Tool to Promote, Protect and Support Breastfeeding during COVID-19” **April 24, 2020 to October 31, 2020**  
(CAD \$10,000; Funding ID # 5330)
- Vice President Discretionary fund by University of Regina for the project entitled “Breastfeeding Supports to South Asian Immigrant Mothers in Saskatchewan: A Critical Ethnographic Study on Facilitators and Barriers” **April 29, 2020**  
(CAD \$20,000 as matching fund for CIHR)
- Saskatchewan Health Research Fund (SHRF) for the project entitled “Breastfeeding Supports to South Asian Immigrant Mothers in Saskatchewan: A Critical Ethnographic Study on Facilitators and Barriers” **March 31, 2020**  
(CAD \$23,000 as matching fund for CIHR) (Funding ID # 5369)
- University of Regina’s Vice president Research start-up fund for the project entitled “Breastfeeding Practices of Immigrant Mothers in Canada: A Critical Review” **August 10, 2019 to date**  
(CAD\$2000)
- University of Regina’s Start-up Research Fund for the project entitled “Breastfeeding Practices of Refugee and Immigrant Mothers in Canada” **July 1, 2019 to date**  
(CAD\$8000)
- International Development Research Centre (IDRC) Doctoral Research Award for the doctoral research entitled “Facilitators and barriers to breastfeeding practices of internally displaced mothers residing in disaster relief camps in Pakistan” **November 2017 to September 2018**  
(CAD\$20,000; Funding ref# 108544-007)
- Sigma Theta Tau International Small Grant Award for the doctoral research entitled **June 1, 2018 to May 1, 2019**  
(USD\$5000; Funding ref# 13566)

“Facilitators and barriers to breastfeeding practices of internally displaced mothers residing in disaster relief camps in Pakistan”

- University of Alberta’s Sustainability Scholar Project entitled “Availability of breastfeeding support at University of Alberta: An analysis of physical facilities, policies and environment” **May 2, 2016 to August 11, 2016**  
(CAD\$5000)

**E. Research Grant/Funding Applied as a Principal Investigator/Project Lead**

- CIHR Early Career Investigator Grant in Maternal, Reproductive, Child & Youth Health entitled “Breastfeeding Supports to South Asian Immigrant Mothers in Saskatchewan: A Critical Ethnographic Study on Facilitators and Barriers” **March 23, 2020**  
Eligibility application submitted
- President’s Research Seed Grant & SSHRC Explore Grant for project entitled “Stakeholders’ Perceptions on Baby-Friendly Initiatives (BFI) and breastfeeding support programs for the immigrant mothers in Saskatchewan” **Applied on March 6, 2020**  
(Amount requested: \$5000)
- Max bell foundation development grant for Project entitled “Facilitators and barriers to the breastfeeding practices of indigenous mothers in Canada” **Applied on October 16, 2019**  
(Amount requested: \$29,000)

**F. Research Conducted as Co-Investigator:**  
**Women/Maternal Mental Health Research Projects**

- Community based interventions including economic skills building, counselling, and adult literacy to improve women’s mental health outcomes (RCT-three arm study) **October 2010 to Sept ember 2012**  
University Research Council Grant \$ 32,000
- Microcredit for improving maternal and child mental health outcomes in Kabul, Afghanistan (RCT-three arm study) **January 2011 to July 2012**  
(Approval received for CIDA grant)
- Life of a nurse project (Case Study at Aga Khan University) **November 23, 2010 to January 2012**

**G. Supervised Research Assistant(s):**

- Hang Nguyen (Graduate Research Assistant) **July 17, 2020 to date**  
University of Regina, Canada

- Samah Alsabaawi (Student Research Assistant) **July 15, 2020 to date**  
Social work student, University of Regina, Canada
- Megan C. Pearce (Undergraduate student) at **March 6, 2020 to date**  
University of Regina, Faculty of Nursing, (Received SCPOR trainee award: \$5000)  
Canada
- Omowumi Obafemi (Nursing Undergraduate **May 19, 2020 to October 9, 2020**  
Research Internship Program-NURIP student) (Received SCPOR trainee award: \$5000)

#### **H. Supervised Research Work of AKU-Human Development Program Students undertaking Advanced Diploma in Early Childhood Development:**

- Association of maternal employment on **March 9, 2013 to May 30, 2013**  
Children's emotional development  
(Student Name: Erum Akbar)
- Effect of mother's employment on bonding **March 10, 2012 to June 15, 2012**  
Among children aged 0-3 years  
(Student Name: Naureen Kassamali)
- Characteristics of effective day care centres **February 25, 2011 to May 30, 2011**  
(Student Name: Tahmeen Pir Buksh)
- Promoting ECD approach among primary **March 15, 2009 to May 15, 2009**  
School Teacher  
(Student Name: Tahira)

#### **H. Graduate Supervision Experience as Thesis Committee Member:**

- Nurses' empowerment in medical and surgical **October 26, 2020 to date**  
Units of Saskatchewan hospital: An institutional  
Ethnography  
(Student name: Beverly Balaski, PhD student)
- Exploring the experiences of pediatric cancer **August 2013 to October 10, 2014**  
survivors in Karachi, Pakistan  
(Student Name: Muhammad Tahir Saleem)
- Feasibility of offering a 6-week parenting program **April 25, 2012 to October 4, 2013**  
For mothers of pre-school children: A randomized  
control trial in Karachi, Pakistan  
(Student Name: Yasmin Khowaja)
- Effects of Kangaroo Mother Care (KMC): A **April 22, 2011 to October 10, 2012**  
randomized control trial in secondary hospital  
Karachi, Pakistan  
(Student Name: Seema Hyder Ali)

- Association between breastfeeding and childhood Obesity among school-going children (5-16 years) in Karachi, Pakistan: A matched case-control study (Student Name: Saima Abdul Aziz Sachwani) **April 25, 2011 to October 8, 2012**

### **I. Invited Presentations in Research Seminars/Colloquium/Workshop:**

- Global Health Rounds presentation on “Breastfeeding in disaster relief camps: A critical ethnographic study in the northern region of Pakistan” at the University of Alberta, Canada **February 11, 2019**
- Research Dissemination Seminar “Experiences Lactating working mothers: A Descriptive study at a private tertiary care setting of Karachi, Pakistan” organized by Working Group of Mother (WGW), Pakistan **February 13, 2012**
- Presentation on “Challenges faced by health care professionals while dealing with Parents of child with Ambiguous Genitalia: A Case study at tertiary hospital, Karachi” at 3<sup>rd</sup> Nursing Research Fair held at Aga Khan University, Pakistan **July 1, 2008**
- Presentation on “Motivation: A Stepping Stone towards Capacity Building of Future Community Health Nurses (CHNs) in Pakistan at International Nurses Day held at Aga Khan University, Pakistan **May 17, 2008**
- Presentation on “Socio-cultural issues among refugees and role of Community Health Nurses (CHNs) as health promoter at the International Nurses Day held at Aga Khan University, Pakistan **May 17, 2008**
- Presentation on “Challenges face by Health care professionals while dealing with Parents of child with Ambiguous Genitalia: A Case study at tertiary hospital, Karachi” at 2<sup>nd</sup> Colloquium of Qualitative Research at Aga Khan University, Pakistan **December 19, 2007**
- Poster presentation on “Breast feeding for the pain management in healthy newborns” in Nursing Research Fair held in World Health Updates 2007 at Karachi Expo Centre, Pakistan **January 26-28, 2007**

- Presentation on “Breastfeeding for pain management in the healthy newborns” in Multidisciplinary Research Seminar Series on Traditional and Complementary Alternative Medicine at Aga Khan University, Pakistan **November 10, 2006**
- Presentation on “Emotional pain: Most neglected phenomenon” at 11<sup>th</sup> National Health Sciences Research Symposium at Aga Khan University, Pakistan **September 6, 2006**
- Presentation on “Breast feeding: Most Potent but neglected method of pain management in healthy newborns” at 11<sup>th</sup> National Health Sciences Research Symposium at Aga Khan University, Pakistan **September 6, 2006**
- Presentation on “Safe Staffing: A stepping stone towards occupational health of health care professionals” at 1<sup>st</sup> multidisciplinary scientific conference at Aga Khan University, East Africa **September 5, 2006**
- Presentation on “Safe Staffing: A stepping stone towards occupational health of nurses” at International Nurses’ Day 2006, held at Aga Khan University, Pakistan **May 12, 2006**
- Presentation on “Malnutrition in Children <5yrs: Still a challenge in well-developed locality of Karachi” at Research Assembly held at Aga Khan University, Pakistan **March 7, 2006**
- Presentation on Community project on “Malnutrition in Children <5yrs: Still a challenge in well-developed locality of Karachi” at 2<sup>nd</sup> Annual symposium of National Institute of Child Health (NICH), Karachi, Pakistan **January 27, 2006**

### **VIII. Administrative Experience:**

#### **Leadership Experience in Professional Organizations (National, International, Provincial and University based):**

- **Council Committee on Budget** for the University of Regina, Saskatchewan, Canada **July 1, 2020 to date**  
(3-year appointment)
- **Employment Equity Consultative Committee** Member for the University of Regina Faculty Association (URFA), Saskatchewan, Canada **March 24, 2020 to date**

- **Paediatric and Neonatal Regional Network** September 14, 2007 to date  
Contact person from **Pakistan** for Council of International Neonatal Nurses, Inc (COINN), USA
- **President** of Rho Delta Chapter, Sigma Theta Tau International (STTI): An Honor Society for the Nurses January 31, 2014 to August 31, 2015
- **Chair Governance committee** of Rho Delta Chapter, Sigma Theta Tau International (STTI): An Honor Society for the Nurses January 31, 2014 to August 31, 2015
- **President Elect** of Rho Delta Chapter, Sigma Theta Tau International (STTI): An Honor Society for the Nurses December 24, 2011 to January 31, 2014
- **Secretary** Rho Delta Chapter, Sigma Theta Tau International (STTI): An Honor Society for the nurses September 9, 2005 to September 10, 2008

**Representation in Research, Grant Review and Scientific Committees (National and International):**

- Affiliated Research Alliance (ARA) member for Saskatchewan Centre for Patient-Oriented Research (SCPOR), Canada November 1, 2019 to date  
(<https://www.scpor.ca/ara-members/2019/4/19/shela-hirani>)
- Member of Strategy for Patient-Oriented Research (SPOR) Evidence Alliance, Canada October 3, 2019 to date
- Member of professional development committee Research team member, International Lactation Consultant Association (ILCA), USA November 9, 2017 to date
- Planning committee member for the 31<sup>st</sup> and 32<sup>nd</sup> Annual Margaret Scott Wright Research & Innovation Day at the University of Alberta, Canada January 22, 2018 to November 2, 2018  
April 12, 2017 to November 5, 2017
- Trainee member, Research Review Committee at The University of Alberta, Faculty of Nursing, Canada August 2, 2016 to June 1, 2018
- Member of Research Committee, International Board of Lactation Consultant Examiner (IBLCE) United States July 19, 2013 to July 20, 2015



- Member of Faculty of Health Sciences Research committee of Aga Khan University, Pakistan **June 1, 2015 to August 31, 2015**
- Member Scientific programme committee for The 1<sup>st</sup> Asian Regional Conference and the 3<sup>rd</sup> International Nursing Congress of Armenia **November 15, 2014 to August 31, 2015**
- Member of Scientific Committee for Infection Control Symposium 2008 at Aga Khan University, Pakistan **June 26, 2007 to April 19, 2008**

**Representation in Academic Committees:**

- Graduate program committee, Faculty of Nursing University of Regina, Canada **July 1, 2020 to date**
- Nursing representative to the Faculty of Kinesiology and Health, University of Regina, Canada **July 1, 2020 to date**
- Alternate member to the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program council, University of Regina, Canada **July 10, 2019 to date**
- Undergraduate scholarship committee of the Faculty of Nursing, University of Regina, Canada **July 10, 2019 to June 30, 2020**
- Nursing representative to the Faculty of Engineering, University of Regina, Canada **July 10, 2019 to June 30, 2019**
- Item writer for sub-committee of International Board of Lactation Consultant Examiner (IBLCE) USA **January 26, 2018 to February 28, 2018**
- Ph.D. students' representative in Graduate Education Committee (GEC) of the Faculty of Nursing, University of Alberta, Canada **July 2016 to August 2018**
- Member of appointment and promotion committee at Aga Khan University, School of Nursing, Pakistan **June 1, 2015 to August 31, 2015**
- Member of curriculum committee at Aga Khan University, School of Nursing, Pakistan **May 20, 2013 to May 31, 2015**
- Coordinated to initiate and organize seminar series of Aga Khan University, Pakistan (Educational seminars were attended physically) **December 15, 2013 to December 15, 2014**

and virtually by the participants from diverse regions)

- Member of Faculty Recruitment Committee at Aga Khan University, School of Nursing, Pakistan **February 28, 2011 to August 31, 2015**
- Member of Alumni Committee at Aga Khan University School of Nursing, Pakistan **October 20, 2010 to May 31, 2015**
- Member of Award Committee of Aga Khan University, School of Nursing, Pakistan **July 9, 2007 to October 15, 2007**
- Member of Brochure Committee of Aga Khan University, School of Nursing, Pakistan **March 2006 to March 2008**
- Member of Admission and Progression (AdPr) Committee of Aga Khan University, School of Nursing, Pakistan **January 9, 2006 to September 25, 2006**
- Member of Souvenir committee for the International conference, International Nurses Day and lamp lighting 2006 at Aga Khan University, School of Nursing, Pakistan **December 15, 2005 to June 12, 2006**
- Member of CPR committee working as sub-group at Aga Khan University, School of Nursing, Pakistan **September 15, 2005 to October 6, 2008**
- Member of Community Health Interest Group at Aga Khan University, School of Nursing, Pakistan **October 4, 2004 to October 6, 2008**
- Member of Child Health Interest Group at Aga Khan University, School of Nursing, Pakistan **November 5, 2003 to May 31, 2015**
- Member of Award night and convocation's speech audition committee 2012 at Aga Khan University, Pakistan **August 17, 2012 to November 15, 2012**
- Member of Health Sciences Research Assembly 2011 at Aga Khan University, Pakistan **March 21, 2011 to December 15, 2011**
- Member of Policy and Procedure Committee of Aga Khan University Hospital- Nursing Services, Pakistan **September 25, 2006 to October 6, 2008**
- Member of Workshop Committee for the National Health Symposium 2007 (Theme **February 9, 2007 to October 12, 2007**

Prevention of Child Abuse) at Aga Khan University,  
Pakistan

**Experience as Coordinator and Co-Chair of Academic Committees at Aga Khan University School of Nursing & Midwifery (AKU-SONAM) , Pakistan:**

- Coordinator (Chair), Child Health Interest Group of AKU (a multidisciplinary group of child health Professionals within AKDN) **January 1, 2011 to May 31, 2015**  
(Revived Child Health Interest Group)
- Co-chair of Health Sciences Research Assembly 2013 at Aga Khan University, Pakistan **July 19, 2013 to December 12, 2013**
- Co-Chair of AKU-SONAM’S Handbook Committee **October 25, 2010 to March 2011**
- Co-Chair Lamp Lighting Committee of AKU-SONAM **February 27, 2008 to May 7, 2008**
- Co-Chair of Lamp Lighting Committee at AKU -SONAM **February 22, 2007 to April 26, 2007**
- Co-Chair of AKU-SONAM’S Handbook Committee **September 25, 2006 to October 6, 2008**
- Co-chair of Lamp Lighting Ceremony of AKU -SONAM **February 2, 2006 to June 13, 2006**
- Co-chair of Admission Testing Committee (ATC) for the year 2006 **January-March 2006**

**IX. Professional Affiliations and Representations in International Organizations (Provincial, National and International):**

- Workplace Representative of Saskatchewan Registered Nurses Association (SRNA), Saskatchewan, Canada **June 29, 2020 to date**
- Member, Breastfeeding Committee of Saskatchewan (BCS), Saskatchewan, Canada **July 17, 2019 to date**
- Member, Alberta Breastfeeding Committee (ABC), Alberta, Canada **September 1, 2018 to date**
- Member, Registered Nurses’ Association of Ontario (RNAO), Ontario, Canada **July 11, 2018 to date**
- Member, Breastfeeding Action Committee of Edmonton (BACE), Alberta, Canada **September 1, 2017 to date**

- Member, Golden Key International Honour Society, USA **March 26, 2017 to date**
- Member, Canadian Observatory on Homelessness, Canada **May 15, 2015 to date**
- Member, The Women and Children's Health Research Institute (WCHRI), Canada **March 30, 2015 to date**
- Member of Asian Nurse Scholars Network of Sigma Theta Tau International **May 30, 2014 to August 31, 2015**
- Member of Next Generation Leaders Task Force Formulated by Sigma Theta Tau International **February 15, 2014 to August 31, 2015**
- Member of The Asia-Pacific Regional Network for Early Childhood (ARNEC) **December 24, 2014 to date**
- Member of the International Society for Developmental Origins of Health and Disease (DOHaD) **October 10, 2013 to date**
- Member of International Lactation Consultant Association (ILCA) **August 22, 2012 to date**
- Member of Rho Delta Chapter: Sigma Theta Tau International (STTI): An Honor Society for nurses **October 25, 2001 to date**

## **X. Other Relevant Experiences:**

### **A. Community/Clinical Project work Experience:**

- **Project as Sustainability Scholar 2016 at The University of Alberta, Canada** **May 2, 2016 to August 11, 2016**  
Project title: Availability of breastfeeding supportive measures for the University of Alberta's female employees and students who intend to sustain their breastfeeding practices (policy analysis project based in Canada)
- **Project as MScN student at Aga Khan University, Pakistan** **February 2010 to April 2010**  
Project title: Use of play therapy as a strategy to educate paediatric patients diagnosed with Diabetes and Asthma (A pilot clinical project at outpatient and inpatient Paediatric setting of Aga Khan University, Pakistan)
- **As Project Coordinator at Aga Khan Health Service, Pakistan (AKHS, P) during faculty Internship period:** **October 2004 to January 2005**

Carried out joint project of Johnson & Johnson and Aga Khan Health Service, Pakistan on the “**Prevention of Malnutrition in Children under 5yrs**” at an urban slum (Metroville community) of Karachi

**Responsibilities:**

- While integrating principles of Primary Health Care and applying IMCI (Integrated Management of Childhood Illnesses) approach, collected, managed and analysed data for 350 families at Metroville locality of Karachi.
- Assisted and supervised the field team to ensure accurate and timely data collection and record keeping
- Collaborated with the PHC team and other sectors including local health center, Health Promotion Resource center (HPRC) and community well renowned people for the project implementation.
- Identified specific group of community people including birth attendant, School teacher and community male and female volunteers as future resource people and conducted health teaching sessions for them.
- Made efforts for sustainability of the project by working with local community people.
- Monitored working of resource community people
- Initiated a reporting relationship between resource community people and locality’s health centre staff.
- Worked as change agent in the setting of AKHS, P

- Project as a Final year BScN Student Nurse at **November 2002 to January 2003**  
Aga Khan University School of Nursing and Midwifery

Carried out project on “**Malnutrition in Children under 5 years of Age**” in the Garden locality of Karachi, as a part of curriculum.

**Responsibilities:**

- Carried out door to door survey in 35 houses of the Garden locality of Karachi, to rule out the severity of the problem of malnutrition in children under 5 years of age.
- Worked in collaboration with the primary health care team of the health centre of the Garden locality.
- Trained a group of volunteers for providing teaching to the mothers of malnourished children on different aspects of malnutrition.
- Initiated the facilities of teaching session and diet advisory clinic for the mothers of malnourished children under the platform of the health centre.

**XI. Volunteering Experience:**

**A. Volunteering Appointments**

- Served as Mentor and “Senior Peer” for the professional and personal development of the newly arrived international students at the University of Alberta, Canada **May 27, 2016 to April 30, 2018**
- Served as a volunteer speaker at University of Alberta International Bridges Program and conducted presentations on “Pakistani culture” **April 15, 2016 to April 30, 2018**

at the Edmonton Public Schools, Canada

- Volunteered in breastfeeding promotion campaign and billboard launch hosted by “Breastfeeding Action Committee of Edmonton (BACE)”  
[\(https://globalnews.ca/news/3584975/you-can-breastfeed-here-campaign-launched-in-edmonton/\)](https://globalnews.ca/news/3584975/you-can-breastfeed-here-campaign-launched-in-edmonton/) **July 8, 2017**
- Worked as a volunteer for arranging and preparing posters for AKU-SON’s Stall on “Nurses’ Empowerment” in the event of World Health Updates 2007, Pakistan **January 26-28, 2007**  
(Stall got 1<sup>st</sup> Prize)
- Served as Portfolio member for the Career Guidance at Career Development Society (CDS) Salimabad, affiliated with Shia Imami Ismaili Council Karimabad, Pakistan **July 2006 to October 2006**
- Represented Aga Khan University School of Nursing (AKU-SON’s) stall on “**Woman’s Day Celebration**” at Karachi Arts’ Council, Pakistan **March 4, 2000**
- Served as an usher on the convocation day of Class of 2000, at Aga Khan University Hospital, Pakistan **October 21, 2000**

### **B. Outreach Activities (Facilitation of Workshops):**

- Conducted session on “Promoting Growth and Development of children and preventing them From Abuse” at Kashana-e-Atfal-o-Naunihal (child day care centre), Karachi, Pakistan **February 4, 2015**
- Conducted workshop on “Child Protection and Prevention of Abuse” for the foster mothers and child caregivers at SOS children’s village (orphanage), Pakistan **March 24, 2014**
- Conducted workshop “Emotional development of children aged 2-3 years” for pre-primary teachers of Sultan Mohammad Shah Aga Khan School, Karimabad, Karachi, Pakistan **July 19, 2013**
- Conducted session for child’s parents and grandparents on “Protecting children’s Rights and preventing child abuse” in a Parwarish programme organized by Salimabad Religious Education Centre, Karachi, Pakistan **January 27, 2013**

- Conducted workshop on “Healthy lifestyle for Children” for the mothers and child caregivers at SOS children’s village (orphanage), Pakistan **November 19, 2012**
- Conducted workshop on “Protection of Children’s Rights” for the teachers of IDA RIEU Welfare Association (An institute for deaf, dumb and blind children), Pakistan **July 4, 2011**
- Conducted session on “Sex education and role of parents in preventing child abuse” at Aga Khan School, Kharadar, Karachi, Pakistan **May 3, 2008**
- Conducted session on “Care of infant in an incubator” at National Institute of Child Health (NICH) for paediatric/neonatal nurses and nursing faculty, Pakistan **January 27, 2008**
- Conducted awareness session for Adolescence Students and their parents on “Adolescence Health Issues” at Aga Khan School, Kharadar, Karachi, Pakistan **November 3, 2007**

### **C. Participation in Special Events as Organizer/Panellist/Expert/Moderator**

- Served as a panellist during the premier of a Film “Tigers” (focusing on infant mortality in Pakistan due to formula milk) organized by the Breastfeeding Action Committee of Edmonton (BACE) **February 10, 2018**
- Served as panellist to share on “The role of nurses in improving health globally: Perspectives from a low-middle income country-Pakistan” for the NUR 405 Community Health Nursing course, University of Alberta, **Canada** **November 26, 2015**
- Organized “Immunization Quiz Show: How updated are you?” on World’s Immunization Week (a collaborative event of Department of Pediatrics & Child Health and School of Nursing & Midwifery of Aga Khan University), **Pakistan** **April 24, 2014**
- Moderated scientific session on “Evidence-based practice solutions: initiatives for paediatric patients” at 23<sup>rd</sup> International Nursing Research Congress held at **Brisbane, Australia** **August 1, 2012**

- Moderated scientific session on “Health promotion and disease prevention: child and adolescent health care concerns” at 23<sup>rd</sup> International Nursing Research Congress held at **Brisbane, Australia** **August 1, 2012**
- Facilitated and organized display of low cost play therapy for the hospitalized and sick Paediatric patients at AKU-SONAM, **Pakistan** **March 8 & 9, 2012**  
(Event covered by media-Health TV)
- Moderated scientific session on “Health promotion in the perinatal patient” at 41<sup>st</sup> Biennial convention of STTI at **Texas, USA** **October 30, 2011**
- Organized and served as panellist on “World’s Children Day Celebration” held at AKU, **Pakistan** **November 27, 2010**
- Offered lactation consultation and dietary Consultation to mothers of young children in Alumni Outreach Camp organized by AKU, **Pakistan** **December 29, 2009**

#### **D. Facilitator of Workshops/ Seminars/ Symposiums/Sessions:**

##### **i. Workshop/Courses Conducted and facilitated:**

- Co-facilitated IYCF-E session on “Breastfeeding in emergencies” during the ILCA conference, **Toronto, Canada** **July 21, 2017**
- Co-facilitated NURS 661 Critical Ethnography, Course (with Dr. Solina Richter) at the University of Alberta, Faculty of Nursing, **Canada** **January 2017 to April 2017**
- Led workshop on “Minimizing stress/anxiety of children admitted at Emergency Room” in post-symposium workshop of Emergency care Of Children, **Pakistan** **March 18, 2013**
- Co-facilitated a pre-symposium workshop “Ethical nuances in researches” for International Nurses Day 2012, **Pakistan** **May 12, 2012**
- Facilitated Basic Life Support Provider Courses for the faculty member and students at Aga Khan University, **Pakistan** **2005 to 2008**



**ii. Sessions Facilitated as Guest Speaker:**

- CERP Session on “Breastfeeding in disaster relief Camps” for the Health-e-learning: An Institute of Human Lactation, Inc. **Canada** **May 21, 2020**
- Session on “Vulnerabilities surrounding health of women and children affected by humanitarian emergencies: Perspectives from the context of low and middle-income countries” during the Global health elective on Refugee and Migrant Health organized by the University of Alberta, Faculty of Medicine and Dentistry, **Canada** **February 3, 2018**
- Co-facilitation of the session on “Using concepts to evolve theoretical knowledge” in NUR 600: Theory development, University of Alberta, Faculty of Nursing, **Canada** **October 31, 2017**
- Session on “Health of children in disaster relief camps” in NUR 686: International & Intercultural Perspective in Health and Nursing, University of Alberta, Faculty of Nursing, **Canada** **October 27, 2017**
- Graduate Teaching and Learning (GTL) Round Table session on “Teaching strategies to simplify difficult content” at the University of Alberta, **Canada** **August 31, 2017**
- Session on “Child development in the Early years healthcare perspectives” for CPE ECED Programme offered at AKU-IED, **Pakistan** **March 26, 2015**
- Session on “Role of nutrition, stimulation and Health care for children’s brain development” for AKU-Med ECED Elective students at AKU-IED, **Pakistan** **March 26, 2015; April 10, 2013; April 17, 2014**
- Short talk for the parents of young children on “Healthy eating” on World’s Children Day 2012 celebration at AKU, **Pakistan** **December 21, 2012**
- Session on “Pediatric health assessment” for Post RN BScN students at Aga Khan University School of Nursing and Midwifery, **Pakistan** **April 11, 2012**
- Session on “Early Child Care-Child Health” for Students of Advanced Diploma in Early Child Development (ECD) at Aga Khan University **February 18, 2011, February 28, 2012 February 25, 2013, March 7, 2014**

Human Development Programme, **Pakistan**

- Session on “Undertaking literature review” for Students of Advanced Diploma in Early Child Development (ECD) at Aga Khan University Human Development Programme, **Pakistan** **March 2, 2012 & February 24, 2011, March 8, 2010, March 12, 2009 February 28, 2013, March 3, 2014**
- Session on “Cardiovascular and Respiratory Assessment” for Registered Nurses of Aga Khan Hospital for women (Karachi & Hyderabad), **Pakistan** **February 20, 2010**
- Facilitated Children Day Celebration on the theme of “Child Abuse”, in collaboration with Inpatient and outpatient units of Nursing Services, AKUH, **Pakistan** **November 19 & 28, 2007**
- Session on “Care of Child with Solid tumour” was conducted for a group of RNs, RMs and CCTs at AKUH in “Paediatric Oncology Course for RN, RM and CCT”, **Pakistan** **August 15, 2007**
- Session on “Neurological Assessment” was facilitated for a pre-symposium workshop of International Nurses Day, on Health Assessment for nurses and paramedics, **Pakistan** **May 11, 2007**

**XII. Professional Development (Continuing Education, Certifications and Skills)**

**A. Workshop/ Seminars/ Symposiums/ Conference Attended:**

- Margaret Scott Wright Research Day, Edmonton, Canada **November 2, 2018 and November 3, 2017**
- DONA childbirth doula training, Edmonton, Canada **September 8 and 9, 2017**
- International Lactation Consultant Association Conference, Toronto, Canada (26 CE hours) **July 19-22, 2017**
- Council of International Neonatal Nurses (COINN) Conference, Vancouver, Canada **August 14-17, 2016**
- Science of Early Child Development: Short Modules Facilitator Training by Aga Khan Foundation at Ismaili Centre, Dubai, UAE **April 20-24, 2015**

- Blended learning workshop offered by Aga Khan University School of Nursing & Midwifery, Karachi [61.75 Credits] accredited by the American Association of Continuing Medical Association (AACME), Pakistan **November 10 to November 21, 2014**
- Cochrane Systematic Reviews: Protocol Development Workshop at AKU, Pakistan **July 26 & 28-30, 2011**
- International Neonatal Nursing Conference (ICNN) at New Delhi, India **September 17-18, 2007**
- Kangaroo Mother Care and Lactation Management Workshop at New Delhi, India **September 15, 2007**
- Council of International Nursing (COINN) Conference Day at New Delhi, India **September 14, 2007**
- National Workshop on Competency Based Curriculum at AKU, Pakistan **July 24-25, 2007**
- International Nursing Symposium for Nurses' Day 2007 at AKU, Pakistan **June 12, 2007**
- 2<sup>nd</sup> International Critical Care Symposium at AKU, Pakistan **April 13-15, 2007**
- Advanced Concepts in Oncology Nursing Workshop at Aga Khan University, Pakistan **March 3, 2007**
- Research Fair in World Health Updates 2007 at Karachi, Expo Centre, Pakistan **January 26-28, 2007**
- Child Protection and Child Abuse Workshop at Liaquat National Hospital by Pakistan Paediatric Association (PPA) and KONPAL, Pakistan **November 28-29, 2006**
- 11<sup>th</sup> National Health Sciences Research Symposium on Understanding and Managing Pain: Multidisciplinary Approaches at AKU, Pakistan **September 6-7, 2006**
- Pain Management in End of Life Care Pre-Symposium Workshop at AKU, Pakistan **September 5, 2006**
- Orientation to Health Professions Education Workshop by Department of Education (DED) at AKU, Pakistan **August 2-3, 2006**

- Grant searching and Proposal Writing Workshop by Research Office at AKU, Pakistan **July 14-15, 2006**
- Management of Sexually Transmitted Infections, HIV/AIDS and Sexual Health Workshop by World AIDS Foundation & University Of Alabama **May 23-25, 2006**
- Smoking Cessation Skills Building Workshop at AKU, Pakistan **March 16, 2005**
- Team Leader Development Workshop at AKU Pakistan **May 26-27, 2004**

### **B. Courses Attended:**

- Lactation management courses from Health-e-Learning, Canada (120 LCERPs, 5 E-CERPs, 4 R-CERPs, and 4 CHs) **July 2012 to August 2013**
- Science of Early Child Development Course from Red River College, Canada **February 2, 2013 to May 1, 2013**  
(4-credit hours)
- An Introduction to Research in Early Child Development: Methodology, Analysis and Reporting, Course III for Advance Diploma in Human Development (Early Child Development) From Human Development Program–AKU, Pakistan **July 15, 2008 to February 13, 2009**
- Early Child Development Practice, Program and Policies, Course II for Advance Diploma in Human Development (Early Child Development) from Human Development Program–AKU, Pakistan **February 2, 2008 to June 15, 2008**
- From Early Child Development to Human Development: Integrating Perspectives, Course I for Advance Diploma in Human Development (Early Child Development) from Human Development Program–AKU, Pakistan **June 27, 2007 to December 8, 2007**
- Certificate in Management Sciences (Financial Management, Management, Organizational Behaviour, Human Resource Management, Business Communication & Marketing) from Career Development Society, Karachi, Pakistan **June 2006 to August 2006**
- Pregnancy and Childbirth Education Program from AKU, Pakistan **February 2005 to March 2005**

- Post Basic Neonatal Intensive Care Nursing Course from AKUH, Pakistan **November 2003 to December 2003**

### **C. Skills:**

#### **i. Clinical Skill Based Certification Courses:**

- Basic Life Support (BLS) Provider Course Recertification from American Heart Association **October 25, 2013**
- Medication Recertification Course from AKU -Nursing Education Services (NES) **August 9, 2011**
- Infection Control Certification, online learning based Academic Module from AKU **March, 2007**
- Advance Life Support for Obstetrics (ALSO) Provider Course by American Academy of Family Physicians at Dow Medical Health Sciences **January 18-19, 2007**
- Basic Life Support (BLS) Instructor Course for Pediatric and Adult patients from AKU-NES affiliated from American Heart Association **September 29, 2006**
- I/V cannulation certification for Adult and Pediatric patients from AKU-NES **September 19, 2003**

#### **ii. Computer Skills:**

- **Microsoft Visual Basic 5.0** **December 1998-March 1999**
  - Received certificate of achievement
- **Microsoft Office Package** **July 1998-September 1998**  
(MS Word, MS Excel and MS Power point)

#### **iii. Language skills:**

English and Urdu (Fluent)  
Gujrati, Hindi and Sindhi (Elementary proficiency)

#### **iv. Other skills:**

- National Credit Corps (NCC) and Women Guard (WG) training (Received certificate of training completion) **September 1996-October 1997**

### **XIII. Awards/ Honours/ Scholarships:**

#### **i. Awards/ Merit Certificates/Educational Grants/Merit Scholarships:**

- **Ann Hamric Scholarship** for the 2021 National Nursing Ethics Conference at Los Angeles, United States (USD\$515) **February 15, 2021**

- **Emerging Nurse Researcher/Scholar Award**      **February 10, 2020**  
from Sigma Theta Tau International Honor  
Society of Nursing (Sigma)
  
- **Nila Cushman Memorial Graduate Scholarship Award**      **March 25, 2019**  
from the University of Alberta, Faculty of  
Nursing, Canada (CAD\$500)
  
- **Dr. Christine Newburn-Cook International  
Graduate Award in Nursing** from the University      **October 10, 2018**  
of Alberta, Faculty of Nursing Canada (CAD\$1900)
  
- **Andrew Stewart Memorial Graduate Prize**      **May 3, 2018**  
From the University of Alberta, Faculty of  
Graduate Studies and Research, Canada  
(CAD\$5000)
  
- **Jannetta MacPhail Award** from the University      **November 27, 2017**  
of Alberta, Faculty of Nursing Canada (CAD\$2300)
  
- **Alice R Thomas & Bryan Campbell-Hope  
International Graduate Scholarship in  
Nursing** from the University of Alberta, Faculty      **December 13, 2016**  
of Nursing, Canada (CAD\$ 2800)
  
- **Dorothy J Killam Memorial Graduate  
Prize** (awarded to top 4 most outstanding  
Izaak Walton Killam Memorial scholarship  
Recipients) from the University of Alberta,  
Faculty of Graduate Studies and Research,  
Canada (CAD \$2500)      **October 28, 2016**
  
- **President's Doctoral Prize of Distinction**      **2016-2018**  
from the University of Alberta, Faculty of  
Graduate Studies and Research, Canada  
(CAD\$10,000 in 1<sup>st</sup> year and CAD\$5,800  
in the 2<sup>nd</sup> and 3<sup>rd</sup> year of PhD program)
  
- **Vanier Graduate Scholarship Award (CIHR**      **2016-2019**  
doctoral funding) from the Government of Canada  
(CAD\$150,000 during 3 years of PhD)
  
- **Honorary Izaak Walton Killam Memorial  
Scholarship** from the University of Alberta,  
Faculty of Graduate Studies and Research, Canada      **2016-2018**
  
- **P.E.O. International Peace Scholarship** from      **April 22, 2016**  
the P.E.O (CAD\$10,000)

- **Isobel Secord Graduate Scholarship Award** from the University of Alberta, Faculty of Graduate Studies and Research (CAD\$4100) **November 24, 2015**
- **Tuition Remission Award 2015** from the University of Alberta Faculty of Nursing (Amount CAD\$4300) **August 24, 2015**
- **Aga Khan Foundation International Scholarship Award** from Aga Khan Foundation, Geneva (CAD\$19,500 over 2 years) **2015-2017**
- **University of Alberta Doctoral Recruitment Scholarship Award** from the University of Alberta, Faculty of Graduate Studies and Research (CAD\$10,000) **April 9, 2015**
- **Monetary Investment for Lactation Consultant Certification (MILCC) Scholarship Award** (\$ 225AUD) to appear for IBLCE certification exam **April 23, 2013**
- **Green Award of distinction** from the Aga Khan Education Services and Aga Khan Youth and Sports Board, Pakistan **August 12, 2012**
- **Trudi Szallasi Memorial Scholarship Award** from Health-e-learning: An International Institute of Human Lactation, Inc., Canada to pursue online specialized education in “Lactation” (CAD\$2000) **June 5, 2012**
- **Overall Distinction** in Master of Science in Nursing Programme of Aga Khan University **November 12, 2010**
- **Thesis distinction** in Master of Science in Nursing programme of Aga Khan University **November 12, 2010**
- **Faculty Development Award** (US\$8000) to peruse Master of Science in Nursing from Aga Khan University, Pakistan **November 15, 2008**
- **Outstanding Teacher Award** for outstanding teaching and academic pursuit in Classroom from Faculty of Health Sciences, Aga Khan University **November 16, 2007**

- **Neonatal Nurse Distinguished Scholarship Award (US\$1000)** from Academy of Neonatal Nurses to attend 6<sup>th</sup> International Neonatal Nursing Conference at New Delhi, India **August 9, 2007**
- **Millennium Life Time Award** from South Asia Publications in the XVI<sup>th</sup> Star Awards Ceremony, in recognition of the outstanding contributions in the field of Nursing and Midwifery, after being adjudged as one of the 21 most distinguished candidates amongst the Recipients of Star Awards during the last 15 years, **at all Pakistan level** **June 25, 2006**
- **YSB Green Award** and Certificate of Merit from Aga Khan Youth and Sports Board, Pakistan for showing distinctive achievements in the field of Nursing and Midwifery **at National level** **July 9, 2005**
- **Shield and Certificate of Merit** from His Highness Prince Aga Khan Shia Imami Ismaili Education Board of Garden, for securing 1<sup>st</sup> Position in 4-year BScN at Aga Khan University **April 3, 2005**
- **Shield and Certificate of Merit** from His Highness Prince Aga Khan Shia Imami Ismaili Education Board of Garden, for securing 10 Awards in different fields of nursing during the Period of study in 4yr BScN at Aga Khan University **April 3, 2005**
- **Gold-Plated Badge & Certificate of Excellence** from South Asia Publications for being selected in “Official List of Recipients” in XIV<sup>th</sup> Star Awards 2003 **at National level** **May 30, 2004**
- **Gold-Plated Trophy** from South Asia Publications for being selected as “Star Laureate 2003” in XIV<sup>th</sup> Star Awards 2003 **at National level** **May 30, 2004**
- **Sir Syed Gold Medal** from the South Asia Publications for showing out-standing performance in Nursing, among the recipients of XIV<sup>th</sup> Star Award 2003 **at National level** **May 30, 2004**
- **Award of achievement** for successful completion of Post Basic Neonatal Intensive Care Nursing Course **December 10, 2003**



- **The Best Graduate Award** for achieving the highest Cumulative aggregate in BSc Nursing Examination held between 1999-2003 **December 5, 2003**
- **Science Award** in the BSc Nursing Programme Session 1999-2003 **December 5, 2003**
- **Humanities Award** in BSc Nursing Programme Session 1999-2003 **December 5, 2003**
- **Nursing Practice Award** in the BSc Nursing Programme Session 1999-2003 **December 5, 2003**
- **Merit Certificate** for achieving distinction in Community Health Nursing, in BSc Nursing Programme session 1999-2003 **December 5, 2003**
- **Merit Certificate** for achieving distinction in Adult Health Nursing, in BSc Nursing Programme session 1999-2003 **December 5, 2003**
- **Merit Certificate** for achieving distinction in Mental Health Nursing, in BSc Nursing Programme session 1999-2003 **December 5, 2003**
- **Merit Certificate** for achieving distinction in Research, in BSc Nursing Programme session 1999-2003 **December 5, 2003**
- **Merit Certificate** for achieving distinction in Child Health Nursing in BSc Nursing Programme session 1999-2003 **December 5, 2003**
- **Dean's certificate** in recognition of outstanding Academic performance in the BSc Nursing Programme Session 1999-2003 **December 5, 2003**
- **Merit-Scholarship** from Aga Khan University, for securing GPA 3.98 in the BScN academic session of 2002-2003 **March 25, 2003**
- **Merit-Scholarship** from Aga Khan University, for securing GPA 3.98 in the BScN academic session of 2001-2002 **March 4, 2002**
- **Merit-Scholarship** from Aga Khan University, for securing GPA 4.0 in the BScN academic session 2000-2001 **January 18, 2001**

- **Award of Academic Excellence** in the 20<sup>th</sup> Lamp **May 10, 2000**  
Lightening Ceremony of AKU-SONAM, for securing  
GPA 4.0 in year I BScN Programme
  
- **Shield** from His Highness Prince Aga Khan **September 25, 1999**  
Shia Imami Ismaili Education Board of  
Karimabad for securing A-one grade in the  
Intermediate part II.
  
- **Certificate of merit** from His Highness Prince **November 29, 1998**  
Aga Khan Shia Imami Ismaili Education Board  
of Karimabad, for securing A-one grade in the  
Intermediate part I
  
- **Certificate of merit** from His Highness Prince **December 28, 1996**  
Aga Khan Shia Imami Ismaili Education Board  
of Karimabad, for securing A-one grade in the  
Matriculate exams
  
- **Certificate of merit and Gold Medal** from the **December 1, 1996**  
Aga Khan Education Service Karachi for securing  
A-one grade in Matriculate exams
  
- ii. Travel Awards:**
- **2020 Faculty of Nursing Travel award** **February 28, 2020**  
(University of Regina) to attend and present at  
International conference
  
- **University of Alberta, Faculty of Nursing** **November 23, 2018**  
**Travel award** to attend and present at  
BFIC (CAD\$2500)
  
- **Graduate Student Travel Award** from the **November 14, 2017**  
University of Alberta, Faculty of Graduate  
Studies and Research, Canada (CAD\$ 2000)  
to undertake fieldwork in disaster relief camps  
of Pakistan
  
- **ILCA Conference 2017 Scholarship** from **April 17, 2017**  
the International Lactation Consultant Association,  
USA (CAD\$2000) to attend ILCA conference 2017
  
- **Helen E Penhale Graduate Research Travel** **May 17, 2016**  
**Award** from the Faculty of Graduate Studies  
and Research of University of Alberta, Canada  
(CAD\$1000) to attend COINN conference 2016

- **WCHRI Trainee Travel Grant Award** from the **May 16, 2016**  
Women & Children’s Health Research Institute,  
University of Alberta, Canada (CAD\$750) to  
attend and present at COINN conference 2016
- **Travel Grant Award** from Developmental **November 17, 2013**  
Origins of Health and Disease (DOHAD) to  
attend 8<sup>th</sup> World Congress (SGD\$2000)
- **Omicron Delta Leadership Education** **April 24, 2012**  
**Grant** from Sigma Theta Tau International  
to attend 23<sup>rd</sup> International Nursing Research  
Congress at Brisbane, Australia (US\$750)
- **Edith Anderson Leadership Education** **July 19, 2011**  
**Grant** from the Sigma Theta Tau International  
Foundation for Nursing to attend STTI’s Biennial  
convention at Texas, USA (US\$750)

**iii. Appreciation Letters:**

- Appreciation letter from the Senator for British **March 12, 2020**  
Columbia, Canada on naming as “Sigma’s  
Emerging Nurse Researcher and Scholar for 2020”
- Letter of commendation for serving as scientific **April 19, 2008**  
and program committee member and Master of  
Ceremony for International infection symposium  
held at AKU
- Appreciation letter from Al-Shifa Trust: **May 16, 2006**  
Special School & Centre for Rehabilitation for  
facilitating an awareness program with them,  
for the parents of special children
- Appreciation letter from Child Health Interest **April 14, 2005**  
Group AKU-SON, for taking active part in  
organizing World’s Health Day 2005
- Token of appreciation from Nursing Services **March 9, 2004**  
of AKUH for showing outstanding performance  
in four-year BScN programme
- Appreciation letter from the BScN program **July 28, 2003**  
Year co-ordinator at the AKU-SONAM for receiving  
cumulative GPA 3.97 in semester II of year IV
- Appreciation letter from the BScN program **March 7, 2003**  
director of AKU-SONAM for receiving cumulative  
GPA 3.97 in semester I of year IV

- Appreciation letter from the BScN program director of AKU-SONAM for receiving cumulative GPA 3.98 in semester II of year III **July 17, 2002**
- Appreciation letter from the BScN program director of AKU-SONAM for receiving cumulative GPA 3.98 in semester I of year III **February 28, 2002**
- Appreciation letter from the BScN program director of AKU-SONAM for receiving cumulative GPA 3.97 in semester II of year II **August 22, 2001**
- Appreciation letter from the BScN program director of AKU-SONAM for receiving cumulative GPA 4.0 in semester I of year II **March 1, 2001**
- Appreciation letter for serving as an usher in AKU Convocation 2000 **October 21, 2000**
- Appreciation letter from the BScN program director of AKU-SONAM for receiving cumulative GPA 4.0 in semester II of year I **August 5, 2000**
- Appreciation letter from the BScN program director of AKU-SONAM, for receiving GPA 4.0 in semester I of year I **March 15, 2000**
- Appreciation letter from CHN interest group for representing AKU-SONAM's stall on Women Day Celebration at Karachi Art's council **March 4, 2000**

#### **XIV. Extracurricular Activities and Achievements:**

- **Essay writing**
  - Won 2<sup>nd</sup> prize in essay writing 2014-15 **December 16, 2014**  
Essay competition organized by Global Research Nurses' Network  
([https://globalresearchnurses.tghn.org/site\\_media/media/medialibrary/2014/12/Shela.pdf](https://globalresearchnurses.tghn.org/site_media/media/medialibrary/2014/12/Shela.pdf))
- **Poem writing** (Have written 16 English verses on different themes )
  - Received appreciation letter from AKU-SONAM for reciting poem on World AIDS Day **December 1, 2001**
- **Participation in Arts and Crafts Competitions**
  - Best Poster Award on FMS week organized by Aga Khan University's Safety and Security department **January 20, 2006**

- 2<sup>nd</sup> prize in Poster competition on the theme “Safety: A Concern for Health Care Professionals” on International Nurses’ Day 2005 at Aga Khan University, Pakistan **May 14, 2005**
- 1<sup>st</sup> prize in Poster competition on the theme “My most excellent day at AKU” on Nursing Human Resource Day 2005 held at Aga Khan University, Pakistan **March 14, 2005**
- 2<sup>nd</sup> prize in Poster competition on the theme “Nurses: Working with the poor against Poverty” on International Nurses’ Day held at Aga Khan University, Pakistan **May 12, 2004**

## **XV. Recognition in Print/Social Media:**

### ➤ **CTV interview**

U of R looks into breastfeeding supports (August 17, 2020)

[https://regina.ctvnews.ca/video?clipId=2015928&binId=1.1165847&playlistPageNum=1#\\_gus&\\_gucid=&\\_gup=LinkedIn&\\_gsc=gi9NmiS](https://regina.ctvnews.ca/video?clipId=2015928&binId=1.1165847&playlistPageNum=1#_gus&_gucid=&_gup=LinkedIn&_gsc=gi9NmiS)

### ➤ **Jim Pattison Children’s Health Foundation**

<https://pattisonchildrens.ca/new-research-to-explore-breastfeeding-practices-of-refugee-mothers/>

### ➤ **Global News, Canada**

Is breastfeeding okay during pandemic? University of Regina professor provides clarity (May 16, 2020)

<https://globalnews.ca/news/6951486/university-of-regina-professor-breastfeeding-pandemic/>

### ➤ **University of Regina, Canada**

Breastfeeding during COVID-19: U of R professor breaks down barriers to knowledge (May 12, 2020)

<https://www.uregina.ca/external/communications/feature-stories/current/2020/05-12.html#>

Breastfeeding during COVID-19 (May 7, 2020)

<https://www.uregina.ca/nursing/News/index.html>

De-stigmatizing breastfeeding in public spaces (September 6, 2019)

<https://www.uregina.ca/nursing/News/2019News.html>

### ➤ **University of Alberta, Canada:**

Mother's milk: reducing child mortality after natural disasters (October 3, 2016)

<https://www.ualberta.ca/nursing/nursing-news/2016/october/mothers-milk-reducing-child-mortality-after-natural-disasters>

Breastfeeding moms need support at work and school  
<https://www.ualberta.ca/sustainability/study/stories.html>

➤ **Killam Trust, Canada:**

Shela Hirani - Breastfeeding through disaster & displacement  
<http://killamlaureates.ca/scholar-profile/breastfeeding-through-disaster-displacement?platform=hootsuite>

➤ **StarMetro (Newspaper) Edmonton, Canada (March 2, 2017):**

Breastfeeding moms need support at work and school  
<https://www.pressreader.com/canada/starmetro-edmonton/20170302/281479276199590>

➤ **StarMetro (Newspaper) Toronto, Canada (September 19, 2017):**

More support for nursing mothers needed at Toronto post-secondary institutions, advocates say  
<https://www.pressreader.com/canada/starmetro-toronto/20170920/281552291037646>

➤ **Ismaili Mail:**

Breast Milk is a Life Saver for Young Children during #COVID-19 (May 9, 2020)  
[https://ismailimail.blog/2020/05/09/dr-shela-hirani-breast-milk-is-a-life-saver-for-young-children-during-covid-19-mothersday-akuglobal-\\_shrf/](https://ismailimail.blog/2020/05/09/dr-shela-hirani-breast-milk-is-a-life-saver-for-young-children-during-covid-19-mothersday-akuglobal-_shrf/)

Dr. Shela Hirani (@ShelaHirani) named (@SigmaNursing) Emerging Nurse Researcher/Scholar Honoree for 2020 (March 4, 2020)

<https://ismailimail.blog/2020/03/04/dr-shela-hirani-shelahirani-named-sigmanursing-emerging-nurse-researcher-scholar-honoree-for-2020/>

University of Alberta's Doctoral Student Shela Hirani travels to Chitral, Pakistan to Explore Breastfeeding Practices of Mothers Affected by Disaster and Displacement (May 8, 2020)

<https://ismailimail.wordpress.com/2018/05/08/university-of-albertas-doctoral-student-shela-hirani-travels-to-chitral-pakistan-to-explore-breastfeeding-practices-of-mothers-affected-by-disaster-and-displacement/>

Nursing PhD student Shela Hirani: Breastfeeding moms need support at work and school (March 6, 2017)

<https://ismailimail.wordpress.com/2017/03/06/nursing-phd-student-shela-hirani-breastfeeding-moms-need-support-at-work-and-school-metro-edmonton/>

Shela Hirani, Assistant Professor at Aga Khan University School of Nursing and Midwifery (AKU-SONaM) (December 21, 2013)

<https://ismailimail.wordpress.com/2013/12/21/shela-hirani-assistant-professor-at-aga-khan-university-school-of-nursing-and-midwifery-aku-sonam/>

**Future Plans:**

- To continue to extend my services in the entity of maternal and child health and to make difference in the lives of underprivileged children and marginalized women through my research work, community services and excellence in nursing education.

**CV updated on November 9, 2020**

**ALEXANDRA HODSON, RN MN CCNE  
INSTRUCTOR III  
FACULTY OF NURSING  
UNIVERSITY OF REGINA  
ALEXANDRA.HODSON@UREGINA.CA**

**EDUCATION**

<b>Certificate, Diploma, or Degree</b>	<b>Area of Study</b>	<b>Institution</b>	<b>Year completed</b>
Canadian Certified Nurse Educator (CCNE)	Professional Designation	Canadian Association of Schools of Nursing	2021
Masters of Nursing	Nursing/Research Thesis	University of Saskatchewan	2017
Bachelor of Science Distinguished Graduate	Nursing	University of Saskatchewan	2009
Diploma	Recreation Management	Saskatchewan Institute of Applied Arts and Sciences	2003

**ACADEMIC APPOINTMENTS**

<b>Year of Appointment</b>	<b>Institution</b>	<b>Academic Rank</b>
2022- Present	University of Regina	Instructor III Tenured
2021- 2022	University of Regina	Instructor III Tenure Track
2017- 2021	University of Regina	Instructor II Tenure Track
2012- 2017	University of Saskatchewan	Sessional Instructor
2017	University of Regina	Clinical Practica Coach

**PROFESSIONAL EXPERIENCE**

<b>Years of Employment</b>	<b>Institution</b>	<b>Position</b>
2016- Present	St. Paul's Hospital- Surgical	Registered Nurse
2009- Present	Saskatoon Home Care	Registered Nurse/ Clinical Coordinator
2009- 2011	Royal University Hospital- Medicine/Cardiac Nursing	Registered Nurse
2005-2009	Elmwood Lodge Saskatoon	Special Care Aide/Recreation Coordinator

**TEACHING EXPERIENCE**

<b>Title</b>	<b>Method</b>	<b>Level</b>	<b>Dates</b>	<b>Institution</b>
Health Promotion with Older Adults and Rural and Remote Populations	Online	402	202220	University of Regina
Counselling and Therapeutic Groups	Seminar	201	202220	University of Regina

Foundations of Care II: Professional Nursing	Lecture	103	202210	University of Regina
Foundations of Care II: Professional Nursing	Lab	103	202210	University of Regina
Counselling and Therapeutic Groups	Online	201	202120	University of Regina
Foundations of Care II: Professional Nursing	Lecture	103	202110	University of Regina
Foundations of Care II: Professional Nursing	Lab	103	202110	University of Regina
Practice Education: Community Partnerships (2 sections)	Online	100	202030	University of Regina
Counselling and Therapeutic Groups	Online	201	202030	University of Regina
Counselling and Therapeutic Groups	Online	201	202020	University of Regina
Introduction to Health Assessment	Lab	107	202010	University of Regina
Foundations of Care II: Professional Nursing (2 sections)	Lab	103	202010	University of Regina
Foundations of Care II: Professional Nursing	Lecture	103	202010	University of Regina
Population Health & Community Partnerships	Online	401	201930	University of Regina
Counselling and Therapeutic Groups	Seminar	201	201930	University of Regina
Practice Education: Community Partnerships	Seminar	100	201930	University of Regina
Leadership and Influencing Change (2 sections)	Online	301	201910	University of Regina
Foundations of Care II: Professional Nursing	Lecture	103	201910	University of Regina
Practice Education: Community Partnerships (2 sections)	Seminar	100	201830	University of Regina
Counselling and Therapeutic Groups (2 sections)	Seminar	201	201830	University of Regina
Population Health & Community Partnerships	Online	401	201830	University of Regina
Foundations of Care II: Professional Nursing	Lecture	103	201810	University of Regina
Population Health & Community Partnerships	Online	401	201810	University of Regina
Alterations in Health and Advanced Assessment I	Lecture	203	201730	University of Regina
Population Health and Community Partnerships	Online	401	201730	University of Regina
Counselling and Therapeutic Groups	Seminar	201	201730	University of Regina
Practice Education: Stable Populations	Clinical	101	201710	University of Regina
Concepts of Patient and Family Centered Care- Post Degree	Lab	220	201620	University of Saskatchewan
Leadership in Education and Care- Teaching Fellowship	Lecture	322	201610	University of Saskatchewan
Nursing Foundations, Perspectives and Influences- Teaching Fellowship	Lecture	200	201530	University of Saskatchewan
Patient and Family Centered Care in Clinical Practice	Clinical	221	201520	University of Saskatchewan
Assessments and Components of Care I	Clinical	202	201530	University of Saskatchewan
Concepts of Patient and Family Centered Care	Lab	220	201520	University of Saskatchewan
Concepts of Patient and Family Centered Care	Lab	220	201420	University of Saskatchewan
Assessment and Components of Care I	Lab	202	201330	University of Saskatchewan
Concepts of Patient and Family Centered Care	Lab	220	201230	University of Saskatchewan

## RECOGNITIONS AND AWARDS

Title	Institution	Date
Merit Award for Sustained Performance	University of Regina	2022



SCBScN Collaborative Grant \$5000 Impact of a Community of Support on BIPOC Students in the Regina SCBScN Program	University of Regina	2022
Feature Story: Video exam project brings nursing class together, while teaching and learning from home. <a href="https://www.uregina.ca/external/communications/feature-stories/current/2020/09-25.html">https://www.uregina.ca/external/communications/feature-stories/current/2020/09-25.html</a>	University of Regina	2020
SCBScN CNPP Collaborative Grant <i>Nursing student lived experiences of COVID-19 pandemic</i> (\$5000)	University of Regina	2020
Deans Travel Award (\$1000)	University of Regina	2020
Nurse Educator Spotlight entitled "Alexandra Hodson Advances Knowledge about Family Caregiving in Advanced Heart Failure. International Family Nursing Association Newsletter. <a href="https://internationalfamilynursing.org/2018/04/27/alexandra-hodson-advances-knowledge-about-family-caregiving-in-advanced-heart-failure/">https://internationalfamilynursing.org/2018/04/27/alexandra-hodson-advances-knowledge-about-family-caregiving-in-advanced-heart-failure/</a>	International Family Nursing Association	2018
Deans Travel Award (\$1000)	University of Regina	2018
Myrtle Evangeline Crawford Scholarship	University of Saskatchewan	2016
Norma Fulton Scholarship in Graduate Studies	University of Saskatchewan	2016
Undergraduate Distinction	University of Saskatchewan	2009
Highest Cumulative Average	Saskatchewan Institute of Applied Science and Technology	2003
Constable Brian King Memorial Scholarship	Saskatchewan Institute of Applied Science and Technology	2003
General Proficiency Award for Academic Achievement and Community Involvement	Saskatchewan Institute of Applied Science and Technology	2003

## SCHOLARSHIP OF TEACHING

### Publications: Peer Reviewed

<p>Laczko, D., <b>Hodson, A.</b>, Dykhuizen, M., Knipple, K., Norman, K., &amp; Hand-Cortes, P. (2022). Nursing students' experiences' of mental wellness during the Covid-19 Pandemic: A phenomenological study. <i>Teaching and Learning in Nursing</i> (in press). <a href="https://doi.org/10.1016/j.teln.2022.03.002">https://doi.org/10.1016/j.teln.2022.03.002</a></p> <p>Brown, J., Goodridge, D., Thorpe, L., <b>Hodson, A.</b> &amp; Chipanshi, M. (2021) Factors influencing practitioners' who do not participate in ethically complex, legally available care: Scoping review. <i>BMC Medical Ethics</i>, 22(134), 1-10. <a href="https://doi.org/10.1186/s12910-021-00703-6">https://doi.org/10.1186/s12910-021-00703-6</a></p> <p>Peacock, S., Burles, M., <b>Hodson, A.</b>, Kumaran, M., MacRae, R., Peternelj-Taylor, C., &amp; Holtslander, L. (2019). Older persons with dementia in prison: An integrative review. <i>International Journal of Prisoner Health</i>, 16(1), 1-16. <a href="https://doi.org/10.1108/IJPH-01-2019-0007">https://doi.org/10.1108/IJPH-01-2019-0007</a></p>
---

**Hodson, A.,** Peacock, S. & Holtslander, L. (2019). Family caregiving for persons with advanced heart failure: An integrative review. *Palliative and Supportive Care, 17*(7), 720-734. doi:10.1017/S1478951519000245

Peacock, S., **Hodson, A.,** MacRae, R. & Paternelj-Taylor, C. (2018). Living with dementia in correctional settings: A case report. *Journal of Forensic Nursing, 14*, (3).  
doi: 10.1097/JFN.000000000000194

**Hodson, A.** (2017). The experience of caregiving for persons with advanced heart failure: An integrative review (Master's thesis). Retrieved from University of Saskatchewan Electronic Theses and Dissertations. (0000-0001-6071-8995)

## Book Chapter

**Hodson, A.** (2019). Persons with advanced heart failure: A caregiver-focused approach. In L. Holtslander, S. Peacock, & J. Bally (Eds.), *Hospice palliative home care and bereavement support: Nursing interventions and supportive care.* (pp. 201-212). doi: 10.1007/978-3-030-19535-9

## Conference Presentation

Conference	Location	Title of Presentation
Qualitative Analysis Conference and Couch-Stone Symposium	St. Johns, Newfoundland	<b>Hodson, A.</b> & Dykhuizen, M. (June 2022). <i>A Phenomenological Study Exploring Mental Health &amp; Wellness Among Nursing Students During the COVID-19 Pandemic.</i>
Qualitative Analysis Conference	Brescia University (online)	<b>Hodson, A.</b> & Knipple, K. (June 2021) <i>Using Giorgi's method for Phenomenological interviewing.</i>
Canadian (CASN) Nursing Education Conference	Calgary, Alberta	Waters, S., & <b>Hodson, A.</b> (2021, May 3-5) <i>Easing the transition to electronic marking through collaborative digital practice.</i>
International Nurse Education Conference	Sitges, Spain	Tekatch, S., & <b>Hodson, A.</b> (2020, December 6-9) <i>Intersectionality: Integrating a new approach to vulnerability in community health.</i> (Conference cancelled)
Custody and Caring	Saskatoon, Saskatchewan	Peacock, S. & <b>Hodson A.</b> (2017). <i>The experience of living with dementia in prison: An integrative review.</i>

## Poster Presentation

Conference	Location	Title of Presentation
Canadian Nursing Informatics Association	Saskatoon, Saskatchewan	<b>Hodson, A.,</b> & Waters, S. (2020, May 21-21). <i>Collaborative transition to electronic marking.</i> (Conference cancelled)
International Congress on Palliative Care	Montreal, Quebec	<b>Hodson, A.</b> (2018). <i>The experience of caregiving for individuals with advanced heart failure.</i>

## Invited Guest Speaker

Location	Title of Presentation
Nursing Undergraduate Research Internship Program	<b>Hodson, A.</b> , & Knipple, K. (July 2022). Sharing Experiences: Mental Wellness Among Nursing Students.
Saskatchewan Polytechnic	Laczco, D., <b>Hodson, A.</b> & Dykhuizen, M. (November 2021). <i>A Phenomenological Study Exploring Mental Health &amp; Wellness Among Nursing Students During the COVID-19 Pandemic.</i>
University of Regina	Grand, S., Hope, K., <b>Hodson, A.</b> & Morgan, S. (February 2021). <i>Adaptations during the pandemic: CNUR 100.</i>
Canadian Association of Schools of Nursing	White, S., <b>Hodson, A.</b> & Peet, J. (October 2020). <i>Faculty experience pivoting to video skill and assessment evaluations during the COVID-19 pandemic.</i>
Saskatchewan Polytechnic	<b>Hodson, A.</b> & White, S. (September 2020). <i>Presentation on skills assignment.</i>
Saskatchewan Polytechnic	<b>Hodson, A.</b> & Orr, K. (September 2020). <i>Presentation on adaptation to remote teaching/learning.</i>
University of Regina	<b>Hodson, A.</b> & White, S. (September 2020). <i>Presentation on skills assignment.</i>
University of Regina	<b>Hodson, A.</b> & Orr, K. (September 2020). <i>Presentation on adaptation to remote teaching/learning.</i>
Saskatchewan Polytechnic	<b>Hodson, A.</b> & Waters, S. (2019). <i>Introduction to electronic marking.</i>
University of Saskatchewan	<b>Hodson, A.</b> (2018). <i>Graduate student milestones: My experience.</i>
University of Saskatchewan	<b>Hodson A.</b> (2016). <i>The experience of a master's student.</i>

## Podcasts

Title
Hodson A. & Rislund D. (Invited Guests) (2021, July 27) <i>Video OSCES</i> [Audio podcast episode]. In Nurse Educator Tips for Teaching. <a href="https://podcasts.apple.com/ca/podcast/video-osce/id1467432231?i=1000530213197">https://podcasts.apple.com/ca/podcast/video-osce/id1467432231?i=1000530213197</a>

## Reviewing Activities

Date	
July 2022	Journal of Health Sciences- 1 article
Sept 2021	Journal of Palliative Care- 1 article
May 2020	Palliative & Supportive Care- 1 article
June 2018	Caring for Elderly Family Members, University of Regina Online Course
June 2018	Perry: Canadian Clinical Skills & Nursing Techniques, 1st edition. Elsevier.

## SERVICE TO THE UNIVERSITY

CURRENT	Aprox. Time Commitment	Institution/Committee	Position
July 2021-Present	5 hours per month	Executive of Council	Member
July 2021-Present	3 hours per month	Council Committee on Undergraduate Awards	Member
July 2020-Present	3 hours per month	Evaluation Committee	Co-Chair
July 2020-Present	3 hours per month	Curriculum Committee	Member

July 2020-Present	5 hours per week	SCBSCN Curriculum Liaison (3 year term)	Member/Chair
September 2019-Present	1 hour per month	Saskpolytech SCBScN Social Committee	Member
<b>PAST</b>	<b>Institution/Committee</b>		<b>Position</b>
May 2022	Selections Committee- Instructor Search		Member
July 2021- July 2022	Faculty Representative- Engineering		Member
July 2020- July 2021	Faculty Representative- Education		Member
May 2021	Selections Committee- Clinical Instructor Search		Member
July 2019-July 2021	SCBSCN Undergraduate Student Appeals Committee- Elected		Voting Member/Chair
December 2019	Internal Self-Study on Research in the Nursing Faculty University of Regina		Contributor
April 2019- July 2019	SCBSCN Undergraduate Student Appeals Committee		Alternate Member
October 2017- July 2019	SCBSCN Curriculum Committee		Member
October 2017- July 2019	SCBSCN Program Council		Alternate Voting Member

### SERVICE TO THE COMMUNITY/PROFESSION

Dates	Approx. Time Commitment	Organization	Position
2020-Current	5-10 hours per month	Saskatchewan Nurses Federation	Vice President
2016-2022	3-4 hours per month	Saskatoon Council on Aging-Caregiver Committee	Committee Member at Large/ Event Organizer/ Master of Ceremonies

### PROFESSIONAL MEMBERSHIPS

Organization	Dates
Saskatchewan Nurses Foundation (SNF)	May 11, 2019 to present
Canadian Association of Schools of Nursing (CASN)	July 2017 to present
International Family Nursing Association (IFNA)	May 2018- May 2019
Saskatchewan Registered Nurses Association (SRNA)	2009- present

### PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION

2021	Program Title	Location	Activity
June	Empowering Change: Motivational Interviewing Training Level 2	Online	8 weeks (approx. 20 hours)
May	Conflict Resolution: UR Managing	University of Regina	3 hour online workshop

April	Anti-Racism Training for Organizations: Module 3	Saskatchewan Intercultural Association	15 hour workshop
January	Anti-Racism Training for Organizations: Module 2	Saskatchewan Intercultural Association	15 hour workshop
<b>2020</b>	<b>Program Title</b>	<b>Location</b>	<b>Activity</b>
December	Building Practice Competencies Virtually among Baccalaureate Nursing Students	Online	8 hour workshop
August 13-14	Anti-Racism Training for Organizations: Module 1	Anti-racism Network	15 hour online training
May 7	SRNA Virtual AGM	Online	AGM
April 29	Key Considerations for taking your OSCE's Online Dr. Tony Errichetti and Dr. Cathy Smith	Education Management Solutions	Webinar
April 9	Shifting to a Remote Teaching Environment Dr. Michelle Aegersold PHD, RN, CHSE, FAAN	Wolters Kluwer	Webinar (1 hour)
January-March	Canadian Nurse Educator Module 2: Curriculum and Design	CASN	Online module
March	COVID-19: Ask an Emergency and Critical Care Specialist	University of British Columbia	Webinar (1 hour)
February	Incorporating Mindfulness into Clinical Practice	University of Arizona	Online certification (1 hour)
February 25	Social Work's Role in MAID: Findings from a Cross Canada Scan Dr. Kara Fletcher and Dr. Ailsa Watkinson	University of Regina	Lunch and Learn
January 20	Gender-Affirming Primary Care	University of British Columbia	Online certification (90 minutes)
January 17	Nursing Research Priority #3" Care of older adults across diverse contexts" Dr. Kathleen Hunter	CASN	Webinar
January 15	How to Use Interactive Lecturing as Pedagogy of Engagement	Magna	Online Seminar (1 hour)
<b>2019</b>	<b>Program Title</b>	<b>Location</b>	<b>Activity</b>
November	Mental Health First Aide	Saskpolytech	2 day (16 hours) workshop
October 3	Rural Reconciliation	Martensville, Saskatchewan	Educational Gathering
September 12	Indigenous and other equity-seeking communities, Bernice Downey (McMaster University)	Canadian Association of School of Nursing	Webinar
September	Interprofessional Education	Saskatchewan Polytechnic	3- 1 hour Workshops
August 21	Finding Joy- Erin Haas IPE Scenario Writing- Monica Gretchen/Meghan McDonald NCLEX Item Writing- Shelley Luhnning	German Concordia Club	Saskpolytech Education Day (6.5 hours)

July 31	Environmental Health: An Integrative Approach	University of Arizona College of Medicine	Online learning module
June 6	Canadian Nurse Educator Certification Program Module 3: Teaching and Learning Strategies	Canadian Association of Schools of Nursing	Online learning module
June 2019	Module 1- Interprofessional Communication Module 2- Patient-Centered Care Module 3- Role Clarification Module 4- Team Functioning Module 5- Interprofessional Conflict Mgmt Module 6- Collaborative Leadership	Saskatchewan Polytechnic	Online learning Module
May 30	Heart and Stroke Foundation: Basic Life Support/CPR	Saskatchewan Health Region	Re-certification
May 30	Mandatory Education day Topics: Medical Marijuana, Organ Donation, Privacy, Anticoagulants, Wound Care, TLR recertification	Saskatchewan Health Region	In person (8 hours)
May	Introduction to Interprofessional Communication	University of British Columbia	Online learning module
May	Instructional Skills Workshop (ISW)	University of Saskatchewan	3 day workshop (24 hours total)
April 17	4 Seasons of Reconciliation	University of Regina	Online learning module
March	Blood Administration Certification Safe Administration of Dilaudid and Morphine Transfusion Adverse Events Peripheral Nerve Block Certification	Saskatchewan Health Authority	Online learning modules
February 28	Crucial Conversations	University of Regina	8 hour workshop
February 20-22	Western Northwestern Region Canadian Association of Schools of Nursing (WNRCSN) Rejuvenating Nursing Education Through Relational Practice	Edmonton, Alberta	Conference
February 7	Privacy & Access Erin Kleisinger, McDougall Gauley Barristers and Solicitors	University of Regina	Online workshop (2 hours)
January 17	Indigenizing Our Course Content	Saskatchewan Polytechnic	3 hour workshop
January 2	Respect in the Workplace	University of Regina	Online learning module
<b>2018</b>	<b>Program Title</b>	<b>Location</b>	<b>Activity</b>
November 8	Workplace Assessment Violence Education (WAVE)	Saskatchewan Health Authority	Online learning module
July 8	Build Foundation for Success Workshop  Cripps, Doug; Lockhart, Wallace Retrieved from <a href="http://hdl.handle.net/10294/5646">http://hdl.handle.net/10294/5646</a>	University of Regina	Online webinar
May 23 <sup>rd</sup> & 25 <sup>th</sup>	Indigenizing Our Teaching	Saskatchewan Polytechnic	Workshop
May 4 <sup>th</sup>	Trauma Informed Teaching & Coaching	Saskatchewan Polytechnic	Workshop

April 5 <sup>th</sup>	Nursing Educator Series: Charting by Exception: Getting it Write	The Canadian Nurses Protective Society	Online webinar
February 15 <sup>th</sup>	Understanding Stigma	Canadian Association of Mental Health	Online self-directed learning
January- April	Teaching Development Certificate Program	University of Regina	Certificate
March 29	Transfers Lifts and Repositioning (TLR)	Saskatoon Health Region	Professional Re-certification
March 28	Online Learning Showcase- Panel discussion	University of Regina	Webinar
March 7	Nurse Educator Series: Delegation of Responsibilities	Canadian Nurses Protective Society	Online webinar
February 21-23	Western and North-Western Region Canadian Association of Schools of Nursing (WNRCSN) Annual Conference: Reimagining Nursing Education: Innovations for the Future	Calgary, Alberta	Conference
<b>2017</b>	<b>Program Title</b>	<b>Location</b>	<b>Activity</b>
September 8	Motivate, Engage, and Inspire: Tips for Teaching Modern Learners. Speaker Christy Price.	Saskatchewan Polytechnic	Online seminar
August 31	Developing your Reflective Portfolio	Gwenna Moss Centre for Teaching and Learning	Workshop
October	Inter-professional Problem Based Learning Tutor Certification	University of Saskatchewan	Certificate

**Melissa Hrebenik NP, BN, MN**  
 Instructor III  
 Faculty of Nursing, University of Regina  
 306-337-2208  
 Melissa.Hrebenik@uregina.ca

**EDUCATION**

<b>Degree</b>	<b>Area of Study</b>	<b>Institution</b>	<b>Year completed</b>
Master of Nursing	Nurse Practitioner	University of Manitoba Winnipeg, MB	2008
Baccalaureate of Nursing with Distinction	Nursing	University of Manitoba Winnipeg, MB	2004
Option in Aging Program- Additional 18 hours of age related course work within undergraduate degree program - Faculty of Nursing	Option in Aging Program	University of Manitoba Winnipeg, MB	2004

**AWARDS, SCHOLARSHIPS & GRANTS**

<b>Award</b>	<b>Institution</b>	<b>Date</b>
University of Manitoba Student Union Bursary	University of Manitoba	2001
Primary Care Nurse Practitioner Bursary	Saskatchewan Health	2008

**LICENSURE**

<b>Jurisdiction</b>
<ul style="list-style-type: none"> <li>• Current, unrestricted RN license with the College of Registered Nurses of Saskatchewan</li> <li>• Current, unrestricted Nurse Practitioner license with the College of Registered Nurses of Saskatchewan</li> <li>• Current, unrestricted Nurse Practitioner license with the College of Registered Nurses of Saskatchewan - Prescribing Drug Therapeutics for Opioid Use Disorder and/or Methadone for Pain Management (Initiating &amp; Maintenance Prescriber)</li> </ul>



**CERTIFICATION**

<b>Certification</b>	<b>Date</b>	<b>Organization</b>
CanReach-SK Provider	July 7, 2022	University of Saskatchewan College of Medicine
Prescribing Drug Therapeutics for Opioid Use Disorder and/or Methadone for Pain Management- Initiating Prescriber	February 7, 2022	College of Registered Nurses of Saskatchewan
Prescribing Drug Therapeutics for Opioid Use Disorder and/or Methadone for Pain Management- Maintenance Prescriber	September 2, 2021	College of Registered Nurses of Saskatchewan
BLS PROVIDER	April 25, 2018; to be recertified in 2022 due to postponement then backlog of training due to COVID-19 pandemic.	Heart & Stroke Foundation
Fibroscan Operator Trainer	May 1, 2015	KNS CANADA INC
Title IX Coordinator & Investigator Training	October 18, 2019	D. Stafford & Associates
Advanced Investigations of Sexual Misconduct.	June 5, 2020	D. Stafford & Associates

**ACADEMIC APPOINTMENTS**

<b>Year of Appointment</b>	<b>Institution</b>	<b>Academic Rank</b>
August 2016-Present	University of Regina- Faculty of Nursing	Instructor III - Tenured
September 2005-April 2006	University College of the North/University of Manitoba	Casual- Instructor

**RESEARCH APPOINTMENTS**

<b>Dates</b>	<b>Institution</b>	<b>Role</b>	<b>Study</b>
August 2006-October 2006	University of Manitoba - Faculty of Nursing/Misericordia Health Centre	Research Assistant	A Survey of Vision Care Services in Long Term Care

**ATTENDANCE AT TEACHING IMPROVEMENT WORKSHOPS AND CONFERENCES**

<b>2022</b>	
July 14, 2022	Canadian Nurse Protective Society Webinar - Documentation: The nurse, the chart, and the law.
January 10, 2022	NCSBN NCLEX Presentation
<b>2021</b>	
March 25, 2021	University of Regina: Human Resources - Unconscious Bias Training
March 15, 2021	Elsevier's Education Solution - Next Generation NCLEX: Preparing Practice-Ready Nurses
March 5, 2021	University of Saskatchewan, College of Medicine, Division of Social Accountability - Health & Equity: Patterns of White Dominance in Health Care
February 25, 2021	University of Regina, Centre for Teaching & Learning - Fostering Engagement and Peer Interaction
January 20, 2021	University of Regina, Centre for Teaching & Learning - Welcome to My Remote Course with Dr. Douglas Farenick
<b>2020</b>	
October 20, 22 & 27, 2020	Building Practice Competencies Virtually Among Baccalaureate Nursing Students Canadian Association of School of Nursing (CASN)
August 31, 2020	University of Regina - Student Appeal Committee Workshop
June 1-5, 2020	D. Stafford & Associates - Advanced Investigations of Sexual Misconduct
May 26, 2020	SimulationIQ Demonstration – Online Distance Simulation and Virtual OSCE
May 15, 2020	SafeMedicate eLearning program
May 14, 2020	iHuman Patients – Virtual Assessment Platform.
April 24, 2020	University of Regina, Centre for Teaching & Learning - Tips for Humanizing Remote Delivery
April 23, 2020	University of Regina, Centre for Teaching & Learning - Remote Discussions

April 22, 2020	University of Regina, Centre for Teaching & Learning - Mitigating Cheating
April 21, 2020	University of Regina Dr. John Archer Library & Journalists for Human Rights - Information Saves Lives: Verifying Online Information
April 16, 2020	University of Regina, Centre for Teaching & Learning - Teach So They Can Reach - Adapting your instruction for distant/remote teaching
April 15, 2020	University of Regina, Centre for Teaching & Learning - Assessing for Objective Success - Choosing assessments that will work for you
February 14, 2020	UbiSim Virtual Reality Nursing Training Platform
<b>2019</b>	
December 3, 2019	Interprofessional Competency Based Modules – Modules 1-6 Module 1 - Interprofessional Communication Module 2 – Patient Centred Care Module 3 – Role Clarification Module 4 – Team Functioning Module 5 – Interprofessional Conflict Management Module 6 – Collaborative Leadership
September 30, 2019	Course Planning Meeting- Collaborative with SaskPolytech
May 27, 2019	Faculty Development Workshop Part 1: Introduction to Professional Education
May 2, 2019	Faculty Development Workshop Part 3: Facilitating and Developing IPE Activities and Experiences.
April 1, 2019	Faculty Development Workshop Part 2: Resources and Toolkits
<b>2018</b>	
October 15-18, 2018	Title IX Coordinator and Investigator Training Class D. Stafford & Associates
June 5, 2018	Virtual Games Webinar Facilitated by Dr. Jane Tyerman
June 5, 2018	Open Access Leadership Textbook- Dr. Joan Wagner
May 24, 2018	Guided Tour of Nursing Exemplars Course Facilitated by Denise Nelson

May 15, 2018	University of Regina: Strategies to Minimize Academic Misconduct Facilitated by Dr. Joseph M. Piwowar
April 23, 2018	H5P Interactives Facilitated by Denise Nelson
January-April 2018	University of Regina, Centre for Teaching and Learning- Teaching Certificate Program
<b>2017</b>	
October 27, 2017	University of Regina: Session Facilitated by Denise Nelson, Instructional Designer - 2Tools2Try4Assessment (Canva, Mentimeter)
September 26, 2017	Turning Point-Power Polling New User Training
September 12, 2017	Saskatchewan Polytechnic Turning Technologies demonstration of learning software to create collaborative, interactive environments for meetings and classrooms
May 16 & 17, 2017	Participation in Site Visit Nursing Education Program Approval Collaborative Nurse Practitioner Program (CNPP)
May 12th	University of Regina, Library: Copyright in the Classroom
May 5th	University of Regina: Session facilitated by Denise Nelson, Instructional Designer - Faculty share pedagogical research related to online/blended learning
May 1st	University of Regina: Session facilitated by Denise Nelson, Instructional Designer - Faculty share and solve (tough, complex) pedagogical problems
March 22nd	University of Regina, Centre for Teaching & Learning: The good, the bad, and the ugly of objective questions
March 7th	University of Regina, Centre for Teaching & Learning: Exam design: Developing assessments to promote learning and evaluate students
March 2nd	University of Regina, Centre for Teaching & Learning: Backward design: Aligning assessments and course material with your learning outcomes
February 17th	University of Regina, Centre for Teaching & Learning: Increase student engagement and learning through clickers
January 13 <sup>th</sup>	University of Regina, Faculty of Nursing Employee Engagement Survey Retreat
<b>2016</b>	
December 12th	University of Regina, Session Facilitated by Denise Nelson, Instructional Designer - Turnitin Integration in UR Courses

December 1 <sup>st</sup>	University of Regina, Faculty of Nursing: The Successful Academic: Key approaches, tools and resources.
November 24	University of Regina: Academia Peer Review
November 22nd	University of Regina, Centre for Teaching & Learning: Creating a Teaching Dossier
November 9th	University of Regina, Centre for Teaching & Learning: Academic Integrity & Exam Invigilation
November 7th	University of Regina, Centre for Teaching & Learning: Applied Constructivism Teaching Pedagogy
November 3rd	University of Regina, Centre for Teaching & Learning: Promoting Deep Process in the Classroom
October 20th	University of Regina, Centre for Teaching & Learning: Mindset & Student Success
October 17th	University of Regina, Centre for Teaching & Learning: Turnitin Training
August 30th	University of Regina, Centre for Teaching & Learning: New Faculty Teaching Workshop

### CONTINUING EDUCATION

Dates	Agency	Education Type
January 20, 2022- July 7, 2022	University of Saskatchewan College of Medicine	CanREACH-SK Patient-Centered Mental Health in Pediatric Primary Care (PPP) Mini-Fellowship.
July 14, 2022	Bausch Health Medical	Obesity management: When Things Aren't Going Your Way Dr. Stephanie Cassin PhD Dr. Sue Pedersen MD, FRCPC
June 22, 2022	ADDitude ADHD Expert Webinars	Virtual Mental Health Providers: How to Get Quality ADHD Care Online Dr. Maggie Sibley
May 13, 2022	Continuing Professional Development for Pharmacy Professionals & medSask	Prescribing Paxlovid for COVID-19 Kirsten Bazylak, BSP, medSask/CPDPP Dr. S. Takaya, MD, FRCPC, Infectious Disease Dr. S. Lee, MD, FRCPC, Internal Medicine and Infectious Disease

April 29, 2022	NurseTim Inc	NurseTim Next Gen NCLEX Workshop Test Writing Working
April 26, 2022		CARE FELLOW OLA – Contraceptive Choice
April 7, 2022	Bausch Health	Optimizing Topical Retinoids in the Man- agement of Acne Dr. Andrei Metelista.
March 31, 2022	Bausch Health	Optimizing Topical Retinoids for the Man- agement of Acne Dr. Chih-ho Hong
March 15, 2022	ADDitutde Strategies and Support ADHD & LD	Regret and Resolve: How Women with ADHD Can Transform the Challenges of. Late Diagnosis
March 4, 2022	PsychedUp	Deep Dive into AntiPsychotics Dr. Diane McIntosh & Dr. Ric Procyshyn
February 4, 2022	PsychedUp	Role of Cannabis and Psychedelic Medica- tion in Psychiatry Dr. Diane McIntosh & Dr. Ric Procyshyn
January 28, 2022	Saskatchewan Medical Association	Saskatchewan Mental Health- A Primary Care Collaboration Dr. Maria Patriquin, Dr. Nadiya Sunderji, Dr. Kim Corace, Dr. Stefan Brennan & Dr. Morris Markentin
January 26, 2022	ADDitutde Strategies and Support ADHD & LD	Nail Biting! Skin Picking! Hair Pulling! Un- derstanding Body-Focused Repetitive Be- haviors with ADHD"
January 20-23, 2022	University of Saskatchewan Continuing Medical Education, College of Medicine	CanREACH-SK Patient Centred Mental Health in Pediatric Primary Care
January 19, 2022	ADDitutde Strategies and Support ADHD & LD	Perfectionism and ADHD: Making 'Good Enough' Work for You
January 10, 2022	ADDitutde Strategies and Support ADHD & LD	Focus on Inattentive ADHD: The Under- Diagnosed and Under-Treated Subtype

<b>2022</b>		
December 15, 2021	Zyus	Cannabinoids - Dr. Lionel Marks de Chabris
November 28, 2021	CBT Canada & University of Saskatchewan	Ten-Minute CBT Workshop
November 26-27, 2021	University of Saskatchewan  Continuing Medical Education	Pain & Therapeutics Virtual Conference
November 23, 2021	Obesity Education Hub	Obesity consult made simple: Small-changes for big wins Dr. Sasha High
November 8, 2021	Obesity Education Hub	Stress, reward, and obesity: How can we break the cycle? Dr. Setphen Glazer, Dr. Shahebina Walgi and Dr. Vallis
November 3, 2021		Harley Street Group Online-Canadian Innovation in the Treatment of Opioid Use Disorder
October 14, 2021	The College of Physicians of Canada	Panel Presentation on the “Featured Presentation in OUD” program Dr. Hance Clarke, Dr. Chris Fraser & Dr. Lionel Marks de Chabris
October 5, 2021	ADDitutde Strategies and Support ADHD & LD	The Whole Person Treatment Approach to ADHD Dr. Lidia Zylowska
October 4, 2021	Saskatchewan Health Authority	POC Antigen Testing - Abbott Panbio Nasal (HCW)
August 25, 2021	University of British Columbia- Continuing Medical Education	Provincial Opioid Addiction Support Program – 25 Modules
August 5, 2021	Canadian Virtual Hospice	Methadone for Analgesia in Palliative Care
July 22, 2021	Canadian Nurse Protective Society	Top 10 Medical Aesthetic Considerations Anika Clark
May 26, 2021	Indivior	Sublocade Panel Event – A Live Virtual Sublocade Educational & Clinical Experiences Speaking Engagement
April 27, 2021	University of Saskatchewan Continuing Medical Education	Thrombolytic Complication of COVID-19 Vaccination

April 12, 2021	Indivior	Emerging Therapeutic Option in the Treatment of Opioid Use Disorder Dr. Robert Tanguay
March 29, 2021	AbbVie Healthcare	Oral Contraception for More Complicated Cases: Answering Your Questions Dr. Waddington
March 29, 2021	Indivior	Emerging Therapeutic Options in the Treatment of Opioid Use Disorder Dr. Robert Tanguay
March 23, 2021	College of Family Physicians of Canada	Management of Menopausal Symptoms Dr. Denise Black
March 5, 2021	Saskatchewan Health Authority	Anaphylaxis Learning Module
March 5, 2021	Saskatchewan Health Authority	Moderna COVID-19 Vaccine Learning Module
March 5, 2021	Saskatchewan Health Authority	Pfizer/BioNTech COVID-19 Vaccine Learning Module
March 2, 2021	Bayer Canada	How to Manage Heavy Menstrual Bleeding and Premenopausal Patients Dr. Lexy Regush & Dr. Denise Black
February 27, 2021	University of Saskatchewan	RxFiles Conference
February 18, 2021	Obesity Education Hub	Real Patient Conversations about Weight Management Dr. Jeff Habet & Dr. Sean Wharton
February 15, 17 & 22	Canadian Association Schools of Nursing	Keeping up with Care: Evidence-Based in a Virtual World
January 23, 2021	Pfizer Canada	<b>Multi Therapeutic Days</b> <ul style="list-style-type: none"> <li>• Clinical Conundrums: Case 2 – Management of Atrial Fibrillation with Gastrointestinal Complications</li> <li>• Lifespan of Immunization: Adult Vaccination</li> <li>• Branching Out: Evolving Pathways in the Management of Menopausal Symptoms</li> </ul>
January 16, 2021	Pfizer Canada	<b>Multi Therapeutic Days</b> <ul style="list-style-type: none"> <li>• Lifespan of Immunization: Infant Vaccination</li> <li>• Lifespan of Immunization: Adolescent Vaccination</li> <li>• Itching for Better Control</li> </ul>
<b>2021</b>		



December 10, 2020	University of Regina	Copyright & Remote Teaching Christina Winter
December 2, 2020	University of Regina	Anti-Racism Dr. Carrie Bourassa & Dr. Verna St. Denis
October 29, 2020	Obesity Canada	Get Real Spotlight Series - Managing Obesity as a Chronic Disease  How do I Manage Obesity as a Chronic Disease? Dr. Megha Poddar and Dr. Denise Campbell-Scherer
October 28, 2020	Abbvie Healthcare	Contraception: Myths, Facts and Emergencies Dr. Brian Hauck
October 22, 2020	Obesity Canada	Get Real Spotlight Series - Managing Obesity as a Chronic Disease Are Medical Treatments for Obesity Catching Up with Surgery? Dr. Sean Wharton and Dr. Laurent Biertho
October 21, 2020	College of Physicians and Surgeons of Saskatchewan Project ECHO® Management of Chronic Pain	CPSS Project ECHO® Pain Assessment – Dr. Susan Tupper
October 7, 2020	Bausch Health Canada Inc	Integrating New Therapeutic Advances in Psoriasis Management- Dr. Vimal Prajapati
September 30, 2020	On Your Toes Webinar Series	How to Optimize the Assessment and Management of Nail Fungus - Dr. Brittany Waller
April 2, 2020	CATIE	HIV and COVID-19: Public health, clinical and frontline community perspectives  <ul style="list-style-type: none"> <li>• Dr. Isaac Bogoch, Clinician Researcher, University Health Network</li> <li>• Dr. Alexandra King, Cameco Chair in Indigenous Health, University of Saskatchewan</li> <li>• John McCullagh, Co-Chair, Ontario AIDS Network and Vice-Chair, CATIE</li> <li>• Len Tooley, Evaluation and Advancement Director, Community-Based Research Centre (CBRC)</li> </ul>
February 26, 2020	Canadian Centre for Health and Safety in Agriculture	Rural Dementia Action Research (RaDar) Education Webex –

	University of Saskatchewan	Dr. Seitz
February 26, 2020	College of Physicians and Surgeons of Saskatchewan Project ECHO® Management of Chronic Pain	CPSS Project ECHO® Management of Chronic Pain in Older Adults Leland Sommer, NP and Michael MacFadden, NP -
February 25, 2020	Social Policy Research Centre University of Regina	Social Work's Role in Medical Assistance in Dying: Findings from a Cross Canada Scan  Dr. Kara Fletcher and Dr. Ailsa M. Watkinson
<b>2020</b>		
December 10, 2019	Saskatchewan Health- HIV Education Series – Dr. Neora Pick	HIV & Women’s Health- Dr. Neora Pick – Medical Director of Oak Tree Clinic in Vancouver BC
December 2, 2019	Saskatchewan Health Authority- HIV Education Series - Dr. Alexander Wong	What’s New in HIV in Saskatchewan? An Update on Local Progress and Initiative, New Therapies, and PrEP. – Dr. Alexander Wong
September 10, 2019	RxFiles- Debbie Bunka Pharmacist	Geri RX Files Updates
September 9, 2019	Saskatchewan Health Authority Family Medicine	Family Medicine CME Newborn Examination Dr. Juliet Soper, Pediatrician
May 8, 2019	College of Physicians and Surgeons of Saskatchewan Project ECHO® Management of Chronic Pain	Anshu Gupta, OT, Regional Coordinator for LiveWell with Chronic Conditions - Self-Management of Chronic Pain
April 29, 2019	Saskatchewan Health Authority- Royal University Hospital.	Dr. Michael Silverman- “Cook your Wash: what the H-11 are we talking about? HIV, Hepatitis C and Endocarditis in PWID”
April 4, 2019	Saskatchewan Prevention Institute	Dr. Sarah Reid- Kids & Concussions: What do we know in 2019?
April 3, 2019	Saskatchewan Registered Nurses Association	Opioid Substitution Therapy
April 3, 2019	College of Physicians and Surgeons of Saskatchewan	Medical Assistance in Dying: Legal and Medical Realities Presented by: Bryan Salte, Associate Registrar, College of Dr. Robert Weiler, College of Medicine, University of Saskatchewan Amy Zarzeczny, Associate Professor, Johnson Shoyama Graduate School of Public Policy

March 25, 2019	British Columbia Centre for Disease Control	Dr. Oralia Gomez-Ramirez Investigating Intersections between Mental Health, Hep C, HIV, and STBBIs
March 13, 2019	College of Physicians and Surgeons of Saskatchewan Project ECHO® Management of Chronic Pain	Dr. Radhika Marwah -Opioid Tapering for People with Chronic Pain
March 4, 2019	Health Canada-	Canada's Food Guide Webinar – updates on the new guide
February 25, 2019	University of British Columbia- Faculty of Medicine	Dr. Chris Fraser - Effective Interdisciplinary Care of Colliding Epidemics: HIV / HCV, Addictions and Mental Health
February 13, 2019	College of Physicians and Surgeons of Saskatchewan Project ECHO Management of Chronic Pain	Dr. Susan Tupper - Prescribing Exercise and Other Physical Strategies for Managing Chronic Pain
January 8, 2019	University of Regina Respect Group Inc. Respect in the Workplace	Professional Development
<b>2019</b>		
December 11, 2018	Saskatchewan Health Authority- Antimicrobial Stewardship Program Dr. Tannys Bozdech, Dr. Natasha Kalra, and Dr. Deiter Meena	Subcutaneous Abscess in Emergency Departments
October 30, 2018- December 11, 2018	Canadian Association of Schools of Nursing	Canadian Simulation Nurse Educator Certificate Program Module 4: Evaluation & Scholarship
December 6, 2018	Saskatchewan Health Authority Dr. Robert Skomro	Family Medicine CME New Update on Asthma – Zero Tolerance for Asthma Attacks
December 3, 2018	Saskatchewan HIV Collaborative Dr. Ibrahim Khan Dr. Stuart Skinner	SK HIV Education Series Getting to 90-90-90 A Special Aboriginal AIDS Awareness Week Presentation
November 27, 2018	Saskatchewan HIV Collaborative Dr. Alex Wong Dr. Denise Werker	SK HIV Education Series Getting to 90-90-90 A Special AIDS Awareness Week Presentation
November 20, 2018	Saskatchewan Health Authority	Medical Assistance in Dying

November 20, 2018	Canadian Nurse Protective Society	NP Series: Legal Consideration in Independent Practice
November 8, 2018	Canadian Nurse Protective Society	More than Liability Protection
November 7, 2018	Canadian Nurse Protective Society	Medical Cannabis: What every nurse needs to know.
October 25, 2018	International Network on Hepatitis in Substance Users	Hepatitis C in Primary Care and Drug and Alcohol Setting Education Program
October 24, 2018	Canadian Nurse Protective Society	Documentation
October 18, 2018	Canadian Nurse Protective Society	MAID: An Update on New Mandatory Reporting Regulations
October 16, 2018	Canadian Nurse Protective Society	NP Series: Ordering Diagnostic Tests & Follow-up.
October 9, 2018	Saskatchewan Health Authority – Antimicrobial Stewardship Program	h-URTI-ng for Antibiotics? Discussing Antibiotic Use and Upper Respiratory Tract Infection in Community Medicine
September 11, 2018	Addictions Medicine Dr. L. Lanoie	Addictions Medicine: What it Means to be Addicted
September 4, 2018 - October 23, 2018	Canadian Association of Schools of Nursing	Canadian Simulation Nurse Educator Certificate Program Module 3: Interprofessional Education
June 5, 2018 - July 24, 2018	Canadian Association of Schools of Nursing	Canadian Simulation Nurse Educator Certificate Program Module 2: Facilitation
May 9, 2018	University of Saskatchewan College of Nursing Continuing Education Development for Nurses	Basic ECG Interpretation
April 17, 2018 – June 5, 2018	Canadian Association of Schools of Nursing	Canadian Simulation Nurse Educator Certificate Program Module 1: Theory & Design
April 5, 2018	Saskatchewan Registered Nurses Association	Medical Assistance in Dying- Webex Presentation

March 14, 2018	Saskatchewan Registered Nurses Association	A Focus on Professional Accountabilities Series for RN(NP)s: Consultation of RN(NP) Bylaws- Prescribing Opioid Substitution Therapy & Methadone for Pain
February 21, 2018	CATIE	Reaching the Undiagnosed: Dried blood spot testing for Hepatitis C and HIV – a new approach for the rural and remote communities.
February 8, 2018	Institute for Healthcare Improvement	Practicing More Careful and Thoughtful Diagnosis
February 7, 2018	Saskatchewan Prevention Institute	HIV in Pregnancy Symposium
February 1, 2018	Department of Family Medicine - Saskatchewan Health Authority Dr. Alex Wong	Hepatitis C – An Update for Primary Care
January 24, 2018	Saskatchewan HIV Collaborative Mike Stuber- Clinical HIV Pharmacist	Update on PrEP: Use of Pre-Exposure Prophylaxis in Saskatchewan
January 4, 2018	Regina Qu'Appelle Health Region	WebEx- Clinical Conundrums: Puff of Smoke or Potential for Stroke
December 12, 2017	Regina Qu'Appelle Health Region	WebEx- Antimicrobial Stewardship in Community Pharmacy
October 16, 2017	Regina Qu'Appelle Health Region	WebEx- Trans* Health Care - Dr. Megan Clark
September 21, 2017 to November 2, 2017 (online)	Canadian Association of Schools of Nursing	Canadian Nurse Educator Certificate Module 1
May 26-27 2017 (Webinar)	College of Physicians and Surgeons of Saskatchewan	SK Primary Care HIV Workshop
May 10, 2017 (Regina, SK)	University of Regina	Colours Workshop
May 4, 2017 to June 8, 2017	Canadian Association of Schools of Nursing	Canadian Nurse Educator Certificate Module 3
May 9, 2017	Regina Qu'Appelle Health Region	Make Antimicrobial Great Again Building a case for including the indication for ALL antimicrobial orders

April 3, 2017 to June 30, 2017 (online)	University of Saskatchewan- College of Medicine	Certificate- The Role of the Practitioner in Indigenous Wellness
January 19, 2017 to March 2, 2017 (online)	Canadian Association of Schools of Nursing	Canadian Nurse Educator Certificate Module 2
<b>2016</b>		
November 7, 2016 (Webinar)	Canadian Research Data Centre Network	Child Abuse Webinar: Recovering from Child Abuse: What Factors Make for Better Mental Health Outcomes in Adulthood
October 13, 2016 (Webinar)	Canadian Research Data Centre Network	Child Abuse Webinar: Child Abuse in Canada: A fact sheet
September 30, 2016 (Regina, SK)	University of Regina Dr. Shauna Davies	Scholar's Cafe: Online Social Support in the Saskatchewan Health Failure Network: An Interpretive Description Approach
September 20, 2016 (Regina, SK)	Regina Qu'Appelle Health Region	Cultural Awareness Training
<b>2015</b>		
August 2015 (Fort Qu'Appelle, SK)	KNS Canada	Fibroscan Operator Training
August 2015 (Fort Qu'Appelle, SK)	University of Saskatchewan- College of Medicine, Continuing Medical Education	Neonatal Resuscitation Program
<b>2014</b>		
November 21 & 22, 2014 (Saskatoon, SK)	University of Saskatchewan- College of Medicine, Continuing Medical Education	Practical Management of Common Medical Problems
September to November 2014 (Online)	University of Toronto, Faculty of Medicine	Safer Opioid Prescribing
June 3, 2014 (Fort Qu'Appelle, SK)	University of Saskatchewan- College of Medicine, Continuing Medical Education	Essentials of Obstetrical Care

May 31, 2014 (Saskatoon, SK)	University of Saskatchewan- College of Medicine, Continuing Medical Education	Suturing and Surgical Skills Workshop
<b>2013</b>		
January 2013 (Yorkton, SK)	Sunrise Health Region	Kaizen Basics
<b>2012</b>		
May 2012 (Yorkton, SK)	Leadercast	Positive Links
April 2012 (Saskatoon, SK)	Saskatchewan Association of Nurse Practitioner/Nurse Practitioners of Saskatchewan	Annual Conference
April 2012 (Saskatoon, SK)	Saskatchewan Health Quality Council	Inspire- Health Care Quality Summit
March 2012 (Yorkton, SK)	Saskatchewan Health/Regina Qu'Appelle Health Region	Spinal Pathways Training
<b>2011</b>		
November 2011	Health Canada	Regional Nursing Workshop
<b>2010</b>		
September 2010	ICA	Community Development Intensive - 5- day workshop
March 2010	University of Saskatchewan- College of Medicine, Continuing Medical Education	Women's & Children's Health Conference
February 2010 (Saskatoon, SK)		SAS2 Training- 2-day workshop
<b>2009</b>		
October 30-November 2, 2009 (St. John's, NFLD)	Canadian Association Advanced Practice Nursing	Conference
2009 (Saskatoon, SK)	Nurse Practitioners of Saskatchewan	Annual Conference
2009 (Winnipeg, MB)	Executive Links, now called Nursing Links	Neuro for the Not-So-Neuro- Minded Conference
2009 (Winnipeg, MB)	Executive Links, now called Nursing Links	Drug Use in Pregnancy

November 15, 2009 (Telehealth)	University of Saskatchewan, College of Nursing	Nurse Practitioner' Regulations Related to the Controlled Drugs and Substances Act
2009 (Regina, SK)	SIAST- Continuing Education	Contraception Update & IUD Insertion Workshop
2009 (Winnipeg, MB)	National Seminars Training	Management & Leadership Skills for First Time Supervisors & Managers
2009 (Regina, SK)	ICA	Group Facilitation
2009 (Saskatoon, SK)	Saskatchewan Health Quality Council	Health Quality Council Toolkit Workshop
<b>2008</b>		
2008 (Saskatoon, SK)	ICA	Power of Image Change
2008 (Saskatoon, SK)	Nurse Practitioners of Saskatchewan	Annual Conference
2008 (Winnipeg, MB)	Executive Links, now called Nursing Links	Interpretation of Lab Tests
December 1, 2008 (Winnipeg, MB)	Executive Links, now called Nursing Links	Pharmacology Update For Nurses
December 8, 2008 (Winnipeg, MB)	Executive Links, now called Nursing Links	Diabetes Update
<b>2007</b>		
November 15, 2007 (Winnipeg, MB)	Manitoba Fitness Council/National Fitness Leadership Advisory Committee	Fitness Theory Certificate
<b>2006</b>		
April 2006-June 2006 (online)	Public Health Agency of Canada Skills Enhancement for Health Surveillance Program	Descriptive Epidemiological Methods
January 30, 2006 - March 24, 2006 (online)	Public Health Agency of Canada Skills Enhancement for Health Surveillance Program	Measurement of Health Status
2006	Burntwood Regional Health Authority- Baby Friendly Initiative	18 Hour Breastfeeding Course
2006		Brief Intervention Counseling Course- Pi- lot (Thompson)



2006 (Winnipeg, MB)	Wyeth	Wyeth: Continuing Health Education Program: Practical Aspects of Immunizing Infants & Children in Manitoba: Incorporating the New Vaccines
<b>2005</b>		
September 19, 2005- November 12, 2005 (online)	Public Health Agency of Canada Skills Enhancement for Health Surveillance Program	Basic Epidemiological Concepts
2005 (Winnipeg, MB)	CATIE	Hepatitis C Building Workshop
2005 (Winnipeg, MB)	Manitoba Health	Harm Reduction Planning Meeting
2005 (Winnipeg, MB)	Manitoba Harm Reduction Network	2005 Action Planning Meeting
2005 (Winnipeg, MB)	Manitoba Health	MB 4th Annual Travel Health Conference
2005 (Thompson, MB)		HIV/AIDS Prevention Counseling Workshop
2005 (Winnipeg, MB)	Manitoba Health	Immunization Coordinator Education Session
<b>2004</b>		
2004 (Thompson, MB)	Burntwood Regional Health Authority	Northern Cultures
2004 (Thompson, MB)	Burntwood Regional Health Authority	Applied Suicide Intervention Skills Training
<b>Additional Professional Development Activities Completed Between 2004-2006</b>		
<b><u>Professional Development Activities</u></b>		
<ul style="list-style-type: none"> <li>• It's A New Day- First Western STI &amp; HIV Conference (Edmonton)</li> <li>• Bridging the Gap: Partners in Caring Conference (HIV/AIDS) (Winnipeg)</li> <li>• 6<sup>th</sup> Western Canadian Conference on Sexual Health (Edmonton)</li> <li>• Partners in Caring Conference: Bridging the Gaps "Treating HIV Infection Among People Who are Dependent on Illicit Drugs" Dr. Mark Tyndall (Winnipeg)</li> <li>• Cultural Diversity &amp; HIV/AIDS (Winnipeg)</li> <li>• The Influential Leader- Unleashing Power in People (Thompson)</li> <li>• Saskatchewan's First Immunization Conference Celebrating Successes: One Step at a time (Saskatoon, SK)</li> <li>• CME: ABCs of STDs: Dr. Pierre Plourde (Thompson)</li> <li>• CME: ABCs of Pediatric Assessments (Thompson)</li> <li>• Helped facilitate the process for the development of Teen Talk of the North</li> </ul>		

**PROFESSIONAL EXPERIENCE**

<b>Years of Employment</b>	<b>Agency</b>	<b>Role</b>
May 2020-Current	Saskatchewan Health Authority (Regina Qu'Appelle Health Region)- Chronic Pain Clinic	Nurse Practitioner
September 2017- Current	Saskatchewan Health Authority (Regina Qu'Appelle Health Region)- Four Directions	Nurse Practitioner
September 2016 to Current	Saskatchewan Health Authority (Regina Qu'Appelle Health Region)- Twin Valleys Primary Health Care Network	Nurse Practitioner
June 2009 to August 2016	Regina Qu'Appelle Health Region - All Nations Healing Hospital - Women's Health Centre	Nurse Practitioner
July 2012 to July 2013	Sunrise Health Region- Director of Primary Health Care	Director
July 2008-July 2012	Sunrise Health Region- Primary Health Care Manager	Manager
July 2007-August 20017	Sunrise Health Region- Staff Health Nurse	Staff Health Nurse (RN)-Temporary Full-Time
April 2007-February 2008	Winnipeg Regional Health Authority- River Avenue Community Health Centre	Primary Care Nurse-Temporary Part-Time
September 2006- February 2008	Mount Carmel Clinic (Winnipeg, MB)	Primary Care Nurse- Casual
June 2005-Setpember 2006	Burntwood Regional Health Authority (Thompson, MB)	Public Health Nurse - Immunization Coordinator
March 2004-June 2005	Burntwood Regional Health Authority (Thompson, MB)	Public Health Nurse- Sexually Transmitted Infection Coordinator
December 2003-March 2004	Burntwood Regina Health Authority (Thompson, MB)	Public Health Nurse- Travel Nurse

**TEACHING HISTORY**

<b>Institution</b>	<b>Title of Course(s) Taught</b>	<b>Level</b>	<b>Dates</b>
University of Regina, Collaborative Nurse Practitioner Program Master of Nursing – Nurse Practitioner	Advanced Assessment & Diagnostic Reasoning Instructor- Residency Week On March 14, 2022, I was responsible for evaluating and providing feedback to students during the practice OSCE/Diagnostic Reasoning case. On April 5, 2021, I was	802	March 14, 2022 April 5, 2022

Institution	Title of Course(s) Taught	Level	Dates
	responsible for evaluating students completing their OSCE/Diagnostic Reasoning case- Mandatory must pass evaluative component in the course.		
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Leadership & Influencing Change Course Coordinator/Instructor	301	Winter 2022- Online Asynchronous
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Introduction to Health Assessment Course Coordinator/Instructor	107	Winter 2022- Remote Online
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Introduction to Health Assessment Lab Instructor	107	Winter 2022 (Face to Face)
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Advanced Pathophysiology & Pharmacology I Course Coordinator/Instructor (Theory- Shared)	803	Fall 2021- Online asynchronous
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment I (Theory- Shared) Course Coordinator/Instructor	203	Fall 2021- Remote/Online
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment I (Lab- Shared Lab Group Friday Afternoons) Instructor	203	Fall 2021- Blended (Face to Face & Remote/Online)
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Pharmacology- Course Coordinator/Instructor	202	Fall 2021- Remote/Online
University of Regina, Collaborative Nurse Practitioner Program Master of Nursing – Nurse Practitioner	Advanced Assessment & Diagnostic Reasoning Instructor- Residency Week On March 23, 2021, I was responsible for evaluating and providing feedback to students during the practice OSCE/Diagnostic Reasoning case. On March 25, 2021, I was responsible for evaluating students completing their OSCE/Diagnostic Reasoning case- Mandatory must pass evaluative component in the course.	802	Spring 2021 Residency Week March 23 & 25, 2021
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Introduction to Health Assessment Course Coordinator/Instructor	107	Winter 2021- Remote/Online
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Advanced Pathophysiology & Pharmacology I Co-Course Coordinator/Instructor	803	Fall 2020- Online asynchronous
University of Regina	Alterations in Health & Advanced Assessment I (Theory- Shared)	203	Fall 2020- Remote/Online

Institution	Title of Course(s) Taught	Level	Dates
Saskatchewan Collaborative Bachelor of Science in Nursing	Co-Course Coordinator/Instructor		
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment I (Lab- Shared Lab Group Tuesday Afternoons) Instructor	203	Fall 2020- Remote/Online
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Pharmacology- Course Coordinator/Instructor	202	Fall 2020- Remote/Online
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Leadership & Influencing Change Course Coordinator/Instructor	301	Spring/Summer 2020- Online
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment II (Lab)- 2 Sections Instructor	204	Winter 2020- Face to Face until Week of March 16, 2020 COVID-19 Pandemic at which point the remaining three (3) labs were delivered online.
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Pharmacology- Course Coordinator/Instructor	202	Fall 2019 – Classroom setting
University of Regina Collaborative Nurse Practitioner Program, University of Regina	Advanced Pathophysiology & Pharmacology I Co-Course Coordinator/Instructor	803	Fall 2019- Online asynchronous
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment I (Theory) Course Coordinator/Instructor	203	Fall 2019 – Classroom setting
University of Regina Collaborative Nurse Practitioner Program, University of Regina	Advanced Assessment & Diagnostic Reasoning – Residency Week- 40 hours Instructor	802	Winter 2019 April 8 – 12, 2019
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment II (Lab)- 2 Sections Instructor	204	Winter 2019 (2 lab groups) – Classroom setting
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment I (Theory) Course Coordinator/Instructor	203	Fall 2018 – Classroom setting
University of Regina Collaborative Nurse Practitioner Program, University of Regina	Advanced Pathophysiology & Pharmacology I Co-Course Coordinator/Instructor	803	Fall 2018- Online asynchronous
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Family Health Course Coordinator/Instructor	300	Spring/Summer 2018- Online

Institution	Title of Course(s) Taught	Level	Dates
University of Regina Collaborative Nurse Practitioner Program, University of Regina	Advanced Assessment & Diagnostic Reasoning Co-Course Coordinator/Instructor	802	Winter 2018- Online + 40 hours Residency Week (Face to Face)
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment II (Lab)- 2 Sections Instructor	204	Winter 2018 (2 lab groups) – Classroom setting
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Family Health Course Coordinator/Instructor	300	Fall 2017 - Online
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment I (Theory) Course Coordinator/Instructor	203	Fall 2017 – Classroom setting
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment II (Lab)- 1 Section Instructor	203	Fall 2017 – Classroom setting
University of Regina Collaborative Nurse Practitioner Program, University of Regina	Advanced Assessment & Diagnostic Reasoning Co-Course Coordinator/Instructor	802	Winter 2017 Online + 40 hours Residency Week (Face to Face)
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment II (Lab)- 2 Sections Instructor	204	Winter 2017 (2 lab groups) – Classroom setting
University of Regina Saskatchewan Collaborative Bachelor of Science in Nursing	Alterations in Health & Advanced Assessment II (Lab)- 2 Sections Instructor	203	Fall 2016 (2 lab groups) – Classroom setting
University College of the North/University of Manitoba	Practice Education: Clinical Nursing Practice 2 Instructor	219	Community Clinical Fall 2005
University College of the North/University of Manitoba	Health Restoration in Nursing- Theory Instructor	329	Winter 2006 – Classroom Setting

### GUEST LECTURES

Course	Topic	Date	Length
CNUR 202 (Theory)	CNUR 202 – Drugs Affecting the Endocrine System	February 12, 2021	2 hours
CNUR 211 (Lab)	CNUR 211 Lab – Neurological Lab	October 22, 2019	3 hours
CNUR 204 (Lab)	CNUR 204 Lab - Neoplasms	April 4, 2019	3 hours

CNUR 204 (Theory)	CNUR 204 – Endocrinology & Obesity	March 27, 2019	3 hours
CNUR 204 (Theory)	CNUR 204 – Endocrinology & Obesity	March 14, 2018	3 hours
CNUR 204 (Theory)	CNUR 204 – Unstable Patient: Anaphylaxis/Shock	January 25, 2017	3 hours
CNUR 204 (Theory)	CNUR 204 – Hepatitis & Cirrhosis	March 1, 2017	3 hours
CNUR 203 (Theory)	CNUR 203 – Endocrine: Diabetes	October 27, 2016	3 hours

### SERVICE TO THE UNIVERSITY

Dates	Institution/Committee	Position
September 2021 – Present	University of Regina – Student Wellness Centre	Nurse Practitioner
November 2020 – Present	University of Regina - Academic Incremental Recovery (AIR) group	Committee Member
July 1, 2019 – Present	University of Regina – Executive of Council	Council Member
July 1, 2019 – Present	University of Regina – Council Committee on Student Appeals	Council Committee Member
July 1, 2019 – Present	University of Regina – Council Nominating Committee	Council Committee Member
April 2019 – June 2019	University of Regina – Mental Health Advisory Committee	Alternate
October 2018 – Present	University of Regina- Sexual Assault Investigation Team	Investigation Team Member
September 2018 – June 2021	University of Regina- Council Discipline Committee	Council Committee Member

### SERVICE TO THE FACULTY

July 1, 2019 - Present	University of Regina, Faculty of Nursing, Peer Review Committee	Committee Member
July 1, 2019 - Present	University of Regina – CNPP Curriculum Sub-Committee	Committee Member
July 2020- Present	University of Regina - CNPP Application Review Sub-Committee	Member
July 1, 2017-June 30, 2021	University of Regina, Faculty of Nursing, Undergraduate Student Appeals Committee	Alternate
July 1, 2017- Present	University of Regina - CNPP Program Council	Member/Voting Member
July 1, 2017- Present	SCBScN Program Council	Member
July 1, 2017- Present	SCBScN Evaluation Committee	Regina Rep
July 1, 2017- June 30, 2021	SCBScN Curriculum Committee	Regina Rep
July 1, 2017- June 30, 2020	University of Regina, Faculty of Business Administration	Faculty of Nursing Representative
August 2016- Present	University of Regina, Meeting of the Academy	Member
August 2016- Present	University of Regina, Nursing Programs Council	Member
August 2016- Present	University of Regina, Nursing Faculty Council	Member
August 2016- Present	University of Regina, Consultation in Committee	Member
December 2016- June 30, 2021	University of Regina, Faculty of Nursing, Criteria Document Working Group.	Member

#### SERVICE TO THE PROFESSION

Dates	Committee	Organization	Role
November 3, 2021 to Present	CADDRA	CADDRA Canadian ADHD Resource Alliance	Member

January 31, 2018 to January 1, 2020	Saskatchewan Association of Nurse Practitioners	Saskatchewan Association of Nurse Practitioners	Active Member
February 2, 2018 to present	Harm Reduction Nurses Association	Harm Reduction Nurses Association	Member
2008- April 2011	Continuous Quality Nursing Practice Program	Saskatchewan Registered Nurses Association	Member
2011	Continuing Competence Program	Saskatchewan Registered Nurses Association	Auditor
2010	Continuing Competence Program	Saskatchewan Registered Nurses Association	Auditor
2009 (Saskatoon, SK)	EMR Vendor Selection Review	Saskatchewan Medical Association & Ministry of Health	Participant
2006	Health Canada Proposal Review	Health Canada	Member
March 2004 - June 2005	Board of Directors	Northern AIDS Initiative	Member
March 2004 - June 2005	Northern Sexually Exploited Youth Strategy	Manitoba Health	Member
March 2004- June 2005	Manitoba Harm Reduction Network	Manitoba Health	Member
2003-2006	National Nurses Week	Manitoba Nurses Union	Member

### SERVICE TO THE COMMUNITY

Dates	Group or Committee	Organization	Role
May 7 & 8 <sup>th</sup> , 2022	The View Dance Competition	Dance City	Volunteer
April 30 & 31, 2022	Phoenix Dance Competition	Dance City	Volunteer
April 23 & 24 <sup>th</sup> , 2022	Candance Competition	Dance City	Volunteer
September 2020-November 22, 2020	Due to the COVID-19 Pandemic, I supported my daughter with the supplemental learning plan	September 2020 to November 22, 2020	Learner Mentor



	delivered through the Regina Public School Division from September 2020 to November 22, 2020.		
March 17, 2020-June 17, 2020	Due to indefinite closure of schools as a result of the COVID-19 Pandemic, I supported my daughter with the supplemental learning plan delivered through the Regina Public School Division over the assigned eleven (11) weeks.	Regina Public School Division	Learner Mentor
June 11 & 12, 2019	Dance Recital	Dance City	Volunteer
June 20, 2019	GPS Historical Building Scavenger Hunt and tour of City Hall.	Regina Public School Division	Volunteer
May 17 & 19 <sup>th</sup> , 2019	Fever Dance Competition	Dance City	Volunteer
May 1, 3 & 4 <sup>th</sup> , 2019	Dance Invasion Competition	Dance City	Volunteer
Sunday April 28 <sup>th</sup> , 2019	Candance Competition	Dance City	Volunteer
March 29, 2019	Saskatchewan Science Centre	Regina Public School Division	Volunteer
October 29, 2018	Outdoor Education Fieldtrip- Brown's Coulee	Regina Public School Division	Volunteer
October 4, 2018	Agriculture in the Classroom	Regina Public School Division	Volunteer
June 26, 2018	Swimming	Regina Public School Division	Volunteer
June 12 & 13, 2018	Dance Recital	Dance City	Volunteer
April 28, 2018	Candance Competition	Dance City	Volunteer
April 21, 2018	Spring Stars Dance Competition	Dance City	Volunteer
March 22, 2018	Grade 2 Class Field Trip- Alex Youck Museum- One Room School House	Regina Public School Division	Volunteer
November 23, 2017	Grade 2 Class Field Trip- Agribition	Regina Public School Division	Volunteer
June 14, 2017	Dance Recital	Dance City	Volunteer
May 6, 2017	Fever Dance Competition	Dance City	Volunteer
May 1, 2017	Candance Competition	Dance City	Volunteer

2015-2016	Synchronized swimming	Yorkton Aquabatix	Volunteer Coach-11-12 year old competitive swimmers
2003-2006	Safe Kids Week	Burntwood Regional Health Authority	Volunteer
2003-2006	Teddy Bear Picnic	Burntwood Regional Health Authority	Volunteer
2005-2006	Fundraising Campaign	Canadian Heart and Stroke Foundation	Volunteer
2005-2006	Fundraising Campaign	Canadian Cancer Society	Volunteer

# O. SARAH ILORI

Nurse Practitioner

**Phone:** (647) 829-4750

**Email:** [Sarah.ilori@gmail.com](mailto:Sarah.ilori@gmail.com)

Regina, Saskatchewan

S4S 3E4

## EDUCATION

---

<b>MPH</b> Lakehead University, Master of Public Health Nurse Practitioner Elective Ontario PHC-NP Clinical Placements	August 2016
<b>BScN</b> York University, Nursing Graduated Magna Cum Laude	June 2011
<b>Dipl.</b> Georgian College, Practical Nursing GCRLA Advanced Tutoring Credential Dean's List 2006 – 09	August 2009

## HONORS AND AWARDS

---

<b>Lakehead University Special Graduate Award</b> Awarded annually in recognition of exceptional academic work	2015
<b>RNFOO Toronto General Hospital Alumnae Award</b> Awardee demonstrates outstanding potential and/or contributions to practice	2015
<b>York University Continuing Students Scholarship</b> Awarded on attainment of 'Outstanding' academic results	2009
<b>Georgian Scholar</b> Designated to graduates achieving Program GPA of '80 and above'	2009

## CLINICAL EXPERIENCE

---

<b>St. Joseph's Healthcare / Parkwood Institute</b> , London, ON <b>Nurse Practitioner</b> , Transitional and Lifelong Care (TLC) Program	2017 to 2022
<ul style="list-style-type: none"> <li>● Providing primary and out-patient rehabilitative care to patients with disability and complex medical needs resulting from childhood-onset conditions,</li> <li>● Mobilizing community partners and supports to facilitate care for patients with chronic and lifelong disabilities,</li> <li>● Providing education to patient's family and co-dependents, and</li> <li>● Leading the TLC team's collaborative approach to patients' care.</li> <li>● Preceptorship for students in the Ontario Primary Health Care Nurse Practitioner Program.</li> </ul>	

- London Health Sciences Center, London, ON** 2014 to 2021  
**Registered Nurse, Hemodialysis**
- Provided safe and competent nursing care to acute and chronic renal failure patients in an out-patient/inpatient setting.
- St Joseph's Hospice, London, ON** 2014 to 2021  
**Registered Nurse, Casual-in-Charge**
- Responsible for providing end of life care to residents
  - Responsible for supervising registered practical nurses, personal support workers, volunteers, and kitchen staff.
  - Fundamental of Hospice Palliative Care Certificate (Enhanced)
- London Health Sciences Center, London, ON** 2011 to 2014  
**Registered Nurse, Nursing Resource Team**
- Rotated across 10+ medicine/surgery specialties in the hospital
  - Applied principles of patient-centered care and nursing theories in providing care, and advocating for patients' needs across in-patient departments
- Leisureworld Senior Care Corporation, Toronto, ON** 2010 to 2013  
**Registered Nurse/Registered Practical Nurse, Part-time**
- Delivered nursing care in accordance with administrative policies, physicians orders, established standards and nursing principles,
  - Provided direction to unregulated care providers,
  - Advocated for residents and family needs and provided reports of unusual occurrences to charge nurse.
- Home and Community Care Agencies, Barrie, ON** 2008 to 2009  
**Health Care Aide**
- Provided personal care and respite services to individuals living in the community and group settings.

## TEACHING EXPERIENCE

---

- University of Regina, Regina, SK** July 2022-Present  
**Lecturer, Tenure-track, Faculty of Nursing**
- Responsible for teaching/facilitating various courses as assigned by the faculty
  - Liaise with other faculty members to continuously improve course content, and participate in curriculum development
  - Participate in service delivery congruent with the University's values and strategic plan
- Ontario Tech University (former UOIT), Oshawa, ON** 2020  
**Sessional Lecturer, Nursing, Faculty of Health Sciences**
- Taught NURS 2820 Pharmacology, an undergraduate course averaging 100 students per semester to Registered Practical Nurses pursuing a degree option

- Developed course contents, quizzes, exams, assignments
- Coordinated grading and labs with a team of instructors and teaching assistants.

**Lakehead University, Thunder Bay, ON** 2015 - 2016

**Teaching Assistant**, Department of Nursing

- Assisted with developing contents for the online Graduate level course on Nursing Theory.
- Provided literature search, article reviews and development of a reference manager library
- Substitute teaching for undergraduate nursing students
- Graded and evaluated essays, and supervised examination of undergraduate and graduate nursing students.

**Georgian College, Barrie, ON** 2008 to 2009

**Learning Skills Assistant**, Faculty of Health

- Assisted students in the faculty with course content and study skills support,
- Liaised with professors about course contents and assignments.
- Offered tutoring, time management skills, learning strategies to students.
- Acted as a resource for individual and group peer tutors.
- Participated in leadership and advanced tutor training seminars.

## RESEARCH

---

### *Journal Publications*

Vaughn, L. and Slinger, T., "Building a healthy environment: A Nursing Resource Team's perspective," *Nursing Leadership*, vol. 26, 2013, pp. 70 – 77.  
doi:10.12927/cjnl.2013.23322 (credit as a co-author)

## PROFESSIONAL SERVICE

---

**Mentor** 2021-Present

Kitsugi Mentorship Program for Novice NPs, Nurse Practitioner Association of Ontario (NPAO)

**Member, Black Community of Practice Nurse Practitioner Association of Ontario (NPAO)**

**Community Nurse (Volunteer)** 2016

Ngora Health Centre IV, Ngora, Eastern Region, Uganda

Self-funded volunteer mission to rural Uganda providing primary health care at the local clinic. My focus was on HIV/AIDS prevention/treatment, prenatal/postnatal care, and infectious diseases. Also successfully raised ~CAD\$3,000 (UGX 8.4M) to construct a waiting room for the clinic.

**Member**

London Health Sciences Center, Continuous Quality Improvement (CQI) Council  
2012/13

**PROFESSIONAL AFFILIATIONS**

---

- Member, College of Registered Nurses of Saskatchewan 2022-Present
- Member, College of Nurses of Ontario 2009-Present
- Member, Nurse Practitioners Association of Ontario 2017 - Present
- Member, Registered Nurses Association of Ontario 2010 - Present
- Golden Key International Honors Society 2011 - Present

**COMMUNITY SERVICE**

---

**WOTCH Community Health Services, Leisure Visitor**

- Visited with individuals residing in the community who are recovering from a mental illness
- Meet regularly with the client to provide companionship, accompaniment and to establish a supportive relationship; promote, support, and encourage independence in the areas of social skills, community living skills, and self-confidence

**London Cross Cultural Learning Centre, London, ON, Community Connections**

- Provided social support, mentoring, communication, language, professional skills development, or conversational opportunities for newly arrived permanent residents,
- Assisted in developing short- and long-term employment, educational, interest or professional integration goals.

**COMPUTER AND DIGITAL SKILLS**

---

**Electronic Medical Records:** Powerchart, Meditech, Nightingale on Demand

**Online Teaching:** Moodle, Cisco WebEx, Desire2Learn, and Blackboard

**Video Conferencing:** Zoom, MS Teams, Google Meet

**Operating Systems:** Windows and MacOS

**OTHERS**

---

Steward, CUPE 3905, Lakehead University  
Stong College Peer Ambassador, York University  
Faculty of Health Student Ambassador, York University

Mentor, MATA Program, York University

Member, Undergraduate Research Committee, Faculty of Health, York University

Member, Senate Academic Appeal Committee, Lakehead University

## Curriculum Vitae

**Michell Ann Jesse RN, BScN, MAEd**  
**Instructor III**  
**Faculty of Nursing**  
**University of Regina**  
**306-536-5259**  
**michell.jesse@uregina.ca**

### Education

<i>University</i>	<i>Department</i>	<i>Degree</i>	<i>Year</i>
University of Regina	Graduate Studies	Master of Adult Education	2008
University of Saskatchewan	Nursing	Bachelor of Science in Nursing	2003
Saskatchewan Institute of Applied Science and Technology	Nursing	Diploma	1989

### Awards and Honours

Health Bursary – Government of Saskatchewan	2007
Saskatchewan Healthcare Excellence Award for Leadership Recipient SIAS Practical Nursing	March 2006

### Licensure

Saskatchewan Registered Nurses Association	2021-22
--	---------

### Professional Association Memberships

Saskatchewan Personal Care Home Association Board	2014 - Present
University of Regina Faculty Association	2014 - Present
Saskatchewan Union of Nurses	2014

### Professional Certification

Certification in Cardiovascular Nursing – Canadian Nurses Association	2001 - 2010
---	-------------



## Continuing Education

103 – Understanding the Topic Area Performance of your Candidates – Self-Paced	2021 – July
102 – Understanding the Overall Performance of Your Candidates- Self Paced	2021 - July
101- An Orientation to the NCLEX Program Reports – Self-Paced	2021 - July
CASN Expert Course on Implementing Interprofessional Education: Best-evidence, Strategies, & Experiences	2016 - June
Cardiopulmonary Resuscitation recertification – Saint John’s Ambulance	2015 - May
Saint John’s Ambulance First Aid recertification	2015 - May
Transfer, Lift and Repositioning course - SIAST	2013

## Administrative Appointments

### Positions With Responsibility Stipend

<i>Institution</i>	<i>Position</i>	<i>Date</i>
Saskatchewan Institute of Applied Science and Technology	Interim Program Head – Practical Nursing Program	2012 - 2013

### Positions without Responsibility Stipend

Autumn Personal Care Home	Director of Care	2012- present
SRNA	Chair – Investigations Committee	2008-2014

## Attendance at Teaching Improvement Workshops and Conferences

Preparing Now for the Next Generation NCLEX	May 27, 2021
NCLEX Program Reports Training 101, 102 & 103	May 18, 2021
Indigenization and Intercultural Resource Workshop	May 14, 2021
SRNA AGM 2021	May 6, 2021
Personal Care Home COVID-19 Outbreak Preparedness	Nov 19, 2020
Senior's Care in an Era of COVID-19	June 18, 2020
COVID Town Hall: Acute Care and LTC/PCH Testing	June 4, 2020
Virtual Reality Simulation Demonstration	Feb 9, 2020
Investigation and Discipline Forum, Regina	Nov 4-6, 2019
Senior's Mechanism 2019 Conference	May 21 & 22, 2019
2 <sup>nd</sup> Annual Community Care for Senior's Conference, Regina	April 13, 2019
Respect in the Workplace Certificate	January 16, 2019
Community Care for Seniors Conference, Regina	October 21 2017
Dealing with Difficult People Workshop, Regina	October 19 2017
Inspiring Leadership Forum, Regina	March 8 2017
NCLEX Workshop – Sk Polytechnic, Regina	June 7 & 8 2016
VSIM for Med/Surg webinar	May 2016

Inspiring Leadership Forum – University of Regina - Regina	March 9 2016
Summer Teaching Institute – Indigenizing Teaching	Sept 3 & 4 2015
Turnitin Workshop	August 25 2015
Creating a Healthy Work Climate...	Aug. 20 <sup>th</sup> 2015
U of R courses Presentation on Moodle 2.8 – CLT – drop in	May 12, 2015
AGM Members of the Pensions and Benefits Plan	May 13, 2015
Stop Cutting Corners – Occupational Health and Safety presentation – University of Regina	May 7 2015
Occupational Health and Safety workshop	April 23, 2015
On line teaching workshop	Sept 29 <sup>th</sup> 2015
New Faculty Orientation University of Regina	Sept. 27, 2015
Optimizing Health for Older Adults	2014
Introduction to Lean	2013
Canadian Association of Practical Nurse Educators Conference	2006, 2008, 2011, 2012, 2013
Saskatchewan Registered Nurses Association Annual meeting and conference	2011, 2012, 2013
Courage to Lead – Nursing Leadership conference	2012
Colleges Serving Aboriginal Peoples – Inclusion, Leadership and Partnerships	2012
Ombudsman Saskatchewan - The Fine Art of Fairness	2011

### Professional Experience

<i>Institution</i>	<i>Position</i>	<i>Date</i>
University of Regina, Tenured	Instructor III	2014- Present
Saskatchewan Institute of Applied Science and Technology	Coordinator - Kawacatoose First Nation Site	2010 - 2014
Saskatchewan Institute of Applied Science and Technology	Faculty Practical Nursing - online teaching and classroom delivery	2003 - 2010
Regina Qu'Appelle Health Region	Registered Nurse - bedside nursing in medical, surgical and critical care	1989 - 2014

### Teaching History

Course Coordinator: CNUR 305 Theory and Practice Education: Advanced Acute Care Partnerships	2021 Fall 2020 Summer
Course Coordinator: CNUR 404 Transition to Practice	2017 – 2022 Summer
Course Coordinator: CNUR 403 Focused Practice	2017- 2022 Summer
Lab Instructor CNUR 202 Pharmacology	2017, 2018 Spring 2022 Fall

Lab Instructor CNUR 107 Introduction to Health Assessment	2017 Winter
Lab Instructor CNUR 204 Alteration in Health and Advanced Assessment II Theory Instructor and Coordinator	2015, 2016, 2017 Spring 2022
Course Leader and Instructor CNUR 101 Practice Education: Stable Populations	2015, 2016 Winter Semester
Course Instructor – Online – CNUR 402 – Health Promotion with Senior Adults and Rural & Remote Populations	2014, 2015 Fall Semester
Course Instructor and Coordinator – Seminar and Classroom – CNUR 201- Counseling and Therapeutic Use of Groups	2014 - 2022 Spring or Fall
Course Coordinator, lecturer and lab instructor –CNUR 203 Alterations in Health and Advanced Assessment	2014 - 2022 Fall semester
Clinical Course leader and facilitator – Acute Medicine and LTC – Practical Nursing Program (SIAST)	2006 – 2014
Course leader and teacher for Nursing Transitions - NURS 295 semester four Practical Nursing Program (SIAST)	2008
Course Manager and teacher of Nursing Arts - NURS 161 first semester and co teacher for Professional and Personal Relationships - NURS163 leading seminars. Practical Nursing Program (SIAST)	2005 - 2010
Delivery of PHAR 160, NURS 161, PHAR 264, NURS 172 and NURS 163 to online students Practical Nursing Program (SIAST)	2004 - 2005
Basic Critical Care Course delivery – (SIAST)	2003 - 2004

### ***Guest Lecturer***

CNUR 305 – Recorded lecture – End of Life/Palliative Care	Summer/Fall 2020
CNUR 107 – Introduction to Health Assessment – Neurological Assessment	March 10 & 15, 2020
CNUR 204 – Alterations in Health and Advanced Assessment II – OSCE practice.	March 5, 2020
CNUR 203 – Alterations in Health Assessment – Peripheral Vascular System	Nov. 21, 2019
CNUR 203 – Alterations in Health Assessment -The Gastrointestinal System	Sept 19, 2019
CNUR 202 Pharmacology – Coagulation – Modifier Medications and Antilipemic Medications - lab	Nov, 2018
CNUR 203 Alterations in Health Assessment – Musculoskeletal system.	Nov 2017, 2018
CNUR 211- Health Assessment – End of Life Care	Nov 2017
CNUR 305 – Maternal Child Health – Initiating an Intravenous vascular device	Sept 2015, 2016
CNUR 204 – Alterations in Health and Advanced Assessment II – Unit 11 Integumentary	March 2015

### **Teaching Materials Developed or Authored**

Co – authored Curriculum development for Prior Learning Assessment Review (SIAST)	2014
---	------

Co Authored Curriculum development for Interprofessional Education (SIAST)	2010
Co – Authored Curriculum changes for NURS 160 (SIAST)	2008
Co- Authored Curriculum development for IV and lab portions of NURS 295 – Transition course – Practical Nurses (SIAST)	2006 - 2008
Item writing for Canadian Practical Nurse Regional Exam	2007

## Presentations

Biasotto, D., Jesse, M. (2013) Social Media in Nursing Education. Canadian Association of Practical Nurse Educators conference.
Club, R. (2012) The LPN Influence in Clinical Instruction. SALPN, AGM conference. Presenter only.
Guest, A., Jesse, M. (2008). <i>Empowering Practical Nurse Educators Through Mentorship</i> . Canadian Association of Practical Nurse Educators conference.
Howe, BJ., Jesse, M., Kuster-Orban, C. (2006). <i>A Patchwork of Diversity, Embracing Diversity in Practical Nursing Education</i> . Canadian Association of Practical Nurse Educators (CAPNE) Conference.

## EXTERNAL Consulting

Proposal development for subsidy supplement for Seniors in Personal Care Homes to Government of Saskatchewan Minister of Senior's –Honourable Warren Keading – developed for the Association of Personal Care Home Operators of Sk.	Nov 2019
Professional consultant for the movie Tideland	2004

## University Service

Curriculum Liaison for Regina	2021 ongoing
Dean of Nursing Search Advisory Committee	2020-2021
University of Regina Professional Suitability Review Committee	2015 - ongoing
University of Regina Performance Review Committee	2017 - 2018
University of Regina Counsel Committee on Student Appeals	2016 - 2018
University of Regina Faculty of Nursing Representative Fine Arts Council	2015
University of Regina Faculty of Nursing Social Committee	2015 -2017
University of Regina Faculty of Nursing Appeals Committee	2015 ongoing
Employee Engagement –Leadership and Culture group (SIAST)	2013 - 2014
Recruitment, Retention & Rejuvenation Committee (SIAST)	2011 - 2013
Student Appeal Committee (SIAST)	2010 - 2014
Wascana Campus Social Committee (SIAST)	2009 - 2013
Interprofessional Education Committee (SIAST)	2010 - 2013
Mentorship committee (SIAST)	2008 - 2009
Education committee for simulation learning center (SIAST)	2007 - 2008

***Service to the Profession***

Saskatchewan Registered Nurses Association (SRNA) Discipline Committee member	2014- Present
Association of Personal Care Home Operators of Saskatchewan Board Member	2013 - Present
Saskatchewan Registered Nurses Association (SRNA) Investigations Committee Chair (2 terms)	2008 - 2014
Abstract review for 2008 SRNA conference	2008

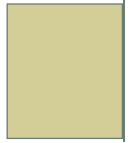
***Professional/Non-Professional Service to the Community***

Authored an Article for Summer edition – 2020 Grey Matters – Supporter Profile – Association of Personal Care Home Operator of Saskatchewan	Summer - 2020
Co-owner and Administrator of Autumn Personal Care Home	2012 - Present
Development of Business Plan for Private Care Home Business for presentation to Saskatchewan Minister of Health	2012

## KAREN LEHMANN – INSTRUCTOR III

FACULTY OF NURSING – UNIVERSITY OF REGINA

306-741-3798 ▪ karen.lehmann@uregina.ca ▪



### Education:

Master of Nursing  
University of Saskatchewan  
Saskatoon, Saskatchewan  
2012

Bachelor of Arts with Distinction  
University of Saskatchewan  
Saskatoon, Saskatchewan  
1995

Bachelor of Science in Nursing with Distinction  
University of Saskatchewan  
Saskatoon, Saskatchewan  
1989

### Professional Memberships:

Canadian Nurses Association

Community Health Nurses of Canada Member

Saskatchewan Public Health Association Member

Saskatchewan Registered Nurses Association - #31609

University of Regina Faculty Association

### Continuing Education:

Annual Conference  
International Centre for Academic Integrity  
March 2022

Anti-Racism Basics  
Saskatoon Anti-Racism Network  
January 14 – March 11 2022

Finding the Joy in Teaching Webinar  
U of R Centre for Teaching & Learning  
November 24, 2021

Leadership in Higher Education Conference (Virtual)  
October – December 2021

4 Seasons of Reconciliation Course  
First Nations University of Canada  
July 2021

Canadian Doctoral Nursing Network Conference  
University of Regina, Faculty of Nursing  
June 2021

Nursing Education Conference  
Canadian Association of Schools of Nursing  
May 2021

Annual Conference  
International Centre for Academic Integrity  
March 2021

Unconscious Bias – Workshop  
U of R Human Resources  
March 2021

Patterns of White Dominance in Health Care – Webinar  
Division of Social Accountability – U of S College of Medicine  
March 2021

How to Investigate: The Fundamentals of Effective-Fact Finding  
Workplace Institute  
November 2020

Canadian Association of Schools of Nursing  
Annual Council Meeting and Undergraduate Forum  
November 2020

Violence Threat Risk Assessment Level One  
North American Center for Threat Assessment and Trauma Response  
January 2020

URLeading Program  
University of Regina  
September 2019 – December 2020

Canadian Association of Schools of Nursing  
Annual Council Meeting and Undergraduate Forum  
November 2019

NCLEX Program Reports Professional Development Seminars  
101: An Introduction to the NCLEX Program Reports  
201: Analyzing & Interpreting Your NCLEX Program Reports  
301: Using the NCLEX Test Plan and Content Dimensions to Understand the Challenges and Opportunities Identified by the NCLEX Program Reports  
401: Successful Program Evaluation Using the NCLEX Program Reports

Mountain Measurement  
October 2019

2019 Canadian NCLEX Conference  
National Council of State Boards of Nursing  
April 2019

Key Health Inequalities in Canada – Presentation  
University of Regina Library  
February 2019

Academic Indigenization Forum  
University of Regina – Office of Indigenization  
January 2019

Respect in the Workplace – Online Module  
University of Regina/Respect Group  
January 2019

Reconciliation through Indigenous Education – Massive Open Online Education Course  
University of British Columbia  
October 23 – December 4, 2018

Legalization of Cannabis – Webinar  
Saskatchewan Registered Nurses Association  
October 2018

**Interpreting Canada's** Medical Assistance in Dying Legislation – Webinar  
Institute on Research on Public Policy  
September 2018

Best Practices in Leadership – Webinar  
Saskatchewan Registered Nurses Association  
August 2018

Social Media and Technology – Webinar  
Canadian Nurses Association  
July 2018

Canadian Doctoral Nursing Network Conference – Day One and Day Three  
University of Regina  
June 2018

Public Health Leadership to Advance Health Equity: A Scoping Review – Webinar  
Canadian Nurses Association/Community Health Nurses of Canada  
May 2018



Test Development and Item Writing Course  
National Council of State Boards of Nursing  
April 25 – June 5 2018

**Optimizing Teamwork Using Conflict Resolution Strategies” - Webinar**

Canadian Nurses Association  
April 2018

Exam Invigilation Workshop  
University of Regina  
November 2017

Nursing Dialogue with Instructional Designer Sessions: Faculty & ID Share and Solve Wicked Problems; Faculty & ID Share Pedagogical Research Related to Online/Blended Learning; Faculty & ID Share Lessons Learned, Best Practices, Innovations  
University of Regina – Faculty of Nursing  
May 2017

Being Less Wrong: Towards More Rational Decision Making – Telehealth Session  
Department of Pediatrics Grand Rounds – Saskatoon Health Region  
May 2017

Nurse Educator Certification Program – Module 3 - Teaching-Learning Strategies  
Canadian Association of Schools of Nursing  
May - June 2017

Nurse Educator Certification Program – Module 2 – Curriculum and Design  
Canadian Association of Schools of Nursing  
January – March 2017

What You Want and How the Gradebook Can Work for You – Zoom Session  
University of Regina – Faculty of Nursing  
March 2017

Design and Modus Operandi of a Tool Based on a Reflexive Approach (Reflex ISS) to Encourage the Integration of Equity into Public Health Practices – Online Webinar  
National Collaborating Centre for Determinants of Health  
March 2017

Recruitment and Staffing for Hiring Manager – Workshop  
University of Regina  
March 2017

Nurse Educator Certification Program – Module 1 - Teaching-Learning Philosophies and Theories  
Canadian Association of Schools of Nursing  
October – November 2016

Medically Assisted Dying – Online Webinar  
Saskatchewan Registered Nurses Association  
October 2016

Interpreting Lab Results  
Nursing Links  
September 2016

Active Learning Fair  
Saskatchewan Polytechnic  
June 2016

Where is Public Health – Online Webinar  
Saskatchewan Public Health Association  
June 2016

Doctoral Nursing Conference  
University of Regina  
June 2016

Pathways to Health Equity Conference  
Manitoba Centre for Health Policy – University of Manitoba  
May 30-June 1 2016

The NCLEX in Canada: Help Your Students Prepare and Practice  
Wolters Kluwer Webinar  
December 2015

Exam Invigilation - Online Webinar  
University of Regina – Centre for Teaching and Learning  
November 2015

Pharmacology Update for Nurses  
Nursing Links  
September 2015

Summer Teaching Institute – Indigenizing Teaching  
University of Regina – Centre for Teaching and Learning  
September 2015

Canadian Doctoral Nursing Network Conference – Day Two  
University of Regina  
June 2015

Grant Writing  
NURIP – Faculty of Nursing  
June 2015

Online Teaching Workshop  
Instructional Design Team – Faculty of Nursing, University of Regina  
April 2015

Nurse Educator Symposium  
Saskatchewan Polytechnic  
April 2015

Collaborative Care  
Canadian Nurses Protective Society – Webinar  
March 2015

Assessment Skills Workshop  
Nursing Links  
March 2015

New Technology and Social Media  
Canadian Nurses Protective Society – Webinar  
February 2015

Teaching Dossier Preparation  
Centre for Teaching and Learning, University of Regina  
November 2014

How to Use Prezi for Dynamic Presentations  
Centre for Teaching and Learning, University of Regina  
November 2014

Peer Review Seminar  
Human Resources, University of Regina  
November 2014

UR Courses Level 1  
Technology Learning Centre, University of Regina  
September 2014

UR Courses Level 2  
Technology Learning Centre, University of Regina  
September 2014

Basic Life Support for Health Care Providers  
2014

Certified Child Restraint Technician  
Training 2004 – maintained to date

### Academic Appointments:

University of Regina – Instructor III (Tenure Track)  
Appointed July 1, 2014

### Administrative Appointments:

Associate Dean (Undergraduate)  
April 1, 2020 - present

Associate Dean (Faculty Affairs)  
July 1, 2019 – March 31, 2020

Acting Practice Support Coordinator  
November 2018 – June 2019

Curriculum Liaison – U of R Regina Site  
2017 – 2019

Faculty Representative to Faculty of Kinesiology and Health Studies  
2017 – Present

SCBScN Program Council – Voting Member  
2015 – 2019

SCBScN Program Liaison – Swift Current Site  
January 1, 2015 – 2019

### Professional Experience:

University of Regina - Instructor III (Tenure Track)  
Faculty of Nursing  
July 1, 2014 – present

Five Hills Health Region - Public Health Nurse  
Gravelbourg District Office  
September 1989 – July 2014

University of Saskatchewan - Sessional Instructor  
College of Nursing - Regina Site  
Winter Session 2011, 2012, 2013

### Teaching History:

CNUR 300 – Family Health  
Fall 2018, Fall 2019, Fall 2020  
Online Theory Instructor

CNUR 301 – Leadership and Influencing Change  
Winter 2018  
Online Theory Instructor

CNUR 402 – Health Promotion with Senior Adults and Rural and Remote Populations  
Fall 2017  
Online Theory Instructor

CNUR 201 – Counseling and Therapeutic Use of Groups  
Fall 2016  
Seminar Instructor

CNUR 102 - Foundations of Care I: A Developing Professional  
Fall 2014, Fall 2015, Fall 2018  
Lab Instructor

CNUR 202 – Pharmacology  
Fall 2014, Spring 2015  
Lab Instructor

CNUR 203 – Alterations in Health and Advanced Assessment I  
Fall 2014, Fall 2015, Fall 2016  
Lab Instructor

CNUR 106 – Health and Education Across the Lifespan  
Winter 2015, Winter 2016, Winter 2017, Winter 2018  
Classroom Theory and Lab Instructor

CNUR 107 – Introduction to Health Assessment  
Winter 2015, Winter 2016, Winter 2017  
Lab Instructor  
Theory Instructor to fill Maternity Leave (4 weeks) - 2015

NEPS 325 – Nursing in Communities  
Winter 2011, Winter 2012, Winter 2013  
Classroom Theory Instructor

### Guest Lectures:

CNUR 102 - Foundations of Care I: A Developing Professional  
Primary Health Care  
November 2015, November 2016, November 2017, November 2018  
Population Health/Determinants of Health  
November 2014, November 2015, November 2016, November 2017, November 2018

Practical Nursing Program – Swift Current  
The Preschool Family – Growth and Development, Support of Developmental Delays, Support of  
the Parent, Immunization, and Family Planning  
October 2015, November 2016, December 2017, November 2018

CNUR 202 – Pharmacology  
Anti-Hypertensives and Diuretics  
June 2015

### Committees and Projects:

Canadian Association of Schools of Nursing – Undergraduate National Nursing Education  
Framework Working Group  
Member  
November 2021-present

Distance and Distributed Learning Committee  
Member  
July 2020 - present

SCBScN Program Council  
Co-chair  
April 2020 – present

Faculty of Nursing Undergraduate Student Appeals Committee  
April 2020 – present Ex Officio Member  
July 2016 – June 2017 Alternate Member  
July 2018 – June 2019 Alternate Member

Council Committee on Undergraduate Admissions and Studies  
Member  
April 2020 – present

Big Hearts Family Giving Campaign – University of Regina  
Ambassador  
March – May 2020

Operations Practice Team – Saskatchewan Bachelor of Science in Nursing  
Member  
July 2019 - present

Program Administrative Team – Saskatchewan Bachelor of Science in Nursing  
Member  
July 2019 – present

Student Services Team – Faculty of Nursing  
Member  
July 2019 - present

Associate Deans (Academic) Group – University of Regina  
Group Member  
July 2019 – present

Undergraduate Scholarship Committee – University of Regina  
Committee Member  
July 2019 – June 2020

Executive of Council Member  
University of Regina  
July 2019 – June 2021

Curriculum Committee – Saskatchewan Collaborative Bachelor of Science in Nursing Program  
Committee Member  
July 2017 – June 2019

Evaluation Committee – Saskatchewan Collaborative Bachelor of Science in Nursing Program  
Committee Member  
July 2017 – June 2019

Interprofessional Education Working Group  
2017 – June 2018

Undergraduate Scholarship Committee – Faculty of Nursing  
July 2019 – present Chair  
July 2017 – June 2019 Committee Member

Clinical Nursing Practica Coach Working Group – Faculty of Nursing  
July 2016 – June 2019

Practice Education Advisement Team – Saskatchewan Collaborative Bachelor of Science in Nursing Program  
Team Member  
July 2016 – June 2019

Student Services Group - Saskatchewan Collaborative Bachelor of Science in Nursing Program  
Committee Member  
2016 - present

Clinical Teaching Workshop - Saskatchewan Collaborative Bachelor of Science in Nursing Program  
Committee Member/Presenter  
2016, 2017

Faculty of Nursing – Peer Review Committee  
2015 - 2017

Nursing Undergraduate Research Internship Project (NURIP) – Faculty of Nursing,  
University of Regina  
Student Partnership Project – “Utilizing Effective Teaching Strategies in Nursing Education Lab Settings:  
An Action Research Project”  
2015

Western and Northern Region Canadian Schools of Nursing Conference 2016 - Conference  
Program/Media/PR Committee  
Committee Member  
2015 – 2016

Immunization Project Working Group – Five Hills Health Region  
Committee Member  
2012 - 2014

School Aged Consent Working Group – Saskatchewan Ministry of Health  
Committee Member  
2008 – 2010

Saskatchewan Immunizations Management System Working Group – Five Hills Health Region  
Co-Chair  
2006 – 2011

Strengthening Chronic Disease Prevention and Management Regional Pilot Project – Five Hills  
Health Regions and Canadian Public Health Association  
Project Lead  
2007

Saskatchewan Immunization Management System Point of Service Pilot Project – Saskatchewan  
Ministry of Health  
Five Hills Health Region Project Co-Chair  
2006

Child Health Clinic Committee – Five Hills Health Region  
Committee Member  
2006 – 2011

**“Public Health/Population Health Services in Saskatchewan” Document Development Committee –**  
Saskatchewan Ministry of Health  
Communicable Disease Committee Member  
2000 - 2001

### Presentations:

CBC Radio  
Interview – “Managing the Heat in Summer”  
August 3, 2020

Community Care for Seniors Conference – Regina  
Self-Care: Filling Your Cup  
April 13, 2019

### **University of Regina Library Lunch ‘n Learn**

Rethink Your Drink  
March 28, 2018

Strengthening Chronic Disease Prevention in the NWT Stakeholder Engagement Workshop  
Presenter – “The Tool in Practice”  
2012

Immunization and Public Health Nursing Conference  
Panel Speaker – “The Role of the Public Health Nurse and How to Balance it All”  
2008

### Research:

Couros, A., Johnston, E., Lehmann, K., Mckenzie, J., Nelson, D., Press, M., & van der Ven, G. (2018-2019). Investigating the perceptions and use of open educational resources: A survey of faculty at the University of Regina in Saskatchewan.

Couros, A., Johnston, E., Lehmann, K., Mckenzie, J., Nelson, D., Press, M., & van der Ven, G. (2018-2019). Investigating the perceptions, use, and impact of open educational resources: A survey of students at the University of Regina in Saskatchewan.



Service:

Saskatchewan Public Health Association  
Board Member  
Secretary  
2015 - 2019

Gravelbourg and District Early Childhood Coalition  
Committee Member  
2009 – June 2018  
Kids in Safe Seats Chairperson  
2013 – 2017  
Book for Busy Minds Literacy Project Lead  
2014  
Tots in Motion Project Lead  
2013

Gravelbourg Preventing Alcohol and Risk Related Trauma in Youth (P.A.R.T.Y.) Committee  
Chairperson  
2010 – June 2018

Gravelbourg Bon Ami Inc.  
Board Member  
1992-1998  
2014 – 2017  
Chairperson  
1996 - 1998  
Vice Chairperson  
2015 – 2017

Gravelbourg and District Bilingual Music Festival Committee  
Committee Member  
2007 – 2014  
Secretary  
2011 – 2014

Gravelbourg Swim Club Inc.  
Team Manager/President  
2013-2014

Gravelbourg Pathfinders/GirlGuides/Brownies/Sparks  
Leader  
1999 – 2009

## CURRICULUM VITAE

**Dr. Florence Loyce Luhanga**  
**Associate Professor**  
**Faculty of Nursing, University of Regina**  
**3737 Wascana Parkway**  
**Regina, Saskatchewan S4S 0A2**  
**306-337-8480**  
[florence.luhanga@uregina.ca](mailto:florence.luhanga@uregina.ca)

### EDUCATION

**2006: Doctor of Philosophy** (Nursing)

Faculty of Nursing, University of Alberta, Alberta, Canada

**Thesis Title:** *The challenges for preceptors in dealing with nursing students engaging in unsafe practice.*

**1996: Master of Education** (Research and Evaluation)

Faculty of Education, University of Botswana, Gaborone, Botswana, Africa

**Thesis Title:** *Nursing Students' Perceptions of the Clinical Experience.*

**1990: Bachelor of Education** (Nursing Education)

Faculty of Nursing, University of Botswana, Gaborone, Botswana, Africa.

**Title:** *Knowledge, Attitudes and Practices of University of Botswana Students towards HIV/AIDS*

### Non Degree Courses

1978: Certificate in Midwifery, Kamuzu College of Nursing, University of Malawi

1974: Certificate in Registered Nursing, Kamuzu College of Nursing, University of Malawi,

### HONORS AND AWARDS

2017: Women's International Day Award and Recognition by the University of Regina Women's Action Group, a student organization that was formed to acknowledge the accomplishment and achievement of faculty members at the university. Was nominated by the U of R students as someone that has inspired them. The RIC Atrium. March 8, 2017.

- 2016: Merit Award. Faculty of Nursing, University of Regina, Regina, Saskatchewan, Canada, July 2016
- 2002-2005: Graduate Internship, Faculty of Nursing, University of Alberta, 2002-20005
- 2003: The MacKinnon Bursary for International Students, Student Award Office, University of Alberta, 2003
- 2007: Long Service Award, College and Association of Registered Nurses of Alberta
- 1978: Academic Award, Outstanding Theoretical Performance in Midwifery, Kamuzu College of Nursing, University of Malawi.

### **LICENSURE**

- 2011 to date: Registered Nurse, Saskatchewan Registered Nurses Association (SRNA)
- 2007-2011: Registered Nurse, College of Nurses of Ontario (CNO).
- 2007- date: Associate member, College & Association of Registered Nurses of Alberta (CARNA)
- 2006: Registered Nurse, College & Association of Registered Nurses of Alberta (CARNA)
- 2003-2005: Registered Nurse, Nursing and Midwifery Council, United Kingdom
- 1987-2002: Registered Nurse and Midwife, Nursing and Midwifery Council of Botswana
- 1978-1986: Registered Nurse and Midwife, Malawi Nurses and Midwife Council
- 1974- 1986: Registered Nurse, Malawi Nurses and Midwife Council

### **ADMINISTRATIVE POSITION WITH RESPONSIBILITY STIPED**

- Oct 2021 to date: Interim Associate Dean Graduate Studies and Research, Faculty of Nursing, University of Regina

### **ACADEMIC APPOINTMENTS**

- July 2017 to date: Associate Professor, Tenured Position, Faculty of Nursing, University of Regina

July 2016 to June 2017: Assistant Professor, Tenured Position, Faculty of Nursing, University of Regina

July 2011 to June 2016: Assistant Professor, Tenure Track Position Faculty of Nursing, University of Regina

August 2006-June 2011: Assistant Professor, Tenure Track Position, School of Nursing, Laurentian University, ON

2004: Graduate Teaching Assistant, Faculty of Nursing, University of Alberta

2003-2004: Sessional Instructor, Faculty of Nursing, University of Alberta

1990-2002: Lecturer, Registered Nursing Program, Institute of Health Science, Botswana,

#### **ACCREDITATIONS AND ASSOCIATE APPOINTMENTS**

July 2017 to date: Associate Professor, Faculty of Graduate Studies, University of Regina

2011 to June 2017: Assistant Professor, Faculty of Graduate Studies, University of Regina.

2011-2016: Adjunct Professor, Faculty of Graduate Studies and Research, Laurentian University, Sudbury, ON.

2007-2011: Assistant Professor, Faculty of Graduate Studies, Laurentian University, Sudbury, ON

#### **ASSOCIATE APPONTMENTS**

2011 to date: Research Associate, Regina Qu'Appelle Health Region

2011 to date: Professional affiliate appointment with Saskatchewan Polytechnic

#### **SABBATICAL LEAVE**

July 2020 to December 2020

#### **PROFESSIONAL EXPERIENCE:**

1984-1986: Registered Nurse/Midwife (Unit Manager), MCH Out-patient unit (Antenatal clinic and Under 5s clinic), Zomba General Hospital, Malawi

1982-1983: Registered Nurse/Midwife in Maternity ward (Antepartum, Labour & Delivery, Postpartum and Neonatal units), Zomba General Hospital, Malawi

- 1978: Registered Nurse/Midwife in Male Medical and Pediatric unit, Zomba General Hospital, Malawi
- 1974-1977: Registered Nurse, Medical, Surgical, Gynaecological units, Zomba General Hospital, Malawi

#### **ATTENDANCE AT TEACHING IMPROVEMENT & PROFESSIONAL ACTIVITIES**

- 2022 Topic: Wise practices for fostering safety, equity & inclusion throughout our learning community. (Virtual). Saskatchewan Polytechnic. May 13, 9:00 – 12 Noon.
- 2021 Topic: Unconscious Bias workshop for members of Selections committees (virtual). University of Regina. March 25, 9:00-11:00 am
- 2020 Topic: OER Roundtable Discussion (virtual). University of Regina. November 18, 2020, 1pm – 2.15 pm.
- 2020: Topic: Introduction to zoom part 1 – (online). Tuesday, November 17, 2020, 10:15am - 11:15am. <https://uregina-ca.zoom.us/my/ur.flexible>
- 2020: Webinar. Adapting the Teaching of Nursing Students During Lockdown with Flipped Classrooms and Blended Learning Techniques. Webinar by Ricci Wesselink. Waikato Institute of Technology (WINTEC). Sponsored by ADInstruments, Inc. November 5, 2020
- 2020: Topic. “The root causes of systemic racism and how they support organizational inequities in higher education — privileging some and not others.” Equity, Diversity, and Inclusion (EDI) Virtual Town Hall Meeting by Dr. Jerome Cranston. University of Regina. July 23, 2020, 1:30 pm.
- 2020: Topic: “Navigating race and the intersections of race and gender.” EDI virtual Town Hall Meeting. Panelists: Pauline Streete (EDI officer for Research) Dr. Funke Oba & Dr. Raven Sinclair (Faculty of Social Work). University of Regina. June 25, 2020, 1:30
- 2020: Topic: Anti-Blackness, Racial Equity, and Higher Education: A Call for Change. Live webcast with Cornell University’s Advisors on Diversity and Equity. June 24, 2020, 1:30 pm.
- 2019: Western North-Western Region Canadian School of Nursing (WNRCSN) Annual Conference: Rejuvenating Nursing Education through Relational Practice. Edmonton, Alberta. February 20-22.

- 2019: Building research relationships with Indigenous communities. Presented by the Indigenous Research & Engagement Expertise Platform of the Saskatchewan Centre for Patient -Oriented Research. IPHRC & SCPOR. June 24, 2019
- 2018 Faculty of Nursing Retreat, University of Regina, Regina, SK, March 23, 2018.
- 2017 Faculty of Nursing Employee Engagement Survey Retreat, University of Regina, Regina, SK, January 13, 2017
- 2016 Removing Threats to Success for African-American Nursing Students. Webinar by Dr. Barbara White, Assistant Professor of Nursing, Indiana University. December 7, 2016.
- 2016 Faculty of Nursing Research Retreat, University of Regina, Regina, SK, November 25, 2016
- 2016 Workplace Assessment Violence Education (WAVE), an online course. September 10, 2016 (Certificate of completion attached)
- 2016: NCLEX Regional Workshop for Educators, University of Regina/Saskatchewan Polytechnic. Regina, April 8, 2016
- 2015: Saskatchewan Interprofessional Preceptor Conference. Regina, SK., September 24, 2015
- 2015: The 2015 Summer Teaching Institute. Centre for Teaching and Learning, University of Regina. September 4, 2015
- 2015: 9<sup>th</sup> Annual Partners in Education and Integration of IENs Conference. April 30 to May 1, 2015. Regina, SK.
- 2015: The 2015 President's Teaching and Learning Scholars Showcase, University of Regina, March 24, 2015
- 2015: Introduction to NVivo, Centre for Teaching and Learning, University of Regina, March 20, 2015
- 2014: New Faculty Training, Centre for Teaching and Learning, University of Regina, August 19, 2014

- 2014: 6<sup>th</sup> Annual Dr. Olive Yonge Teaching and Learning Scholarship Day, University of Alberta, Edmonton, March 21, 2014
- 2013: 5<sup>th</sup> Annual Dr. Olive Yonge Teaching and Learning Scholarship Day, University of Alberta, Edmonton, March 21, 2013
- 2013: Paving the way for preceptors...Where do we go from here? A forum organized by the Saskatchewan Academic Health Sciences Network, Saskatoon, SK, May 29, 2013.
- 2012: Instructional design team meeting for course development –Faculty of Nursing, University of Regina September, 2012 and ongoing
- 2011: Transfer, Lifting and Repositioning (TLR) Training, SIAST Parkway, Regina December 13-14, 2011
- 2011: Camtasia Video podcast training – Rob Keys, Instructional designer Faculty of Nursing, University of Regina, September, 2011
- 2011: Health Sciences Placement Network (HSPnet) On-line Training, Regina, August 23, 2011
- 2011: ED 890 course for nursing faculty – UCTL, University of Regina, August 15, 2011
- 2011: Presentation on Indigenous pedagogies and cultural issues to be aware in the classroom by Dr. Carrie Bourassa, UCTL, University of Regina, October 20, 2011

## **TEACHING AND RELATED ACTIVITIES**

### **TEACHING HISTORY**

#### **University of Regina, Faculty of Nursing: July 2011 to Present:**

Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) Program

**Year**                      **Courses Taught**

Fall 2011:              CNUR 100 - Practice education: Community partnerships, Course professor

CNUR 102 - Foundations of care I: A developing professional, Course Professor

- Winter 2012: CNUR 103- Foundation of care II: A developing professional, Course professor, & Course leader
- Fall 2012: CNUR 100- Practice education: Community partnerships, Course professor & Course leader
- Winter 2013: CNUR 103- Foundation of care II: A developing professional, Course professor, & Course leader
- Fall 2013: CNUR 100- Practice education: Community partnerships, Course professor & Course leader
- Fall 2013: CNUR 201- Counselling and therapeutic use of groups, Course professor
- Winter 2014: CNUR 106- Health and education across the life span, Course professor & Course leader
- Spring 2014: CNUR 303-Theory and practice education: Newborn and family partnerships, Course professor & Course leader
- Fall 2014: CNUR 100- Practice education: Community partnerships, Course professor & Course leader
- Fall 2014: CNUR 201- Counselling and therapeutic use of groups, Course professor
- Winter 2015: CNUR 106- Health & education across the life span, Course professor & Course leader
- Fall 2015: CNUR 201- Counselling and therapeutic use of groups, Course professor
- Spring 2016: CNUR 303 - Theory and practice education: Newborn and family partnerships, Course professor & Course leader
- Spring 2016: CNUR 210AA: (Selected Topics in Nursing) – International Nursing Study Tour (Malawi), Course professor & Course leader
- Fall 2016: CNUR 100- Practice education: Community partnerships, course professor



Fall 2016: CNUR 201- Counselling and therapeutic use of groups, Course professor (two sections of seminar groups)

Winter 2016: CNUR 404- Transition to practice

Fall 2017: CNUR 100- Practice education: Community partnerships, course professor

Fall 2017: CNUR 201- Counselling and therapeutic use of groups, Course professor

Winter 2018: CNUR 403 - Focused practice

Winter 2018: CNUR 404 - Transition to practice

Spring 2018: CNUR 210AA: (Selected Topics in Nursing) – International Nursing Study Tour (Malawi), Course professor & Course leader

Fall 2018: CNUR 100 - Practice education: Community partnerships, course professor

Fall 2018: CNUR 201- Counselling and therapeutic use of groups, Course professor

Spring 2019: CNUR 300 - Family Health, Course professor and Course leader

Spring 2019: CNUR 404 - Transition to practice

Fall 2019: CNUR 100 - Practice education: Community partnerships, Course professor and Course leader

Fall 2019: CNUR 201- Counselling and therapeutic use of groups, Course professor

Winter 2021: CNUR 106 - Health and education across the life span, Course professor & Course leader

Winter 2021 CNUR 207- Integrative Health Care

**Graduate course Taught in Saskatchewan Collaborative Nurses Practitioner Program (CNPP)**

Spring 2016: MNUR 810-Transition to advanced practice Nursing II, Co-teaching

Spring 2017: MNUR 810-Transition to advanced practice Nursing II, Co-teaching

Spring 2018: MNUR 810-Transition to advanced practice Nursing II, Co-teaching

**Special course for visiting graduate students**

Spring 2017: NURS 900 AC - Perspectives in nursing education and practice, Co-teaching

**Laurentian University, School of Nursing (August 2006-June 2011)**

2006-2011: NURS 2006EL Healing I: Episodic health challenges, Course professor

2008-2010: NURS 2144 EL Nursing practice III: Complex health challenges, Course professor

2006-2008: NURS 2007EL Healing II: Complex health challenges, Course professor

2006-2008: NURS 2094EL Nursing practice III, Course professor

2008-2010: NURS 3084EL Nursing practice IV, Course professor

2009-2010: NURS 3094EL Nursing practice V, Faculty advisor

2006-2008: NURS 4084EL Nursing practice VI, Faculty advisor

2009-2010: NURS 4084EL Nursing practice VI, Faculty advisor

2009-2010: NURS 4094EL Nursing practice VII, Faculty advisor

**Graduate Course courses at Laurentian University**

2008-2010: NURS 5126EL Health Care Policy and Nursing Practice in Northern, Rural and Remote Environment, Course professor

2010: NURS 5005EL, Thesis seminar, Course co-coordinator

2007-2010: NURS 5015EL, Thesis, Course co-coordinator, 2007-2010

**University of Alberta, Faculty of Nursing, GTA/Sessional Instructor (2003-2004)**

2003-2004: N390 Nursing in context C, Course instructor

2003-2004: N394 Nursing in context C1, Course instructor

2004: N490 Nursing in context D, Graduate teaching assistant

**Institute of Health Sciences, Gaborone, Botswana (October, 1990-July, 2002)**

- 1990-1999: NS 113 Microbiology, Classroom instructor
- 1999: GN 111 Health assessment, Classroom and Lab instructor
- 1995-2002: GN 112 Foundations of nursing, Classroom and Lab instructor
- 1990-2002: GN 214 Adult health nursing, Classroom instructor
- 1999-2002: Maternal and child health out-patient clinics, Clinical instructor
- 1990-2002: Surgical and Gynaecology units - Clinical instructor
- 2000-2002: GN 311 Primary health care nursing: Clinical attachment/internship, Course facilitator
- 2000-2002: GN 312 Inpatient Nursing Care: Clinical attachment/internship, Course Facilitator

**OTHER TEACHING RELATED ACTIVITIES****University of Regina**

- 2021: Course Leader, CNUR 106: Health and education across the life span
- 2021 Course Leader, CNUR 207: Integrative Health Care
- 2019: Course Leader, CNUR 100: Practice education: Community partnerships
- 2019: Course Co-coordinator, CNUR 300: Family Health 2017: Developer, NURS 900 AC- Perspectives in nursing education and practice
- 2017: Spring 2017: NURS 900 AC - Perspectives in nursing education and practice, Course developer and Facilitator/Coordinator
- 2016: Co-Developer, MNUR 810: Transition to practice
- 2013-2014: Co-Developer CNUR 403: Transition to practice I, Faculty of Nursing, University of Regina

- 2013-2014: Co-Developer, CNUR 404: Transition to practice II, Faculty of Nursing, University of Regina,
- 2012-2014: Course Leader, CNUR 100 Practice education: Community partnerships
- 2011-2012: Course leader, CNUR 103 Foundations of care II: A developing professional, Faculty of Nursing, University of Regina
- 2011-2012: Course leader, CNUR 106 Health and education across the life span, Faculty of Nursing, University of Regina
- 2014: Course leader, CNUR 303 Theory and practice education: Newborn and Family Partnerships, Course Professor. Spring, 2014
- 2013 Course developer and Course leader, CNUR 210AA: Selected topics in nursing)-International nursing study tour (Malawi)

### **Laurentian University**

- 2010-2011: Coordinator, Laurentian University/St. Lawrence Collaborative BScN Program
- 2010: Participant at Joint Laurentian University, The Northeastern Ontario Collaborative Nursing Program (NEOCNP), and St. Lawrence Collaborative Meetings - Curriculum review, strategic planning, and evaluation, May 31-June 2, 2010
- 2007: Co-Developer NURS 2144 Nursing practice III- Complex health challenges (Formally NURS 2007 & NURS 2094), School of Nursing, Laurentian University.
- 2009: Participant at Laurentian University/ St. Lawrence College Collaborative BScN Program, Spring Planning Meetings, May 5-6, 2009
- 2009: Participant at Laurentian University/ Northeastern Ontario Collaborative Nursing Program (NEOCNP) Collaborative BScN Degree Program, Spring meetings, May 28-29, 2009
- 2009: Co-Revised the 4<sup>th</sup> year clinical practice resource manual, School of Nursing Laurentian University

2009-2010: Coordinator: Laurentian University/ NEOCNP/St Lawrence Collaborative Program: Teleconferences and progress meetings, School of Nursing, Laurentian University, September 2009-June 2010

### **University of Alberta**

2006: Developer- Preceptor training resource (PowerPoint presentation), entitled “Meeting the challenges of clinical teaching for safe practice”, based on my PhD thesis “*The challenges for preceptors in dealing with nursing students engaging in unsafe practice*”. It remains in use at the Faculty of Nursing, U of A as part of advanced preceptor workshops.

2004-2006: Co-facilitator preceptor training workshops, Faculty of Nursing, University of Alberta

### **Institute of Health Sciences**

1995: Co-Developer of Registered Nursing Curriculum, Institute of Health Sciences, Gaborone, Botswana.

1993-1995: Co-Developer of NS 113: Microbiology and, Institute of Health Sciences, Gaborone, Botswana

1993-1995: Co-Developer, GN 214: Adult Health Nursing, Institute of Health sciences, Gaborone, Botswana

## **CONTRIBUTIONS TO GRADUATE STUDENT EDUCATION AND TRAINING**

### **Thesis Committee Membership**

2013 to 2018: Bigalky, Jodie. Special Case PhD in Nursing. “A Journey through Pregnancy and Addiction.” University of Regina, Faculty of Nursing. Supervisors, Dr. David Gregory & Dr. Glenn Donnelly. Completed 2018

2018 - To date: Delasi Essien. Special Case PhD in Nursing. “Exploring nursing professionals' responses to the Calls to Action: A case study of Saskatchewan.” University of Regina, Faculty of Nursing. Co-Supervisors, Dr. Liz Domm & Dr. Ann-Marie Urban.

Jan 2019- To date: Obianuju Juliet Bushi. PhD in Education. “Understanding racial identity formation, mental health, and wellbeing of African-Canadian (Black) school

children in Saskatchewan through community based summer program.”  
University of Regina, Faculty of Education. Supervisor, Dr. Fatima Pirbhai-Illich.

April 2020 - To date: Kalu Uwakwe. PhD in Education. “A qualitative study on intergenerational transfer of knowledge of traditional herbal medicine practice among Igbo tribe in a postcolonial Nigeria society. University of Regina (U of R), Faculty of Education. Supervisor, Dr. A. Bockarie. Successfully defended PhD Thesis July, 2022

### **Thesis Defence Chair**

2015: Montejo, Ricardo Arisnabarretta- Master of Education in Curriculum and Instruction “*Nunca compré un café’: Lived Experiences of International ESL Latino Students at the University of Regina.*” University of Regina, Faculty of Education. Wednesday, April 15, 2015. Supervisor, Dr. Andrea Sterzuk

### **Thesis External Examiner**

2022 Agnetha Chinaelo Ndulaka. Masters in Human Resource Development in Education. University of Regina. August 2022. Thesis Supervisor, Dr. Abu Bockarie.

2019: Munyadziwa Jane Dzebu. PhD in Nursing Science. Development of Strategies for Patients’ Self-referral in Tertiary Hospitals of Gauteng Province. University of Pretoria, Faculty of Health Sciences, Pretoria, South Africa. December 2019. Thesis supervisor, Dr. Ramadimetja Shirley Mogale.

2016: Maria Pratt. PhD in Nursing. *Evaluation of Unsatisfactory Student Performance in Professional Nursing Practice: A Hermeneutic Study.* McMaster University, Hamilton, Ontario. June 2016. Thesis supervisor, Dr. Margaret Black.

2012: Irene Anabenu Forcheh. Masters in Arts in Gerontology. *Stressors and Coping Strategies of Older Adults as Caregivers in the Era of HIV/AIDS: A Case of Botswana.* University of Regina. September, 2012. Thesis Supervisor, Dr. Abu Bockarie.

### **Faculty Advisor Role**

April 2015- 2016: Pearson, C. Collaborative Nurse Practitioner Program (CNPP). Faculty of Nursing, University of Regina

### **Thesis Supervision: Laurentian University**

- 2010-2011 Kern, A. MScN. Nursing Students' experience of belonging in clinical placement. School of Nursing, Laurentian University, Completed 2012. Thesis supervisor up to June 2011.
- 2010-2011: Van Gilst, S. MScN-APN. Educational Needs for Primary Health Care Nurse Practitioners: Supporting Sexual Health Needs of Women Transitioning through Menopause. School of Nursing, Laurentian University, Completed 2012. Thesis supervisor up to June 2011 then Adjunct thesis committee member

### **Thesis Committee Member**

Carson, L. MScN. Exploring the nature of clinical safety from the perspective of undergraduate nursing students: A Q-methodology study. School of Nursing, Laurentian University, completed 2010

Johns, M. MScN. Reflective Practice in Nursing Education. School of Nursing, Laurentian University. Completed 2009

DeLongchamp, W. MScN. Processes Influencing Collaboration in the Delivery of Perinatal Health Services in Northern Ontario. School of Nursing, Laurentian University, Completed 2008.

Piekarski, C. MScN. The Experiences of Ten Northern Ontario Older Adults during Relocation to Long-term Care. School of Nursing, Laurentian University, Completed 2008.

### **Supervision of Post Graduate Intern (U of R)**

Adeyemi Ogunade. February 2019 to March 2021

### **Supervision of Graduate Research Assistants (U of R)**

Adeyemi Ogunade (Faculty of Education). October 2017 to March 2018

Juliet Bushi (Faculty of Education). October 2017 to March 2018

Irene Chigbogu (Johnson Shoyama Graduate School of Public Policy). December 2021 to date

Amanda Kamogelo Matebekwane (Faculty of Education). June 2022 – to date

Issah Gyima (Faculty of Education). August 2022 –

### **Supervision of Graduate Teaching Assistants (U of R)**

Irene Chigbogu (Johnson Shoyama Graduate School of Public Policy). January to April 2021

Michael Olujide (Johnson Shoyama Graduate School of Public Policy). January to April 2021

Elizabeth Olaniyi (Johnson Shoyama Graduate School of Public Policy). November to

December 2020

**Supervision of Research Assistants (U of R)**

Amanda Matebekwane. November 16, 2018 to April 18, 2019

Monica Aikman. March 2012-October 2012

**Supervision of Undergraduate Teaching Assistants (U of R)**

Caprice McGonigal (Faculty of Nursing). CNUR 106 Winter 2014

Jelea Tyndall (Faculty of Nursing). CNUR 106 Winter 2014

**UNIVERSITY ADMINISTRATIVE RELATED ACTIVITIES (U of R)**

**July – June 2022:**

Jan 2021- June 2021: Chair, Faculty of Nursing, Selections Committee

July 2020 - June 2022: Member, Faculty of Nursing, Selections Committee

July 2020 - June 2022, Member, Faculty of Nursing, Undergraduate Student Appeals Committee

July 2018 - Jun 2019: Faculty of Nursing Representative, Faculty of Education

Jan 2017- Jun 2017: Chair, Faculty of Nursing, Selections Committee

July 2016 - Jun 2019: Member, University of Regina, Council on Student Appeals (CCSA),

May 2016 - Apr 2017: Member, University of Regina Faculty Association Equity Committee

March 2016 to date: Member, Faculty of Nursing, Indigenization Task Force

2016 Academic Mentor for Dr. Vivian Pupilampu, Associate Professor,  
Appointed by the Dean

Sept 2015 to 2017: Member, Faculty of Nursing, Peer Review Committee

2015 - June 2016: Member, Faculty of Nursing, Student Appeals Committee

May 2015 - 2016: Member, SCBScN program, Grade Inflation working group

May 2015 - 2016: Member, SCBScN program, Critical Reflection Levelling working group

2011-2014: Member, SCBScN program Evaluation Committee



- 2012-2013: Member, University Teaching and Learning Committee
- 2011 to date: Member, Faculty of Nursing Council
- 2012-2013: Faculty of Nursing Representative, University Teaching and Learning Committee.
- 2011-2014: Faculty of Nursing Representative at the University Undergraduate Scholarship
- 2011-2015: Faculty of Nursing Representative, Faculty of Social Work
- 2014 - 2017: Faculty of Nursing Representatives at the Faculty of Graduate Studies Scholarship.
- 2015 - 2018: Member and Rotating Chair, SCBScN Internationalization Committee, Chairs meeting occasionally, presented the Committee report at the last Undergraduate Council meeting

SCBScN Course Leader for CNUR 100, CNUR 103, CNUR 106, & CNUR 303 courses

- 2013-2015: Member, Saskatchewan Preceptor Website Task Group – Involved in the development of the interdisciplinary Saskatchewan Academic Health Sciences Network (SAHSN) preceptor Education and support Website, Oct 2013-2015
- 2014-2016: Member of the SAHSN provincial preceptor workshop planning committee

### Select Projects & Initiatives

- 2012 - 2015: Faculty of Nursing Project Lead and Member of Provincial Midwifery Steering Committee
- 2012 - Oct 2019: Faculty of Nursing (FON) **Lead Person** and Representative of the Dean's office on the FON (U of R) and Kamuzu College of Nursing (KCN), University of Malawi (UNIMA) Partnership. The project contract was suspended by FON due to funding constraints.
- Spring 2016: Lead the first Faculty of Nursing Study Tour to Malawi - 12 SCBScN nursing students and one faculty member, May 23 to June 13, 2016

- 2016-2017: Initiated and in collaboration with UR International facilitated the recruitment of two students from Malawi (Lucy Chimera and Monalisa Tembo), who were accepted into the U of R's exchange program as a Queen Elizabeth II Scholar, for the Spring/Summer 2017 Semester, as a Visiting Graduate Students. Once Lucy and Monalisa arrived at U of R, I coordinated and facilitated their course activities (NURS 900 AC).
- Spring 2017: Developed and coordinated the itinerary/program for the two graduate courses (NURS 900 AC- and the JSGS 851-001) for the Visiting Graduate Students from Kamuzu College of Nursing, University of Malawi
- November 2017: Initiated and worked with the Dean's office to facilitate the process of inviting Melanie Bennett-Stonebanks and Dr. Christopher Stonebanks, professors from Bishops University, Quebec to the Faculty of Nursing. The Stonebanks presented to nursing students and faculty about the "Transformative Praxis: Malawi project.
- Dec 2017- May 2018: Coordinated with UR International, FON and Dr. Stonebanks in the initiation and signing of the Memorandum of Understanding between Bishop's University Transformative Praxis: Malawi, Saskatchewan Polytechnic and University of Regina. Signed on May 30, 2018. The contract was suspended in October, 2019 by FON due to funding constraints.
- December 2017: Prepared a PowerPoint presentation (PPT) with information about the second Malawi Nursing Study Tour, scheduled for Jun to July, 2018. The PPT has been posted at the SCBScN Student Cohort Portal on December 10, 2017 as recruitment of students for the study tour
- Spring 2018: Lead a group of 6 SCBScN nursing students and one faculty member from SaskPoly on a Malawi Study Tour from June 4 to July 4, 2018. Four students were registered in CNUR 401 – Theory & Practice Education: Population Health and Community Partnerships) and two students in CNUR 210 AA (Selected Topics in Nursing - International Nursing Study Tour (Malawi)
- March 2018- Todate: Contact person between YOUR TIME women's empowerment foundation (Saskatchewan, Canada) and YOUR Time Women's Empowerment Foundation (Malawi). YOUR TIME Women's Empowerment Foundation, a Saskatchewan non-profit organization was founded in 2016. Its mission is "to provide girls and women with the support and sustainable resources to manage menstrual hygiene" (<https://www.yourtimefoundation.com/>)

- March 2018: Arranged Zoom meetings with Lucy Chimera, Monalisa Tembo (the two FON visiting Malawi graduate students) and the "Your time" Project Team in Regina.
- June 2018: Sandy Beug (a Regina Dentist, one of the founding member of YOUR TIME) flew to Malawi with 132 diva cups. I arranged a meeting for her to meet with Lucy where she handed over the diva cups to distribute to women in Malawi.
- November 2018: Special Event I was invited and attended the Dean Renwick Design Gala and Fundraiser which was organized in support of Your Time Women's Empowerment Foundation. Conexus Arts Centre, Regina. November 23, 2018.

### **University Governance & Administrative Duties (Laurentian University, 2006-2011)**

- 2010 Member, Student Grade Appeal committee
- 2008 Member, Director Selection committee, School of Nursing, LU
- 2007- June, 2011: Member, Graduate Faculty committee
- 2006 - June 2011: Member, Full Faculty committee
- 2006 - June, 2011: Member, English Program Committee
- 2006 - June, 2011: Member, Academic Council Meeting
- 2006 - June, 2011: Member, Clinical Advisory Committee
- 2006 - June, 2011: Member, Scholarship committee

### **SCHOLARLY PUBLICATIONS**

#### **Books and Chapters in Books**

Chipeta, D.P., & **Luhanga, F.L.** (2000). *Curriculum and Instruction: HIV/AIDS and Health in Teacher Program*. Mzuzu: Olive Publishing House, Malawi

**Luhanga, F.L.**, in Chipeta, D.P., Mazile, D., & Shumba, A. (2000). *Curriculum Development: Contemporary Issues and Instructional Materials Development Techniques*. Gaborone: Tassalls Publishing and Books, Botswana

#### **Manuscript in Submission**

Puplampu, V.A., Luhanga, F.L., & Baffour-Awuah, A. (2022). *The experience of Black Faculty members in academia*. Manuscript submitted to Journal of Race Ethnicity and Education

#### **Work in Progress**

**Luhanga, F.L.**, Maposa, S., Puplambu, V. A., & Abudu, E. (Unpublished). *Recruitment and retention of Black students in nursing programs in Saskatchewan*. Manuscript to be submitted to the International Journal of Nursing Education Scholarship

#### Articles in Peer-Reviewed (Refereed) Journals

Matthews, E.J., Clune, C., **Luhanga, F.**, & Loewen, R. (2021). The impact of cultural immersion international learning experiences on cultural competence of nursing students: A critical integrative review. *Journal of Professional Nursing*, 37(5), 875-884.

<https://doi.org/10.1016/j.profnurs.2021.07.002>

Ogunade, A., **Luhanga, F.**, Messer-Lepage, J., & Rashed Al-Mamun, R. (2021). “Public perception of the cost of emergency medical services in Saskatchewan.” *Australasian Journal of Paramedicine*. 18, 1-7. <https://doi.org/10.33151/ajp.18.889>

**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>

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>

**Luhanga, F. L.**, Puplambu, V.A., Arvidson, S., & Ogunade, A. (2020). Nursing students’ experience of bullying in clinical practice. *Journal of Nursing Education and Practice*, 10(3), 89-97. DOI: <https://doi.org/10.5430/jnep.v10n3p89>

Yonge, O., Jackman, D., **Luhanga, F.**, Myrick, F., Oosterbroek, T., & Foley, V. (2019, April). 'We have to drive everywhere': Rural nurses and their precepted students. *Rural Remote Health*, 19 (5347), 1-11. <https://doi.org/10.22605/RRH5347>

Carleton, R. N., Korol, S., Wagner, J., Horswill, S. C., Mantesso, J., Neary, J. P., **Luhanga, F.**, McCarron, M., Hozempa, K., Harenberg, S., & Lyster, K. (2019). A prospective assessment of PTSD symptoms using analogue trauma training with nursing students. *Canadian Journal of Behavioural Science*, 15(3), 181-191.

<https://doi.org/10.1037/cbs0000127>

Yonge, O., **Luhanga, F.L.**, Foley, V.C., Jackman, D., & Myrick F., & Oostenbroek, T. (2018). Challenges and opportunities in rural nursing preceptorship: What multimedia participant action reveals. *Quality Advancement in Nursing Education*, 4(1). Article 7. DOI:

<https://doi.org/10.17483/2368-6669.1130>

- Luhanga, F.** (2018). The traditional-faculty supervised teaching model: Nursing faculty and clinical instructors' perspectives. *Journal of Nursing Education and Practice*, 8(6), 1-14. DOI:10.5430/xyz.v1n1p1 [URL:https://doi.org/10.5430/xyz.v1n1p1](https://doi.org/10.5430/xyz.v1n1p1)
- Luhanga, F.** (2018). Learning in the traditional-faculty supervised teaching Model: PART 1-The nursing students' perspective. *Journal of Nursing Education and Practice*, 8(3), 89-102. DOI:10.5430/jnep.v8n3p89. [URL:https://doi.org/10.5430/jnep.v8n3p89](https://doi.org/10.5430/jnep.v8n3p89)
- Salm, T., Johner, R., & **Luhanga, F.L.** (2016). Determining Student Competency in Field Placements: An Emerging Theoretical Model. *The Canadian Journal for the Scholarship of Teaching and Learning*, 7(1), Article 5, p.1-16. [http://ir.lib.uwo.ca/cjsotl\\_rcacea/vol7/iss1/5/](http://ir.lib.uwo.ca/cjsotl_rcacea/vol7/iss1/5/)
- Danyluk,P.J., **Luhanga, F.**, Gwekwerere, Y.N., MacEwan,L., & Larocque, S. (2015). Failure to Fail in a Final Pre-service Teaching Practica. *The Canadian Journal for the Scholarship of Teaching and Learning*, 6(3). Article 5, p. 1-14. DOI: <http://dx.doi.org/10.5206/cjsotl-rcacea.2015.3.5>
- Luhanga, F.**, Koren, I, Yonge, O., & Myrick, F. (2014). The role of faculty advisors in preceptorship: from a faculty advisor point of view. *Journal of Nursing Education and Practice*, 5(1), 85-94. DOI: 10.5430/jnep.v5n1p85
- Luhanga, F.**, Koren, I, Yonge, O., & Myrick, F. (2014). Strategies for managing unsafe precepted nursing students: A nursing faculty perspective. *Journal of Nursing Education and Practice*, 4(5), 116-125. DOI: 10.5430/jnep.v4n5p116
- Luhanga, F.L.**, Larocque, S., MacEwan, L., Gwekwerere, Y.N., & Danyluk, P. (2014). Exploring the issue of failure to fail in professional programs: A multidisciplinary study. *Journal of University Teaching and Learning Practice*, 11(2), Article 3, p. 1-24. <http://ro.uow.edu.au/jutlp/vol11/iss2/3>
- Larocque, S., & **Luhanga, F.L.** (2013). Exploring the Issue of Failure to Fail in a Nursing Program. *International Journal of Nursing Education Scholarship*, 10(1), 1-8 doi: 10.1515/ijnes-2012-0037
- Yonge, O., Myrick, F., Ferguson, L., & **Luhanga, F.** (2012). Preceptorship and Mentorship," *Nursing Research and Practice*, 2012, Article ID 790182, Editorial, p 1- 2, 2012. doi:10.1155/2012/790182.

- Myrick, F., **Luhanga, F.**, Billay, D., Foley, V., & Yonge, O. (2012). Putting evidence into preceptor preparation. *Nursing Research Practice*, 2012, Article ID 948593, p.1-, 2012. doi:10.1155/2012/948593
- Earle-Foley, V., Myrick, F., **Luhanga, F.** & Yonge, O. (2012). Preceptorship: Using an Ethical Lens to Reflect on the Unsafe Student. *Journal of Professional Nursing*, 28(1), 27-33. doi: 10.1016/j.profnurs.2011.06.005
- Killam, L., **Luhanga, F.**, & Bakker, D. (2011). Characteristics of unsafe undergraduate nursing students in clinical practice: An integrated review. *Journal of Nursing Education*, 50(8), 437- 446. doi: 10.3928/01484834-20110517-05
- Myrick, F., Yonge, O., Billay, D., & **Luhanga, F.** (2011). Preceptorship: Shaping the art of nursing through practical wisdom. *Journal of Nursing Education*, 50(3), 134-139. doi: 10.3928/01484834-20101230-09
- Luhanga, F.**, Dickieson, P., & Mossey, S. (2010). Preceptor Preparation: An Investment in the Future Generation of Nurses. *International Journal of Nursing Education Scholarship*, 7(1), Article 38. doi: 10.2202/1548-923X.1940
- Killam, L., Montgomery, P., **Luhanga, F.**, Carter, L., Adamic, P. (2010). Views on unsafe nursing students in clinical learning. *International Journal of Nursing Education Scholarship*, 7(1), Article 36. doi: 10.2202/1548-923X.2026
- Luhanga, F.**, Myrick, F., & Yonge, O. (2010). The preceptorship experience: An examination of ethical and accountability issues. *Journal of Professional Nursing*, 26, 264-271. doi: 10.1016/j.profnurs.2009.12.008
- Luhanga, F.**, Billay, D., Grundy, Q., Myrick, F., & Yonge, O. (2010). The one-to-one relationship: is it a key to an effective preceptorship experience? A review of literature. *International Journal of nursing education Scholarship*, 7(1), Article 21. doi: 10.2202/1548-923X.2012
- Luhanga, F.**, Yonge, O., & Myrick, F. (2008). Hallmarks of unsafe practice: What preceptors know. *Journal for Nurses in Staff Development*, 24(6), 257-64. doi: 10.1097/01.NND.0000342233.74753.ad.
- Luhanga, F.**, Yonge, O., & Myrick, F. (2008). Strategies for precepting the unsafe student. *Journal for Nurses in Staff Development*, 24(5), 214-9; quiz 220-221. doi: 10.1097/01.NND.0000320693.08888.30

**Luhanga, F.,** Yonge, O., & Myrick, F. (2008). “Failure to assign failing grades”: Issues with grading the unsafe student.” *International Journal of Nursing Education Scholarship*, 5(1), 1-14, Article 8. doi: 10.2202/1548-923X.1366

**Luhanga, F.,** Yonge, O., & Myrick, F. (2008). Precepting an unsafe student: The role of the faculty. *Nurse Education Today*, 28(2), 227-231. DOI: [10.1016/j.nedt.2007.04.001](https://doi.org/10.1016/j.nedt.2007.04.001)

Billay, D., Myrick, F., **Luhanga, F.,** Yonge. (2007). A pragmatic view of intuitive knowledge in nursing. *Nursing Forum*, 42(3), 147-155. DOI: [10.1111/j.1744-6198.2007.00079.x](https://doi.org/10.1111/j.1744-6198.2007.00079.x)

Yonge, O., Billay, D., Myrick, F. & **Luhanga, F.** (2007). Preceptorship and mentorship: Not merely a matter of semantics. *International Journal of Nursing Education Scholarship*, 4(1), Article 19. DOI: [10.2202/1548-923X.1384](https://doi.org/10.2202/1548-923X.1384)

Yonge, O., Lee, H., **Luhanga, F.** (2006). Closing and not just ending a course. *Nurse Educator*, 31(4), 151-152. [www.ncbi.nlm.nih.gov/pubmed/16855482](http://www.ncbi.nlm.nih.gov/pubmed/16855482)

Yonge, O., Myrick, F., Ferguson L., & **Luhanga, F.** (2005). Promoting effective preceptorship experiences. *Journal of Wound, Ostomy, and Continence Nursing*, 32(6), 407-412. [www.ncbi.nlm.nih.gov/pubmed/16301908](http://www.ncbi.nlm.nih.gov/pubmed/16301908)

Taiwo, A. A., **Luhanga, F.,** & Matabiswana, C. (1997). Female - Male Disparities in Enrolment and Achievement in Science in Primary, Secondary and Tertiary Institutes in Botswana. *Scientia Paedagogica Experimentalis*. XXXIV (2), 181-202. <http://cat.inist.fr/?aModele=afficheN&cpsidt=2449640>

### Online Publication

Yonge, O., Myrick, F., Jackman, D., Foley, V., & **Luhanga, F.** (2016, August 16). *Challenges and opportunities*. YouTube video, based on the research project “Challenges and opportunities in rural nursing preceptorship: From digital images to digital narratives.” <https://www.youtube.com/watch?v=MPdZlwYCLBE&feature=youtu.be>

### Evidence-brief

Arries-Kleyenstüber, E.J., Davies, S., **Luhanga, F.,** Chipanshi, M., Cosford, K., & Azogu, I. (2022, April 22). Ethical challenges regarding emerging digital technologies in virtual nursing care and practice. SSHRC Knowledge Synthesis Grants Evidence Briefs. [https://www.sshrc-crsh.gc.ca/society-societe/community-communite/ifca-iac/evidence\\_briefs-donnees\\_probantes/skills\\_work\\_digital\\_economy-](https://www.sshrc-crsh.gc.ca/society-societe/community-communite/ifca-iac/evidence_briefs-donnees_probantes/skills_work_digital_economy-)

[competences travail economie numerique/arries-kleyenstuder davies luhanga chipanshi cosford azogu-eng.aspx](http://www.competences-travail-economie-numerique/arries-kleyenstuder-davies-luhanga-chipanshi-cosford-azogu-eng.aspx)

### Unpublished Work

Novotna, G., Gebhard, A. Hogarth, K. **Luhanga, F.** McNeil, B. & Oba, F., Uwakwe, K., Carter, H., Reid, L. (2020). *Experiences of racialized students in education, nursing and social work in university programs in Saskatchewan*. Unpublished Manuscript.

**Luhanga, F.L.** In Thiessen, K., & Gartner, J. (2014). *Preceptor Manual and Workbook: CNUR 403 Focused Practice CNUR 404 Transition to Practice*. SCBSCN, Saskatchewan Polytechnic and University of Regina

Larocque, S., **Luhanga, F.**, Danyluk, P., & Benzimrq, D. (2012, December). *Failure to Fail: A Workbook for Nursing Preceptors and Faculty advisors*. Laurentian University

**Luhanga, F.L.** (2006). *The challenges for preceptors in dealing with nursing students engaging in unsafe practice*. (Unpublished Doctoral Dissertation). Edmonton, AB, Canada: University of Alberta Available at <http://search.proquest.com/docview/304958148>

**Luhanga, F.L.** (1996). *Nursing Students' Perceptions of the Clinical Experience* (Unpublished Master's Thesis). University of Botswana, Gaborone, Botswana.

### Review of Scholarly Work

March-Dec 2019: Reviewer, Quality Education Quality Advancement in Nursing Education

Dec 2016-Jan 2017: External reviewer, Social Sciences and Humanities Research Council of Canada Insight Grant Application

July 2016 to present: Editorial Board Member. Nursing Research and Practice.  
<https://www.hindawi.com/journals/nrp/editors/>

June 2016: Reviewer, Advances in Nursing

January 2016: External Peer Reviewer, Health Research Board (Ireland) Grant Proposal, entitled, "Unwrapping the layers of complexity of clinical performance assessment of physiotherapy students and identifying key stake holders' preferences towards enhancing the process", by Ms. Ann O'Connor (PI).



- November 2015: Reviewer, WRNCASN Conference Abstracts
- 2015: Reviewer, Academic Journals, Academic Research and Reviews
- 2011-2012: Co-Editor, Nursing Research and Practice special issue on Preceptorship and Mentorship. <https://www.hindawi.com/journals/nrp/si/389707/>
- 2011: Reviewer, Japan Journal of Nursing Science
- 2011: Reviewer, Western Journal of Nursing Research
- 2011: Reviewer, International Journal of Nursing Education Scholarship, 2011, Completed
- 2010: Reviewer, International Journal of Nursing Education Scholarship
- 2009: Reviewer, International Journal of Nursing Education Scholarship

### **Professional and Consulting Activities**

Luhanga, F. (April, 2022). University of Regina, faculty of Nursing,

Luhanga F. (October, 2019): External reviewer, Tenure application for Dr. Bonnie Fournier, Associate Professor, School of Nursing, Thomson Rivers University, British Columbia

Luhanga F. (March 2017). University of Regina, Faculty of Nursing, Peer Review Committee member. Reviewed 16 candidates' files for Academic Performance Reviews for renewal (16), and promotion (2)

Luhanga F. (March to June 2017) University of Regina, Faculty of Nursing, Selections Committee Chair. Facilitated the interview process for 4 had applied for a Tenure-track instructor position in Saskatoon and Tenure-track NP Instructor in Regina. Two candidates were selected and hired.

### **Invited Guest speaker**

**Luhanga, F.L. & Abudu, E.** (2022, May 3): Guest Speaker. *Unpacking systemic racism and microaggression in the nursing profession*. Professional Development Session - University of Lethbridge and Lethbridge College.

### Conference Peer Reviewed Paper Presentations

- McCrystal, S., Luhanga, F.L., & Domm, L. (2021). Evaluating preceptor perception of role development and support initiatives in the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program. Presentation at the CASN Canadian Nursing Virtual Education Conference 2021. May 3-5, 2021
- Novotna, G., Gebhard, A. Ried, L., McNeil, B., Uwakwe, K., Carter H., **Luhanga, F.**, McNeil, B., Uwakwe, K., Carter, H., Oba, F., & Hogarth, K. (2021). Racialized students' accounts of diversity and inclusion in their quest for becoming helpers in predominantly White spaces. Presentation at International Social Work Education and Development (ISWED) Online Conference: Human Relationships – Keys to Remaking Social Work for the Future. The Rimini 2020 Conference ISWED 2021 Virtual Conference. April 15-17, 2021. Presenting Author: Gabriela Novotna, PhD
- Ried, L., Novotna, G., Gebhard, A. Hogarth, K. **Luhanga, F.** McNeil, B. & Oba, F., Uwakwe, K., & Carter, H. (2020). Racialized students navigating university programs in helping professions: Perceived spaces for social justice and inclusivity. Oral online virtual presentation. The International Federation of Social Workers Online Conference. July 15-19, 2020
- Luhanga, F.L.** (2018, May). Role preparation and support for Clinical Instructors in the Traditional Clinical Education Model: From the stakeholders' perspectives. Oral presentation at the Canadian Association of Schools of Nursing (CASN) 2018 Canadian Nursing Education Conference: Canadian Nursing Education: Responding to a Changing World. Montreal, Quebec, Canada. May 28-29, 2018.
- Yonge, O., Foley, V., Jackman, D., **Luhanga, F.**, Myrick, F., Oosterbroek, T. (2018, February). Challenges and opportunities in rural preceptorship: From digital images to digital narratives. Poster session presented at 13th Covenant Health Research Day, Edmonton, Alberta.
- Matthews, E., Ranguist, C., Roewen, R., Clune, L., **Luhanga, F.** (2017, March). Nursing students abroad: A critical review. Oral presentation at the Society for Applied Anthropology 77<sup>th</sup> Annual Meeting, Santa Fe, USA.
- Yonge, O., Myrick, F., Jackman, D., Foley, V., & **Luhanga, F.** (2016, November). "From Wipiti to Whiteouts: Travel challenges for rural nurses and students. Oral presentation at the 2016 Margaret Scott Wright and Innovation Day, and Canadian Nursing Students' Association Western/Prairie Regional Conference. Edmonton, Alberta. November 4-6, 2016

- Arries, E.J., Johner, R., **Luhanga, F.**, Arvidson, S. & Anonson, J. (2016, September). *Ethics and Human Rights in Post-Secondary Education: Students and Faculty Experiences of Ethical Issues in Nursing and Social Work Education*. 17<sup>th</sup> International Nursing Ethics Conference. Conference theme: “Ethics and Human Rights in Health and Social Care”. Robeirão Preto, Brazil. September 14-15, 2016
- Arries, E., Johner, R., **Luhanga, F.**, & Arvidson, S. (2016, February). Ethical issues in nursing and social work education: Preliminary findings from a Q-methodological study. Oral presentation at Western & North-Western Region Canadian Association of Schools of Nursing (WNRCSN), Saskatoon, Saskatchewan, Canada, February 17-19, 2016
- Salm, T., Johner, R., & **Luhanga, F.L.** (2016, April). *Determining Student Competency in Field Placements: An Emerging Theoretical Model*. Oral Presentation at the American Educational Research Association (AERA) Conference. Washington, DC, USA. April 8-12, 2016.
- Arvidson, S., & **Luhanga, F.L.** (2016, February). *Nursing students’ knowledge application in service-learning: phenomenological findings*. Oral presentation at the Aboriginal Nurses Association of Canada 2016 National Forum, Montreal, Ontario, Canada. February 16 & 17, 2016.
- Luhanga, F.**, Johner, R., & Salm, T. (2015, March). Field advisors decision-making: An Emerging theoretical model. Oral presentation at the .L. *Determining Student Competency in Field Placements: An Emerging Theoretical Model*. Oral Presentation at the President’s Teaching and Learning Scholars Showcase. University of Regina, Regina, SK, Canada. March 24, 2015.
- Arvidson, S., & **Luhanga, F.L.** (2014, October). “Community service learning: Embracing diversity.” Oral presentation at the Aboriginal Nurses Association of Canada 2014 National Forum, Winnipeg, Manitoba, Canada. October 4-5, 2014
- Arvidson, S., **Luhanga, F.L.**, & Talbot, S. (2014, February). “Knowledge Application in Service Learning A Student-centered Approach in Nursing Education.” Oral presentation at the Western and Northern Region Association of Schools of Nursing (WRCASN), Winnipeg, Manitoba, Canada. February 19-21, 2014
- Luhanga, F.L.** “Clinical nursing education: Strengthening the body of evidence for best practices.”(2014, February). Oral presentation at the Western and Northern Region Association of Schools of Nursing. Winnipeg, Manitoba, Canada. February 19-21, 2014

**Luhanga, F.L.**, Larocque, S., MacEwan, L., Gwekewrere, Y., & Danyluk, P. (2012, March). “Exploring the issue of failure to fail in professional programs”. Poster presentation at the 4th Annual Dr. Olive Yonge Teaching and Learning Scholarship Day. Edmonton, Alberta, Canada. March 23, 2012.

Larocque, S., **Luhanga, F.L.**, MacEwan, L., Gwekewrere, Y., & Danyluk, P. (2012, May). Difficulté à donner un échec aux étudiantes lors de leurs préceptorats cliniques: enjeux et conséquences. Présentation orale au 5<sup>e</sup> congrès mondial des infirmières et infirmiers francophones, Genève (Suisse), le 20 au 24 mai.

**Luhanga, F.L., & Koren, I.** (2012, May). Preparing beginning competent practitioners: Identifying unsafe practice and intervening when the senior-level student practice is below practice expectations. (2012, May). Oral presentation at the Canadian Association of Schools of Nursing (CASN) 2012 Nursing Research Conference, Toronto, Ontario, Canada. May 7-10.

**Luhanga, F.L.**, Larocque, S., MacEwan, L., Gwekewrere, Y., & Danyluk, P. (2012, May). Exploring the issue of failure to fail in professional programs: A multidisciplinary study.” Oral presentation at CASN 2012 Nursing Research Conference, Toronto, Ontario, Canada. May 7-10.

Gwekewrere, Y., Danyluk, P., **Luhanga, F.**, Larocque, S., & MacEwan, L. (2012, May). Exploring the challenges of student practica: A collaborative effort to prepare competent professionals for the 21<sup>st</sup> Century. A roundtable presentation at the Ontario Ministry of Education/Faculties of Education Forum, the Ontario Institute of Educational Studies, University of Toronto, Toronto, May 8, 2012

Larocque, S., MacEwan, L., Gwekewrere, Y., & Danyluk, P., & **Luhanga, F.** (2011). Exploring the issue of failure to fail in professional programs”. Oral presentation at the Faculty Show Case, Faculty of Professional schools, Laurentian University, Sudbury, Ontario, Canada,

Yonge, O., Myrick, F., Ferguson, L., Billay, D., Earle-Foley, V., & **Luhanga, F.L.** (2011, May). Pre-Conference Symposium session on Preceptorship at the ICN 24th Quadrennial Congress in Valetta, Malta. May 2011.

Hudyma, S., Carter, L., Horrigan, J., & **Luhanga, F.L.**(2010, April). “Investigating the learning needs of telehealth nurses in the context of university - level education”. Oral presentation at the 3rd International Nurse Education Conference in Sydney, Australia, April 11-14, 2010.

- Luhanga, F.L.**, & Tshiamo, W. (2009, June). Prevention of mother to child transmission (PMTCT) of HIV program: A reflection on the challenges and dilemmas facing midwives and mothers. Oral presentation at the ICN 24th Quadrennial Congress in Durban, South Africa , June 27- July 4, 2009
- Myrick, F., Yonge, O., Ferguson, L., Billay, D., Sedgwick, M., Caplan, W., & **Luhanga, F.L.** (2009). Using a research lens to explore the preceptorship experience. Symposium session at the ICN 24th Quadrennial Congress in Durban, South Africa , June 27-July 4, 2009.
- Myrick, F., **Luhanga, F.L.**, Billay, D.B., & Earle, V. (2008, June). Preceptorship: Putting Evidence into Teaching. Oral presentation at the International Conference "Healthy People for a Healthy World." Bangkok, Thailand, June 25 -27, 2008
- Luhanga, F.L.**, & Yonge, O. (2007, June).Preceptorship and unsafe student practice". Oral presentation at the 13th Qualitative Health Research Conference, Seoul, Korea
- Luhanga, F.L.** (2006). Preceptorship and Unsafe Student Practices. Oral presentation. Northeastern Ontario Collaborative Nursing Program (NEOCNP), Nursing Scholarship Institute, Laurentian University, Sudbury, Ontario
- Luhanga, F.L.**, & Yonge, O. (2006, May). Preceptorship and unsafe student practices. Oral presentation. 1st International Nurse Education Conference (NETNEP 2006). Vancouver, Canada.
- Luhanga, F.L.**, & Yonge, O. (2006, April). Precepting the unsafe nursing students. Oral presentation. Qualitative Health Research Conference. Edmonton, Alberta.
- Luhanga, F.L.**, & Yonge, O. (2006, March). Preceptoring the unsafe nursing students. Oral presentation. WRCASN Conference. Edmonton, Alberta.
- Yonge, O., Myrick, F., Ferguson, L., **Luhanga, F.L.**, & Sedgwick, M. (2005, November). Evaluation goes in many directions: What rural students and preceptors told us. CASN, National Nurse Educators' Conference 2005. Montreal, Quebec.
- Myrick, F., **Luhanga, F.L.**, & Billay, D. (2005, October). Preceptorship: Putting evidence into teaching. Oral presentation at Margaret Scott Wright Research Day. University of Alberta, Edmonton, Alberta.
- Yonge, O., Myrick, F., Ferguson, L., & **Luhanga, F.L.** (2005, May). Rural setting: Highly motivating for students and their teachers. Presented at the Staff and educational

Development Association's Conference "Inspiring Learning: Diversity and Excellence."  
Belfast, Ireland.

Yonge, O., Myrick, F., & Ferguson, L. **Luhanga, F.L.** (2005, April). What nursing students want for evaluation in rural preceptorship placements? Oral presentation at Red Deer College/ DTHR Research Day. Red Deer College, Alberta.

**Luhanga, F.L.** & Yonge, O. (2005, April). The Challenges for preceptors in dealing with students engaging in unsafe Practice. Proposed doctoral research. Oral presentation at Red Deer College/ DTHR Research Day. Red Deer College, Alberta.

Yonge, O., Myrick, F., Ferguson, L., & **Luhanga, F.L.** (2005, February). Evaluation of undergraduate nursing student: A daunting task for rural preceptors. Oral presentation at WRCASN Conference "Strengthen, Establish, Enhance the future: Partnerships for Nursing Education," Winnipeg, Manitoba.

Yonge, O., Myrick, F., Ferguson, L., & **Luhanga, F.L.** (2004, October). Developing an evaluation model with rural preceptors. Oral presentation at 18th Annual Margaret Scott Wright Research Day at University of Alberta, Edmonton, Alberta.

### Conference Peer-Reviewed Posters

**Luhanga, F.L.**, Messer-Lepage, J., Williams, J., Dunn, N., & Al-Mamun, R. (2019, November). Public Perception of Paramedic Care in Saskatchewan. Poster presentation at the 2019 Saskatchewan Health Research foundation's (SHRF) Annual Santé Awards and Research Show Case. Conexus Arts Centre, Regina, SK. November 21, 2019

**Luhanga, F.L.** (2018, May). Barriers to and facilitators of student success among visible minority in undergraduate professional education programs: A mixed-method research proposal. Poster presentation at the Canadian Association of Schools of Nursing (CASN) 2018 Canadian Nursing Education Conference: Canadian Nursing Education: Responding to a Changing World. Montreal, Quebec, Canada. May 28-29, 2018.

**Luhanga, F.L.**, Larocque, S., MacEwan, L., Gwekewrere, Y., & Danyluk, P. (2012, March). Exploring the issue of failure to fail in professional programs". Poster presentation at the 4<sup>th</sup> Olive Yonge Teaching and Scholarship Day. Edmonton, Alberta, March 23, 2012.

**Luhanga, F.L.**, Larocque, S., MacEwan, L., Gwekewrere, Y., & Danyluk, P. (2011, October). Exploring the issue of failure to fail in professional programs". Poster presentation at the

17th Qualitative Health Research Conference, Vancouver, British Columbia, Canada, October 25-27.

**Luhanga, F.L.** (2009). Preceptorship and unsafe student practices. Poster presentation at the International Council of Nurses (ICN) 24th Quadrennial Congress in Durban, South Africa, June 27- July 4, 2009

**Luhanga, F.L., & Yonge, O.** (2008, June). Contributing Factors to Nursing Students' Unsafe Practices: A Preceptors' Perspective. Poster presentation at the 2nd International Nurse Education Conference in Dublin, Ireland, June 9-11, 2008

Myrick, F., **Luhanga, F.L.**, Billay, D.B. (2007). Preceptorship: Putting Evidence into Teaching" Poster Presentation at the 18th International Nursing Research Congress Focusing on Evidenced-Based Practice in Vienna, Austria

**Luhanga, F.L.** (Oct, 2004). The Challenges for preceptors in dealing with an unsafe or difficult nursing student. A grounded theory proposal. Poster presentation at 18th Annual Margaret Scott Wright Research Day. University of Alberta, Edmonton, Alberta.

#### **Non-Peer Reviewed Presentations**

**Luhanga, F.L.**, Pupilampu, V. A., Maposa, S., & Abudu, E. (2022, April 27). Recruitment and retention of Black students in nursing programs in Saskatchewan-Preliminary report. Virtual presentation at 2021-2022 HRI Research Showcase. University of Regina, Regina, SK, Canada.

Arries-Kleyenstüber, E.J., Davies, S., **Luhanga, F.**, Chipanshi, M., Cosford, K., & Azogu, I. (2021, September 30). 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 economy. SSHRC Knowledge Synthesis Grant (KSG) Forum - Skills and Work in the Digital Economy.

Uwakwe, K., Carter, H., Reid, L., Gebhard, A., Oba, F., McNeil, B., **Luhanga, F.**, Hogarth, K., & Novotna, G. (2020). *Racialized students' accounts of diversity and inclusion in their quest of becoming helpers in predominantly white space*. Oral presentation at the Faculty of Social Work-Social Policy Research centre [SPRC] Lunch and Learn Series. University of Regina, Regina. September 22, 2020

McCrystal, S., **Luhanga, F.L.**, & Doom, L. (2020). *Evaluating preceptor perception of role development and support initiatives in the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program.*" Speaker Series Presentation, Saskatchewan Polytechnic, Saskatoon. January 22, 2020

**Luhanga, F.L.,** Puplambu, V., & Arvidson, S. (2019, April). *Nursing students' experiences of bullying during clinical practice*. Celebration of the President's Teaching and Learning Scholar's program. University of Regina. Presented by Dr. Puplambu on April 26, 2019.

Orr, K., & **Luhanga, F.** (2018). *Reflections on our experiences in Malawi, Africa*. Oral presentation at the Undergraduate Nursing Council meeting. University of Regina. November 7, 2018, 11:30 am -11:45 am

### **Abstracts Accepted for Presentations**

McCrystal, S., **Luhanga, F.,** & Doom, L. "Evaluating preceptor perception of role development and support initiatives in the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program." Abstract submitted to the CASN Canadian Nursing Virtual Education Conference 2021.

Arries-Kleyenstüber, E.J., Davies, S., Cosford, K., Chipanshi, M. & **Luhanga, F.** Responding to complexity of nursing education and practice: Ethical issues related to emerging digital technologies and proctoring systems. Abstract submitted to the CASN Canadian Nursing Virtual Education Conference 2021.

**Luhanga, F.L.,** Paplambu, V., & Arvidson, S. "Nursing students experience of bullying in clinical practice." Abstract accepted as oral presentation at the 8th International Nurse Education Conference. Sitges, Barcelona, Spain. April 26-29, 2020. Conference cancelled due to COVID-19 Pandemic.

McCrystal, S., **Luhanga, F.L.,** & Doom, L. "Evaluating preceptor perception of role development and support initiatives in the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program." Abstract submitted to The Canadian Association of Schools of Nursing (CASN) Biennial Canadian Nursing Education Conference 2020. May 25 to 26, 2020. Calgary, Alberta, Canada. Conference cancelled due to COVID-19 Pandemic.

Novotna, G., K. Hogarth, F. Oba, A. Gebhard, **Luhanga, F.,** McNeil, B., Uwakwe, K., Carter, H., & Reid, L. (2020, November 8-11). Racialized Students' Accounts of Diversity and Inclusion in Their Quest for Becoming Helpers in Predominantly White Space. Joint World Conference on Social Work Education and Social Development. Rimini, Italy.

Yonge, O., Myrick, F., Jackman, D., Foley, V., & **Luhanga, F.** "From Wipiti to Whiteouts: Travel challenges for rural nurses and students. Abstract Accepted as oral presentation at the 2016 Margaret Scott Wright and Innovation Day, and Canadian Nursing Students'



Association Western/Prairie Regional Conference. Edmonton, Alberta. November 4-6, 2016.

Mathews, E., Rungquist, C., Loewen, R., Clune, L., & Luhanga, F. "Nursing students abroad: a critical Review." Abstract accepted at the Council on Nursing and anthropology (CONNAA) & Society for Applied Anthropology (StAA) conference, Vancouver, British Columbia, March 28-April, 2017.

**Luhanga, F.L.** "Clinical Nursing Education: Strengthening the body of evidence for best practices." Abstract accepted as a poster presentation at the 2014 CASN Conference, Halifax, Nova Scotia. May 27, 2014.

Arvidson, S, **Luhanga, F.**, & Talbot, S. Knowledge application in service learning: a student-centered approach in nursing education." Abstract accepted as an oral presentation at the 6<sup>th</sup> Dr. Olive Yonge Teaching and Learning Scholarship Day, Edmonton, Alberta, March 21, 2014.

## **RESEARCH EXPERIENCE/PROJECTS/GRANTS**

### **Grant Applications**

Puplambu, V. A. (PI), **Luhanga, F.L.**, Sebaeng, J., Eliason, C. Older Adults' Experience of Vulnerability and Inequality in Recovering from the Pandemic. Funding source: University of Regina President's Research Seed Grant. July 2022. Funded (\$6, 000)

Puplambu, V. A. (PI), **Luhanga, F.L.**, Sebaeng, J., Eliason, C. Older Adults' Perception of Vulnerability and Inequality in Recovering from the Pandemic. Funding source: University of Regina Humanities Research Institute. July 2022. Funded (\$5000).

**Luhanga, F.L.**, (PI), Puplambu, V., (Co-applicant, University of Regina); Maposa, S. (Co-applicant, University of Saskatchewan), Oba, F (Co-applicant, Ryerson University) & Bukola, S (Co-applicant, University of Alberta); Essen D., & Abudu, E. (Collaborators, Saskatchewan Polytechnic) & Jeffries, K. (Collaborator, Dalhousie University) C. Revealing Black undergraduate nursing students' experiences in Saskatchewan programs. SSHRC Insight Grant application, Funded (\$114, 376).

Puplambu, V. A. (PI), Falihi, A., Moasun, F. Y., **Luhanga, F. L.**, Salma, J., Osuji, J. C., Mvumbi Mambu, L., Bushi, O. J., Salami, O. O., Linnick, D., Paine, L., Nsaliwa, S. Partnership to strengthen older racialized immigrants' social connectedness in Canada: The impacts of the living environment (199,098). Funding source: Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant. Funded (199,098).

**Luhanga, F. (PI)**, Puplambu, V.A., Maposa, S., & Abudu, E. Recruitment and Retention of Black Students in Nursing Programs in Saskatchewan. Funding: University of Regina Humanities Research Institute Funded (\$5000).

Puplambu, V.A. (PI), Nathoo, S. (PI), Sebaeng, J. (PI), Luhanga, F. (Team member, Canada) Elise Matthews, E. (Team member, Canada), White, J. (Team member, Canada), Cooke, J. (Team member, UK), Alexis, O. (Team member, UK), Brett, J. (Team member, UK), Randa, M.B. (Team member, South Africa), Moloko-Phiri, S.S. (Team member, South Africa), Ntshauba, P.N. (Team member, South Africa), Eliason, C. (Team member, Ghana), Puplambu, G.L. (Team member, Ghana), Amin, M. (Team member, Ghana) & June Gawdun, J. (Team member, Canada). *Partnership on Older Adults' Perceptions of Vulnerability and Inequality in Pandemic: Identifying Recovery Strategies for Quality of Life (POAPQOL)*. The Trans-Atlantic Platform for Social Sciences and Humanities - The Recovery, Renewal and Resilience in a Post-Pandemic World. July 2021. (\$635,265.25) – Not funded

Puplambu, V.A. (PI), Falihi, A., (Co- Applicant, Saskatoon Open Door Society), Paris, M. (Co-Applicant, École de travail social), Salami, O., Salma, J., & Baffour-Awuah, A. (Co-Applicants, University of Alberta), **Luhanga, F. (Co-Applicant)**, University of Regina), Bélanger, J. (Collaborator, Association francophone des aînés du Nouveau-Brunswick), & Linnick, D. (Collaborator, YWCA Saskatoon). *Promoting older racialized immigrants' social connectedness in Canada: Exploring the impact of the living environment*. SSHRC Partnership Grant. November 2020. (\$167,716) – Not funded

**Luhanga, F.L., (PI)**, Puplambu, V., (Co-applicant, University of Regina); Maposa, S. (Co-applicant, University of Saskatchewan), Oba, F (Co-applicant, Ryerson University) & Bukola, S (Co-applicant, University of Alberta); Essen D., & Abudu, E. (Collaborators, Saskatchewan Polytechnic) & Jeffries, K. (Collaborator, Dalhousie University. *Revealing Black undergraduate nursing students' experiences in Saskatchewan programs*. SSHRC Insight Grant application, October 2020 (\$74, 449). Not funded

Stonebanks, C., (PI) (Bishop's University); Myrie, D. (Co-Applicant, Bennett College); Arya, N. (Co-applicant, University of Waterloo); Loomis, C. (Co-Applicant, Wilfrid Laurier University). **Luhanga, F.L** (Collaborator, University of Regina); Bennett-Stonebanks, M. (Collaborator, McGill University); Beukeboom, C. (Collaborator, Center for Family Medicine, Canada); Corbin, M. (Collaborator, Bishop's University); Sinthampi Banda, T., & Banda, C. (Collaborators, University of Malawi) & Wright, C. (Collaborator, Bishops' University). *Malawian community responsiveness and resiliency to Covid-19 via multimodal health education: A new approach to Global North/Global South collaborations*. New Frontiers in Research Fund (NFRF). October 2020. (\$190,794). Not funded

Arries, E., (PI), Davies, S., (Co-Applicant), **Luhanga, F.,** (Co-Applicant), Chipanshi, M. (Co-Applicant), & Cosford, K. (Collaborator). *An integrative review of ethical challenges related to emerging digital technologies*. SSHRC - Knowledge Synthesis Grants. September 2020. (\$29, 425).

### **Funded Ongoing Projects/grants**

Puplambu, V. A. (PI), **Luhanga, F.L.**, Sebaeng, J., Eliason, C. Older Adults' Experience of Vulnerability and Inequality in Recovering from the Pandemic.

Funding source: University of Regina President's Research Seed Grant (\$6, 000)

Puplambu, V. A. (PI), **Luhanga, F.L.**, Sebaeng, J., Eliason, C. Older Adults' Perception of Vulnerability and Inequality in Recovering from the Pandemic. Funding source: University of Regina Humanities Research Institute. (\$5000).

**Luhanga, F.L., (PI)**, Puplambu, V., (Co-applicant, University of Regina); Maposa, S. (Co-applicant, University of Saskatchewan), Oba, F (Co-applicant, Ryerson University) & Bukola, S (Co-applicant, University of Alberta); Essen D., & Abudu, E. (Collaborators, Saskatchewan Polytechnic) & Jeffries, K. (Collaborator, Dalhousie University) C. Revealing Black undergraduate nursing students' experiences in Saskatchewan programs. SSHRC Insight Grant application, April 2022 (\$114, 376).

Puplambu, V. A. (PI), Falihi, A., Moasun, F. Y., **Luhanga, F. L.**, Salma, J., Osuji, J. C., Mvumbi Mambu, L., Bushi, O. J., Salami, O. O., Linnick, D., Paine, L., Nsaliwa, S. Partnership to strengthen older racialized immigrants' social connectedness in Canada: *The impacts of the living environment* (199,098). Funding source: Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant, March 2022 (199,098).

Puplambu, V. A. (PI), **Luhanga, F.L.**, Sebaeng, J., Eliason, C. Older Adults' Experience of Vulnerability and Inequality in Recovering from the Pandemic(\$6, 000)

Role: Principal Investigator

Funding source: University of Regina President's Research Seed Grant

**Luhanga, F. (PI)**, Puplambu, V.A (Co-PI), Maposa, S., & Abudu, E. Recruitment and Retention of Black Students in Nursing Programs in Saskatchewan.

Funding: University of Regina Humanities Research Institute Funded (\$5000).

Arries, E., (PI), Davies, S., (Co-Applicant), **Luhanga, F.**, (Co-Applicant), Chipanshi, M. (Co-Applicant), & Cosford, K. (Collaborator). *An integrative review of ethical challenges related to emerging digital technologies*. SSHRC - Knowledge Synthesis Grants. September 2020. (\$29, 425).

Puplambu, V., (PI), & **Luhanga, F. (Co-PI)**. *The Experience of Black Faculty Members in Academia*. University of Regina President's Research Seed Grant & SSHRF Explore Grant (\$5,000). Awarded July 2020.

Mvumbi Mambo, L., (PI), Arvidson, S., (Co-I), **Luhanga, F. (Co-I)**, & Makubudi, S.N. (Co-I). *Challenges of implementing a collaborative bilingual nursing option in Western Canada within Francophone minority context: Multiple perspectives*. The President's Research Seed Grant Application 2019 (\$5000) Awarded July 2019.

### **Completed Funded Grants/Projects**

Luhanga, F.L. (PI), Messer-Page, J. (Co-I), Williams, J. (Co-I), Rashed Al-Mamun, K.M. (Co-I), & Dunn, N. (Co-I). Public Perception of Paramedic Care in Saskatchewan. Mitacs Accelerated Grant Application 2019 (\$60,000). Awarded November 2019.

Novotna, G., (PI) Gebhard, A. (Co-PI), Hogarth, K. (Co-PI), Luhanga, F. (Co-PI), McNeil, B. (Co-PI), & Oba, F. (Co-PI). “*Experiences of racialized students in education, nursing and social work in university programs in Saskatchewan.*” Insight Development Grants (\$56,161) June 2018-May 2020.

**Luhanga, F.L.**, (PI) McCrystal, S., (Co-PI), Dixon, S., Domm, L., Manson, P., Harrison, K., & Christie, P. “*Evaluating preceptor perception of role development and support initiatives in Saskatchewan.*” Proposal funded from the Office of the Provost, Saskatchewan Polytechnic. September 2016 (\$2000)

**Luhanga, F.L., (PI)** Arvidson, S. (Co-PI), Puplampu, V. (Co-PI), & MacAusland-Berg, I. (Co-PI). “*Nursing Students’ Experiences of Bullying During Clinical Practice.*” The President’s Teaching and Learning Scholars Program 2017-2018 Grant (\$3970.40).

Arvidson, S., (PI) Davies, S., (Co-PI) **Luhanga, F., (Co-PI)** Cheyanne, D., (Co-PI), Piegan, K., (Collaborator), & Quwezance, C. (Collaborator). *An in-depth look at factors influencing the retention rates of indigenous students in the faculties of Social Work, Nursing, and Education at the University of Regina.* The President’s Research Seed Grant (\$4,505)

Carleton, N., (PI), McCarron, M., (Co-PI), Horswill, S., (Co-PI), Wagner, J. (Co-PI), **Luhanga, F., (Co-PI)**, & Mantesso, J. (Co-PI). “*A Prospective Assessment of PTSD Symptoms Using Analogue Trauma Training with Nursing Students.*” Saskatchewan Health Research Foundation (SHRF) Collaborative Innovation Development Grant. March 2016 to February 2017 (\$39,959).

Found, J., Raisbeck, B., Hall, A., & **Luhanga, F.** *Supporting Academic Success Amongst Aboriginal and English as Additional Language Nursing Students.* Saskatchewan Polytechnic Institute for Nursing Scholarship 2017/2018 award of \$2500. July 4, 2017 to June 30, 2018.

Hubbard Murdoch, N., & Shand, S., **Luhanga, F. L.** et al. “*Use of video simulation to enhance utilization of current educational resources.*” Clinical Learning and Interprofessional Practice Unit Grant. June 2016 (\$20,000).

Yonge, O., Myrick, F., Jackman, D., (University of Alberta) Foley, V., (University of Prince Edward Island) & **Luhanga, F.** (University of Regina). (2015). *Challenges and opportunities in rural preceptorship: From digital images to digital narratives.* Funded the office of the Provost & Vice President (Academic), University of Alberta (\$20,000).

Matthews, E., (PI), Loewen, R., Clune, L., & **Luhanga, F.** *Evaluating Learning Outcomes of International Placements for Nursing Students.* The President's Teaching and Learning Scholars Program 2016-2017 Grant (\$4,128)

Arries, E. (PI), Johner, R., Urban, A., Wagner, J., Anonson, J., **Luhanga, F.**, Donnelly, G. "Strengthening Inter-Professional Ethics Education Practices of Nursing and Social work Professionals in Saskatchewan: Deepening Understandings of ethical Issues and Early Indicators." Saskatchewan Health Research Foundation (SHRF) Collaborative Innovation Development Grant. March, 2015 to February 2016 (\$36,512).

**Luhanga, F. (PI)**, Salm, T., & Johner, R. (2013). *Exploring the issue of failure to fail incompetent students: A Multi-disciplinary project* – Recipient of the 2013-2014 President's Teaching and Learning Scholars Grant Program (\$2000).

**Luhanga, F.** (2011). *Strengthening Evidence for Best Practice in Clinical Nursing Education. A four stage process of proposal, literature review, research and publications.* VP (Research) and the Dean (Faculty of Nursing), University of Regina. (\$10,000)

**Luhanga, F.**, Larocque, S., MacEwan, L., Gwekwerere, Y., & Danyluk, P. (2010). *Challenges and consequences of failing a student in professional education program.* Laurentian University Research Fund (LURF) (\$5,000) funded project (\$5,000)

**Luhanga, F.**, Yonge, O., Myrick, F., Koren, I. (2010). *Field/Preceptorship Experiences: Preparation for Safe Professional Practice.* Social Science and Humanities Research Council of Canada (SSHRC) SIG Grant (for 4A'd SSHRC submissions), Laurentian University (\$3000.00)

Dickieson, P. (PI), **Luhanga, F. (Co-I)**, & Mossey, S. (Co-I). (2009-2011). *Nurse Preceptor Preparation Initiative: An Outcome Study.* Laurentian University Research Fund (LURF) funded project (\$2,500).

Carter, L. (Co-PI), Hudyma, S. (Co-PI), Horrigan, J. (Co-I), & **Luhanga, F. (Co-PI)**. (2008). *Investigating the Learning Needs of Telehealth Nurses in the Context of University-Level Education.* The Canadian University Journal of Continuing Education (\$3,500).

**Luhanga, F. (PI)**, Mossey, S. (Co-I), & Dickieson, P. (Co-I). (2007-2009). *Preceptor preparation: An Investment in the Future Generation of Nurses.* Laurentian University Research Fund (LURF) funded project (\$3,000).

Myrick, F. (PI). **Luhanga, F.** (Graduate Research Assistant). (2005-2006). *Preceptorship: Putting Evidence into teaching*. Social Science and Humanities Research Council of Canada (SSHRC). Faculty of Nursing, University of Alberta (\$25,000).

Yonge, O. (PI). Myrick, F (Co-I), Ferguson, L (Co-I), & **Luhanga, F.** (Graduate Research Assistant). (2003-2004). *Developing a Model of evaluation for rural preceptorship*. SSHRC (\$81,000). Faculty of Nursing, University of Alberta.

Wagner, J., (PI), **Luhanga, F., (Co PI)** & Gregory, d. (Co PI). *Online Focused Reflective Learning and the Development of Relational Management Skills*. (July 2014—2016). (Completed non-funded project)

### **Non-Funded Grant Applications**

Puplampu, V.A, (PI), Falihi, A., (Co- Applicant, Saskatoon Open Door Society), Paris, M. (Co-Applicant, École de travail social), Salami, O., Salma, J., & Baffour-Awuah, A. (Co-Applicants, University of Alberta), **Luhanga, F. (Co-Applicant**, University of Regina), Bélanger, J. (Collaborator, Association francophone des aînés du Nouveau-Brunswick), & Linnick, D. (Collaborator, YWCA Saskatoon). *Promoting older racialized immigrants' social connectedness in Canada: Exploring the impact of the living environment*. SSHRC Partnership Grant. November 2020. (\$167,716)

**Luhanga, F.L., (PI)**, Puplampu, V., (Co-applicant, University of Regina); Maposa, S. (Co-applicant, University of Saskatchewan), Oba, F (Co-applicant, Ryerson University) & Bukola, S (Co-applicant, University of Alberta); Essen D., & Abudu, E. (Collaborators, Saskatchewan Polytechnic) & Jeffries, K. (Collaborator, Dalhousie University. *Revealing Black undergraduate nursing students' experiences in Saskatchewan programs*. SSHRC Insight Grant application, October 2020 (\$74, 449).

Stonebanks, C., (PI) (Bishop's University); Myrie, D. (Co-Applicant, Bennett College); Arya, N. (Co-applicant, University of Waterloo); Loomis, C. (Co-Applicant, Wilfrid Laurier University). **Luhanga, F.L** (Collaborator, University of Regina); Bennett-Stonebanks, M. (Collaborator, McGill University); Beukeboom, C. (Collaborator, Center for Family Medicine, Canada); Corbin, M. (Collaborator, Bishop's University); Sinthampi Banda, T., & Banda, C. (Collaborators, University of Malawi) & Wright, C. (Collaborator, Bishops' University). *Malawian community responsiveness and resiliency to Covid-19 via multimodal health education: A new approach to Global North/Global South collaborations*. New Frontiers in Research Fund (NFRF). October 2020. (\$190,794). Not funded

Puplampu, V., (PI), Bukola, S., & Salma, J., (Co-Applicants, University of Alberta), Appah, Y. (Co-Applicant, Alberta Health services), White, J. & **Luhanga, F.,** (Co-Applicants, University

of Regina); & Oba, F. (Co-Applicant, Ryerson University), Sharif, H., (Collaborator, Executive Director, Council for the Advancement of African Canadians), Dr. C. Nsaliwa (Collaborator, , Edmonton Immigration Services Association), Dawn, L., (Collaborator, Employment & Learning Centre YWCA Saskatoon), Karimi, M., (Collaborator, Saskatchewan Association of Immigrant Settlement & Integration Agencies), & Pillipow J. (Collaborator, Global Gathering Place). *The emerging asocial society: The experiences of older adult Black African immigrant on aging in Canada*. SSHRC Insight Grant application. **February 2020** (\$62,402). Not Funded

**Luhanga, F.L. (PI)**, Messer-Page, J. (Co-PI), Williams, J. (Co -Applicant), Thiessen, H. (Patient/family Advisor), Boechler, L. (Co-Applicant), Rashed Al-Mamun, K.M. (Co-Applicant), Dunn, N. (Co-Applicant), & Bryant, C. (Patient/ Family Advisor). *Public Engagement: Essential partnerships to improve the quality of paramedic care in a transformed healthcare system in Saskatchewan*. Sprout Grant Application **2018** (\$179,600). Not funded.

Arries, E., (PI), Arvidson, S., (Co-Applicant), Davies, S., (Co-Applicant), & **Luhanga, F.** (Co-Applicant). *Honouring and preserving dignity of LGBTQI adult youth accessing health care in Saskatchewan*. Patient-Oriented Research Leadership Grant Competition II. Saskatchewan Health Research Foundation and Saskatchewan Center for Patient-Oriented Research Grant Application 2018 (\$204, 784) Not funded

McGinn, V, Webster, J. Duquette, G., Abekah, J. (University of New Brunswick); Hicks, M. (Vanier College); Wagner, J., & Luhanga, F. (University of Regina); Pindani, M., & Mwalabu, G. Kazembe, A., & Maere, C (Kamuzu College of Nursing); & Chazema, J. (African University for Guidance Counseling and Youth Development). *Community based health care: Canada/Malawi youth internship program*. Proposal submitted to the Global Affairs Canada, International Youth Internship Program (IYIP) Grant. **February 2017**. (\$1,664,000). Not funded

Luhanga, F.L. (PI), Rancine, L. (U of S, Nursing), Arries, E. (U of R, Nursing), Kilulwe, D., (U of R, Social Work), & Maposa, T. (U of S, Nursing). “*Exploring and Generating an Understanding of the Barriers to and Facilitators of Visible Minority Students’ Success in Undergraduate Professional Education Programs: A Mixed Methods Study.*” Proposal submitted to the SSHRC Insight Grant, October, 2016. (\$ 178,053). Not Funded

Maluwa, A., (PI) Malata, A. (Kamuzu College of Nursing) & Luhanga, F. (University of Regina) “*Piloting mhealth to improving basic primary health care in Malawi,*” a research proposal submitted to Grand Challenges Canada grant, June 2016 (\$100,000). Not Funded

Hubbard Murdoch, N., & **Luhanga, F.L.** “*A needs assessment of preceptors and their managers: An interprofessional approach.*” Proposal submitted to the Saskatchewan

Collaborative Bachelor of Science in Nursing (SCBScN) Collaborative Research Grant Application. June 2016 (\$5000). Not Funded.

**Luhanga, F.L.** (PI), Rancine, L. (U of S, Nursing), Arries, E. (U of R, Nursing), Kilulwe, D., (U of R, Social Work), & Maposa, T. (U of S, Nursing). “*Exploring and Understanding Experiences of Barriers to and Facilitators of Visible Minority Students’ Success in Undergraduate Professional Education Programs: A Mixed Methods Study.*” Proposal submitted to the SSHRC Insight Grant, October, 2015 (\$165,779). Not funded.

Wagner, J., Meredith F, Hampton, M., & **Luhanga, F.** (2015). *Investigating the relationship between Spirit at work of Nurses and Compliance with Handwashing protocol. Letter of Intent (LOI) submitted to SHRF Collaborative Innovation Development funding (\$16,000). LOI denied*

Wagner, J., **Luhanga, F.L.**, Urban, A.M., & Hampton, M. *Women with Low Back Pain in the Workforce.* Proposal submitted to CIHR Foundation Grant. Not Funded

Donnelly, G., Domm, L., **Luhanga, F.**, Smadu, M. (2015). *Nursing for Individuals undergoing weight loss surgery.* Letter of Intent (LOI) submitted to SHRF Collaborative Innovation Grant (\$19,061). LOI denied

Carleton, N., Horswill, S., **Luhanga, F.**, Mantesso, J., & Wagner, J. (2015). “A Prospective Assessment of PTSD Symptoms Using Analogue Trauma Training with Nursing Students.” Research Proposal submitted to Canadian Institutes of Health Research (CIHR), February 2015. Not funded.

Saskatchewan Polytechnic (Wojcichowsky, A., Ilko, H., Grant, L.) University of Regina (**Luhanga, F.**, Wagner, J., & Bockarie, A.); Kamuzu College of Nursing (Malata, A.) and Malawi polytechnic (Kumwenda, S., & Masangwi, S.). (2015). “Saskatchewan-Malawi Partnership for Strengthening maternal, Newborn and Child Health.” Research proposal submitted January 15, 2015 to the Department of Foreign Affairs, Trade and development (DFATD) (\$9,842, 180). Not funded.

**Luhanga, F. (PI)**, Donnelly, G., Arries, E., Kuster Orban, C., Ahenakew, S., Chipanshi, M. Listening to the voice of minority students: Understanding experiences of barriers to and facilitators of success in undergraduate nursing education.” Research proposal submitted to the SSHRC General Research Grant Fund & the President’s Fund, November 2014 (\$4,666). Not funded

**Luhanga, Fl.** (PI), Ferguson, L., & Gregory, D. (March 2014). “Clinical Supervision in the Traditional Teaching Model: A Patient Safety Concern?”- Research Proposal submitted to the



2014-15 Saskatchewan Health Research Foundation (SHRF) Establishment Grant Competition (\$44,563) - Not funded.

Gregory, D. (Co-PI), Malata, A. (Co-PI), **Luhanga, F.**, Wagner, J., Clune, L., Evans, R., et al. “Improving Maternal and child Health (MCH) in Malawi: Re-investing International Aid to Enhance Health Human resources and IT Synergies. A Letter of Intent (LOI) submitted to the Innovating for Maternal and Child Health in Africa program, Foreign Affairs, Trade and Development Canada, the Canadian Institutes of Health Research and IDRC. May 2014 – LOI denied

**Luhanga, Fl.**, (PI), Ferguson, L., & Gregory, D. (March, 2013). “The Traditional Clinical Teaching Model for Nursing Education in Saskatchewan: a patient Safety Concern?” Research Proposal submitted to the 2013-14 Saskatchewan Health Research Foundation (SHRF) Establishment Grant Competition (\$63,334.64). Not funded

Yonge, O. (PI), Myrick, F. (Co-PI), Forley, V. (Co-PI), & **Luhanga, F. (Co-PI)**. (2013). Challenges and opportunities in rural teaching and learning: Participatory action and digital authorship- Research proposal submitted to Social Sciences and Humanities Research Council of Canada (SSHRC), October, 2013. Not funded

Myrick, F. (PI), Yonge, O (Co-PI), Forley, V. (Co-PI), & **Luhanga, F. (Co-PI)** (2012). Preceptorship and mobile App technology: Using just-in time knowledge to teach for patient safety- Research proposal submitted to Canadian Institute of Health Research (CIHR) Operating Grant Program, March 2013. Proposal not funded

Yonge, O. (PI), Myrick, F. (Co-PI), Forley, V. (Co-PI), & **Luhanga, F. (Co-PI)**. (2012). Understanding the field experience relationship: From digital images to digital narratives` - Research proposal submitted to Social Sciences and Humanities Research Council of Canada (SSHRC), October 15, 2012. Proposal scored 4A. Proposal not funded

**Luhanga, F. (PI)**, Yonge, O. (Co-I), Myrick, F. (Co-I), Koren, I (Co-I). (2009). Field/Preceptorship Experiences: Preparation for Safe Professional Practice. Re submitted to SSHRC Standard Research Grant, proposal score 4A. Proposal not funded

**Luhanga, F. (PI)**, Yonge, O. (Co-I), Myrick, F. (Co-I), Koren, I (Co-I). (2008). Field/Preceptorship Experiences: Preparation for Safe Professional Practice. Re submitted to SSHRC Standard Research Grant, proposal score 4A. Proposal not funded

**Luhanga, F. (PI)**, Yonge, O. (Co-I), & Myrick, F. (2007). Field/Preceptorship Experiences: Preparation for Safe Professional Practice. Re submitted to SSHRC Standard Research Grant, proposal score 4A. Not funded due to lack of funds Placed on alternate list.

**Luhanga, F. (2006)**. The challenges for Preceptors in Dealing with Nursing Students Engaging in Unsafe Practices. PhD Thesis Project. Faculty of Nursing, University of Alberta.

### **COURSES/WORKSHOPS ATTENDED AS PARTICIPANT OR AS FACILITATOR**

July 2020: Equity, Diversity and Inclusion Virtual Town Hall. *The root causes of systemic racism and how they support organizational inequities in higher education — privileging some and not others*. University of Regina. July 23, 2020

June 2020: Attendance at the Equity, Diversity and Inclusion Virtual Town Hall. *Navigating race and the intersections of race and gender*. University of Regina. June 25, 2020.

June 2020: Equity, Diversity and Inclusion Virtual Town Hall. *Black Lives Matter and anti-BIPOC (Black, Indigenous, Person of Colour) racism*. University of Regina. June 12, 2020.

May 2020 Mitacs Virtual Interaction webinar: Virtual Interaction Guide for Professors. May 27, 11 am to 12:30 pm.

May 2020: Partners in Integration and Education of Internationally Educated Nurses (PIE-IENs) National Conference 2020. National Conversation of IENs and IEN Partners. Virtual Conference, May 26, 1:30pm to 4:30 pm.

May, 2020 Attended SCoP Virtual 2020 AGM, where the executive director/registrar, Jacquie Messer-Lepage acknowledged the research work that I do with the SCoP. Regina, May 4, 2020

February, 2020: Attended SCoP Indigenous Education Professional Development Day. Breakout Session 1: KAIROS Blanket Exercise from 9:00 am to 12:00 pm. [https://www.youtube.com/watch?v=KzXdi\\_RDkjc](https://www.youtube.com/watch?v=KzXdi_RDkjc)  
**Breakout Session 2: from 1:30 pm to 2:30 pm: ConnectR Presentation** <https://www.beaconnectr.org/>. SCoP office. Regina. February 25, 2020

- Jan 2020: Building research partnership with Indigenous community strategy. Lunch meeting at Indigenous Christian Fellowship at IFC 3131 Dewdney Avenue for Lunch at 12 pm on January 15, to discuss the "Public Perception of Paramedic Care in Saskatchewan" before the focus group on January 23, 2020
- Jan 2020 Building research partnership with Indigenous community strategy. Visit to All Nations' Healing Hospital to discuss/ and ...for support for the "Public Perception of Paramedic Care in Saskatchewan. January 14th, 2020....Letter of Confirmation from All Nations' Healing Hospital.
- Nov 2018 Participant, Strategy for Patient Oriented Research (SPOR) Modules 1 and 2, Wascana Rehabilitation Centre, Regina, November 2018
- May, 2015 Participant, Patient Oriented Research (POR) Saskatchewan Style. A Workshop for Patients, Clinicians, and Policy Makers. Regina General Hospital, Regina, Saskatchewan. May 25, 2015
- Mar 22, 2007: Participant, Preceptorship for Nurses: RNAO Regional Workshop earned a certificate, Attended via Web. Laurentian University, Sudbury Ontario
- Feb 23, 2007: Participant, Lemington and District Memorial Hospital Preceptor and Mentor Workshop and earned a certificate - Attended via web. Laurentian University, Sudbury, Ontario
- January, 2006: Co-facilitator, Preceptorship preparation workshop. Faculty of Nursing, University of Alberta (January 12 & 19, 2006).
- October, 2005: Co-facilitator, Preceptorship preparation workshop. Faculty of Nursing, University of Alberta. (October 18, 2005).
- September, 2005: Co-facilitator, Preceptorship preparation workshop. Faculty of Nursing, University of Alberta. (September 22, 2005).
- March, 2005: Co-facilitator, Preceptorship preparation workshop. Faculty of Nursing, University of Alberta. (March 3, 2005).
- January, 2005: Co-facilitator, Preceptorship preparation workshop. Faculty of Nursing, University of Alberta. (January 13 & 20, 2005).

- November, 2004: Co-facilitator, Preceptor preparation workshop. Faculty of Nursing, University of Alberta. (November 25, 2004).
- October, 2004: Co-facilitator, Preceptorship preparation workshop. Faculty of Nursing, University of Alberta
- September, 2004: Co-facilitator, Preceptor preparation workshop. Faculty of Nursing, University of Alberta (September 20 & 23, 2004).
- May, 2004: Co-facilitator, Preceptorship preparation workshop. Faculty of Nursing, University of Alberta (May 20, 2004).
- January, 2004: Co-facilitator, Preceptorship preparation workshop. Faculty of Nursing, University of Alberta (January, 22, 2004).
- August, 2003: Participant, Nurse Educator orientation lab teaching: Best practices workshop, Faculty of Nursing, University of Alberta.
- August, 2003: Participant, Undergraduate nursing instructor orientation. Faculty of Nursing, University of Alberta.
- December, 2000: Participant, Briefing on Mother to Child Transmission of HIV (MTCT) Program. Institute of Health Sciences, Gaborone, Botswana
- June, 2000: Participant, Workshop on Dissemination of Information. Institute of Health Sciences (IHS), Gaborone, Botswana
- August, 1999: Participant, Workshop on Dissemination of the Revised Botswana Obstetric Chart. IHS, Gaborone, Botswana
- July, 1999: Participant, Workshop on Peritoneal Dialysis at IHS, Gaborone, Botswana
- June, 1999: Participant, Workshop on Nursing Process. IHS, Gaborone, Botswana
- June, 1994: Revision of Course Plan for General Nursing Program. IHS, Gaborone, Botswana
- July, 1994: Co-Curriculum Development. IHS, Gaborone, Botswana
- May, 1986: Participant, Workshop on Service Providers Course in Child Spacing.

Zomba General Hospital, Malawi

April, 1985:

Trainer and Service Providers Course in Family Health. Zomba General Hospital, Malawi

**JAIME MANTESSO, RN, MN, PhD (c)**  
 University of Regina  
 Faculty of Nursing  
 jaime.mantesso@uregina.ca  
 (306) 541-5335

## **ACADEMIC BACKGROUND**

<b>Doctoral Studies, University of Regina</b> Faculty of Education, Education Psychology <i>Pending Defense</i>	2015 – Present
<b>Graduate Studies, University of Saskatchewan</b> Master's of Nursing	2012
<b>Nursing Education Program Of Saskatchewan (NEPS)</b> College of Nursing, University of Saskatchewan <i>Graduated with Distinction</i>	2007
<b>University Of Regina</b> Faculty of Arts <i>Distinction Status</i>	2001 – 2002

---

## **APPLICABLE CAREER EXPERIENCE**

<b>University of Regina</b> <i>Faculty of Nursing</i> <i>Tenured Faculty – Instructor III Level</i> - NCLEX Remedial Course (2015 – 2019) - Skills Lab Coordinator (2014 – 2018)	July 2014 – Present
<b>Cygnus Group Consulting Ltd.</b> <i>Mental Health Advisor</i> - COVID/Return to School Planning	July 2020 – October 2020
<b>Regina Qu'Appelle Health Region</b> <i>Home IV Therapy Coordinator</i>	August 2017 – October 2019
<b>Regina Qu'Appelle Health Region</b> <i>Home Care Coordinator</i>	December 2015 – July 2017
<b>University of Saskatchewan</b> <i>College of Nursing</i> <i>Simulation Lab Coordinator/ Instructor</i>	December 2012 – December 2013

<b>University of Saskatchewan</b> <i>College of Nursing</i> <i>Clinical Coordinator/ Instructor</i>	December 2011 – December 2012
<b>University of Saskatchewan</b> <i>NEPS Year 3 &amp; 4</i> <i>Sessional Instructor</i>	September 2009 – December 2011
<b>SIAST</b> <i>Continuing Care Assistant Program</i> <i>Instructor</i> - EAL student cohort	September 2009 – December 2011
<b>Dumont Technical Institute</b> <i>Continuing Care Assistant Program</i> <i>Instructor/ Clinical Coordinator</i> - Coordination of clinical experiences, counseling	January 2010 – April 2011
<b>Haztech</b> <i>Occupational Health Nurse</i> - Co-op Refinery (Colt Site) - Emergency response, health promotion, administration	Summer 2011
<b>Midwest Claims</b> <i>Medical Claims Consultant</i> - Review, reporting, administrative duties	May 2010 – May 2011
<b>Pasqua Emergency Department</b> <i>Registered Emergency Nurse</i> - Primary and team nursing - EMS/ NEPS student preceptor	January 2007 – June 2011
<b>Research Assistant</b> <i>University of Saskatchewan</i> - Locus of Control (RN feedback) - SRNA Continuing Competency Program - IEN (transition and retention) - iTouch/ PDA Tech (clinical application)	September 2008 – May 2011
<b>Community Mentorship Program</b> <i>Program Coordinator &amp; Interim Manager</i> - Hiring, training, crisis intervention, programming	December 2006 – June 2009

---

**SERVICE**

<b>FoN Peer Review Committee</b> <i>Member</i>	January 2022 – Present
<b>NGN NCLEX-RN Working Group</b> <i>Member</i>	November 2021 – Present
<b>UR Business Administration Faculty</b> <i>FoN Faculty Representative</i>	July 2021 – Present
<b>Indigenous Advisory Committee</b> <i>Member</i>	January 2021 – Present
<b>SCBScN FoN Curriculum Liaison</b> - Curriculum Committee - Evaluation Committee	January 2021 – July 2021
<b>University of Regina Executive Council</b> <i>Member</i>	September 2019 – July 2021
<b>Mental Health Professional Practice Group</b> <i>Co-President</i> - Website Developer	September 2018 – Present
<b>UR Biosafety Advisory Committee (BSAC)</b> <i>FoN Faculty Representative</i>	July 2018 – Present
<b>Schizophrenia Society Saskatchewan</b> <i>Board Member, Partnership Program Speaker</i> - Fundraising Committee, Strategic Direction Committee	July 2018 – Present
<b>HIV/HCV Community of Practice</b> <i>Member</i>	October 2017 – Present
<b>IPE Northern Wellness Days</b> <i>Volunteer Instructor</i> - La Loche, Clearwater River Dene Nation, Buffalo Narrows - Mental and dental clinics, school visits	September 2019
<b>North Central Family Centre</b> <i>Volunteer</i> - Mental Health Workshops (Fall 2016/17) - “Run 4 UR Life” campaign (QCM 2016)	May 2014 – April 2018
<b>UnderstandUs</b> <i>Volunteer</i>	December 2014 – May 2017



**Street Culture Program**

*Consultant*  
- Staff Training

May 2011 – 2015

**Community 4 Connection**

July 2011 – 2014 *Volunteer*

**Community Mentorship Program**

*Youth Mentor*

December 2005 – 2013

---

**PUBLICATIONS & PRESENTATIONS**

Mantesso, J. (June 2021). *Pre-Teen Mental Health Promotion*. The Place of Philanthropy in Community Mental Health Conference [Invited Speaker].

Mantesso, J., Nicolay, S., Sutherland, R., & Lane, K. (May 2021). *Answering The Call*. [Invited panelist] Webinar Wednesday: Nurses' Week. SRNA.

Mitchell, J., Mantesso, J., Chambers, H., & Gamble, L. (February 2021). *Grief & Resilience*. [Zoom presentation]. MHPPG Members/General Public.

Mitchell, J., Chambers, H., Mantesso, J., Gretchen, M., & Gamble, L. (January 2021). *Self-Compassion* [Zoom presentation]. MHPPG Members/General Public.

Mantesso, J. & Gretchen, M. (January 2021). *We need connection: Our mental health depends on it* [Invited presenter]. Webinar Wednesday: Engaging in Your Profession Series. SRNA.

Mantesso, J. (2019). Lippincott Q&A review for NCLEX-RN (14th edition): *Psychiatric nursing* [Manuscript reviewer]. Wolters Kluwer.

Mantesso, J. (September 2019). *Let's talk about your mental health* [Invited speaker]. 1st Annual Mindful Muslima Conference.

Mantesso, J. (June 2019). *Using a salutogenic perspective to understand how parents promote mental health with their children: A constructivist grounded theory study*. [Student presentation]. Canadian Doctoral Nursing Networking Conference.

Mantesso, J., & Schizophrenia Society of Saskatchewan. (2019). *Mental health partnerships* [Partnership Program presentation]. Royal Canadian Mounted Police (RCMP), F Division.

Carleton, R. N., Korol, S., Wagner, J., Horswill, S. C., Mantesso, J., Neary, J. P., Luhanga, F., Arvidson, S., McCarron, MM., Hozempa, K., Harenberg, S., Donnelly, G., & Lyster, K. (2019). A prospective assessment of PTSD symptoms using analogue trauma training with nursing students. *Canadian Journal of Behavioural Science*, 51(3), 181–191. <https://doi.org/10.1037/cbs0000127>

Mantesso, J., & Schizophrenia Society of Saskatchewan. (November 2018). *Role of a mental health nurse* [Partnership Program presentation]. FW Johnson High School.

Mantesso, J., & Schizophrenia Society of Saskatchewan. (August 2018). *Mental health partnerships* [Partnership Program presentation]. Royal Canadian Mounted Police (RCMP), F Division.

Mantesso, J. (May 2018). *Finding the balance* [Invited speaker]. Public Service Commission, Government of Saskatchewan Conference. Conexus Arts Centre.

Mantesso, J. (August 2017). *Student mental wellness* [Panel speaker]. Clinical Practica Coach Workshop. UR FoN.

Mantesso, J. (December 2017). *Lippincott Q&A review for NCLEX-RN (13th ed.): Psychiatric nursing* [Manuscript reviewer]. Wolters Kluwer.

Manson, P., Mantesso, J., & Domm, L. (April 2016 – Present x 2-3 times/year). *NCLEX graduate workshop* [Organizer/Presenter]. SCBScN.

Dietrich-Leurer, M., Bolen Anderson, C., Campbell, D., Davies, S., & Mantesso, J. (2012). Innovative student placements with vulnerable populations. [Poster presentation]. *Wisdom to Action: The Power to Shape Change*.

Bassendowski, S., Petrucka, P., Breikreuz, L. Mantesso Partyka, J., MacDougall, L., Hanson, B., & Ayers, K. (2011). Integration of technology to support nursing practice: A Saskatchewan initiative. *Online Journal of Nursing Informatics*, 15(2). <http://ojni.org/issues/?p=635>

Mantesso, J. (2010). *Partnerships in developing alternatives: Technology meets practice at All Nations' Healing Hospital*. [Poster presentation]. Saskatchewan Association of Health Organizations.

Mantesso, J., Bassendowski, S., & Petrucka, P. (2008). Continuing professional competence: Peer feedback success from determination of nurse locus of control. *International Journal of Continuing Education*, 39(5), 200–205. Quiz: 206–207, 240.

Mantesso, J. (2005). Caring for self: A prerequisite of caring for others. *International Journal of Human Caring*, 9(3), 73–75. [2nd year nursing student submission].

---

## **RESEARCH**

### **A prospective assessment of PTSD symptoms using analogue trauma training with nursing students (2016 – 2019)**

*Co-investigator*

- Simulation: January 21, 2017

**Victimology and Survivor Studies – Bridging Perspectives in a Transdisciplinary Landscape of Practice (2016 – 2018)**

*Invited Participant*

**MITACS ACCELERATE Graduate Research Internship Program (2010)**

*Intern: All Nations' Healing Hospital/ College of Nursing, University of Saskatchewan*

- Literature review, survey development and administration
- Development of train-the-trainer manual, education for staff, follow-up

**Internationally Educated Nurses in Saskatchewan Research Project (2010)**

*Research Assistant*

- Software program review, programming, training, data collection, literature review
- 

**PROFESSIONAL ACTIVITIES & CERTIFICATIONS**

- Annual Children's Mental Health Conference [Certificate] (November 2021)
  - The NGN Evolution [Certificate] (November 2021)
  - Anti-Racism Course [Certificate] (June/July 2021)
  - 6th International Conference on Salutogenesis (June 2021)
  - The Place of Philanthropy in Community Mental Health (June 2021)
  - COVID-19 & Adult Mental Health in Saskatchewan World Café SPHERU (May 2021)
  - The Science of Happiness Homewood Health Webinar (December 2020)
  - UBC Addiction Care and Treatment [e-course] (August 2020)
  - Website Development Training (August 2019 – October 2019)
  - Canadian Doctoral Nursing Networking Conference (June 2019)
  - Mental Health Professional Practice Group (September 2019 - Present)
  - Trauma Pain Relief Seminar (September 2018)
  - Interprofessional Education Working Group (2017 – 2018)
  - Canadian Mental Health Association Conference (September 2017)
  - Registered Nurses' Association of Ontario. Delirium, Depression, and Depression in Older Adults: Assessment and Care [E-learning course] (July 2017)
  - Master's Student Supervision – University of Lethbridge (2017)
  - Mental Health First Aid Certificate (May 2017)
  - Collaborative Nursing Simulation Event (January 2017)
  - American College of Emergency Physicians Conference (October 2016)
  - 3rd Annual Canadian Nursing Graduate Conference (June 2016)
  - CASN Webinar: Surmounting Stigma in Mental Health Diagnoses (May 2016)
  - UR Leading Pilot Project (2015 – 2016)
  - 2nd Annual Canadian Nursing Graduate Conference (2015)
  - Justice at The Crossroads: 35th Annual Congress on Criminal Justice (2015)
  - Naturopathic Medicine Course (2013)
  - Advanced Cardiac Life Support Certification (March 2013)
  - Meditation in Wholistic Health Course (2012)
  - W.I.S.E Training Course (2012)
  - Recovery Model Training Course (2012)
  - People to People International Nursing Delegation to China (2009)
-

## **REFERENCES**

**Dr. Marc Spooner** (doctoral supervisor)  
*Professor*  
Faculty of Education, University of Regina  
(306) 585-4538 (w)  
marc.spooner@uregina.ca

**Trent Wortherspoon** (former manager)  
*MLA- Regina Rosemont*  
Saskatchewan Legislative Assembly  
(306) 533-5175 (wc)  
trent@saskndp.ca

**Daniel Downs** (former manager)  
*Program Head*  
Dumont Technical Institute  
(306) 371-5050 (wc)  
daniel.downs@gdi.gdins.org

## CURRICULUM VITAE

Dr. Elise J. Matthews, PhD, RN, BScN, BA (Hon. Psy.)

111.25-116 Research Drive, Saskatoon, SK, Canada, S7N 3R3  
(306) 220-8535 (c) (306) 664-7393 (o) elise.matthews@uregina.ca

<https://www.uregina.ca/nursing/faculty-staff/faculty/Matthews-Elise.html>

<https://www.conaa.org/>

<https://www.rrun.ca>

## Contents

EDUCATION .....	2
LICENSURE .....	2
ACADEMIC APPOINTMENTS AND PROMOTIONS .....	2
HONORS AND AWARDS .....	3
PROFESSIONAL MEMBERSHIPS .....	3
CLINICAL AND PROFESSIONAL EXPERIENCE (2001 to 2022).....	4
CERTIFICATIONS.....	4
PROFESSIONAL DEVELOPMENT .....	5
GRADUATE STUDENT EDUCATION .....	6
UNDERGRADUATE EDUCATION.....	7
AWARDED RESEARCH GRANTS: EXTERNAL (\$240,000 as PI) .....	8
AWARDED RESEARCH GRANTS: INTERNAL (\$34,000) .....	9
SUBMITTED EXTERNAL RESEARCH GRANTS: PENDING (\$20,000).....	9
BOOK CHAPTERS.....	11
ARTICLES IN REFEREED JOURNALS .....	11
KNOWLEDGE TRANSLATION PRODUCTS .....	12
MANUSCRIPTS IN PREPARATION.....	12
OTHER PUBLICATIONS, RESEARCH REPORTS, AND PRESENTATIONS.....	12
CONFERENCE PRESENTATIONS.....	13
REVIEWING ACTIVITIES.....	15
SERVICE TO THE UNIVERSITY OF REGINA .....	16
SERVICE TO THE FACULTY OF NURSING .....	16
SERVICE TO THE COMMUNITY.....	16
SERVICE TO THE PROFESSION.....	17

## EDUCATION

- 2016      Doctor of Philosophy in Culture, Health and Human Development  
 Department of Psychology, University of Saskatchewan  
 Supervisor: Dr. Michel Desjardins. Dissertation Defended August 2016  
 Dissertation: *Risk, relationality, and reconciliation: Experiences of reproductive decision-making after childhood maltreatment*  
 Master's project: *Understanding reproductive decision-making: Towards a meaning-centered approach*
- 2009      Bachelor of Arts (High Honours) in Psychology  
 University of Saskatchewan. Supervisor: Dr. Michel Desjardins  
 Thesis: *The poetics & politics of voluntary childlessness: Experiences & narrative expressions*
- 2004      Bachelor of Science in Nursing (Great Distinction)  
 College of Nursing, University of Saskatchewan
- 2000      Associate of Arts in Music, Briercrest College, Saskatchewan

## LICENSURE

- 2004-present Registered Nurse in good standing. Saskatchewan Registered Nurses Assoc. (#0037172)

## ACADEMIC APPOINTMENTS AND PROMOTIONS

- 2020 - pres Associate Professor (with Tenure)  
 Tenured July 1, 2020  
 Faculty of Nursing, University of Regina  
 Accredited with Faculty of Graduate Studies & Research
- 2022      Sabbatical, 6 months, January to July
- 2015 - 2020 Assistant Professor (tenure-track), Faculty of Nursing, University of Regina  
 July 1, 2015 to June 30, 2020
- 2017 - 2022 Adjunct Professor, Department of Psychology, College of Arts and Science,  
 University of Saskatchewan. Member of the College of Graduate & Postdoctoral Studies
- 2015 - pres Professional Affiliate. School of Nursing, Saskatchewan Polytechnic
- 2014 - 2015 Sessional Instructor, Faculty of Nursing, University of Regina

## HONORS AND AWARDS

2021	Merit Award for Exceptional Performance, University of Regina
2016	Graduate Thesis Award committee recommendation
2011	Doctoral Scholarship, Social Sciences & Humanities Research Council, (\$105,000)
2009	Master's Scholarship, SSHRC (\$17,500)
2010	Doctoral Dean's Scholarship, University of Saskatchewan (\$20,000)
2010	Student Paper Award, Women & Psychology, Canadian Psychological Association
2010	Department of Psychology Graduate Scholarship, (\$2000)
2010	Canadian Psychological Association Academic Excellence Award for Honour's Thesis
2009	University of Saskatchewan Tuition Scholarship (\$12,000)
2009	University of Saskatchewan Convocation Medal in the Social Sciences
2007	University of Saskatchewan Undergraduate Scholarship (\$3000)
2003	Julia Alice Saddington Memorial Scholarship, College of Nursing, U. of S. (\$900)
2003	Marjorie Glasspool Bursary for Academic Achievement, College of Nursing, U. of S. (\$900)
2000	Betty Anne Ohrt Scholarship, College of Nursing, U. of .S. (\$800)
1998	University of Saskatchewan Chancellor's Scholarship (\$16,000)

## PROFESSIONAL MEMBERSHIPS

2020-2023	Community Health Nurses of Canada (CMHC)
2020-2023	Canadian Association of Paediatric Nurses (CAPN)
2020-2023	Canadian Federation of Mental Health Nurses (CFMHN)
2020-2023	Canadian Paediatric Society, Associate Health Care Professional (CPS)
2022-2023	Canadian Alliance of Nurse Educators using Simulation (CAN-Sim)
2015-2023	Canadian Family Practice Nurses Association (CFPNA)
2015-2023	Council on Nursing and Anthropology (CONAA)
2020-2023	Developmental Disabilities Association of Ontario (ODDA)
2017-2023	Canadian Disability Studies Association (CDSA)
2015-2023	Society for Applied Anthropology (SfAA)

## COMMUNITY MEMBERSHIPS

2021-2023	Saskatoon Open Door Society, member
2021-2023	Global Gathering Place Saskatoon, member
2020-2023	Inclusion Saskatchewan, member
2020-2023	Saskatchewan Abilities, member

## CLINICAL AND PROFESSIONAL EXPERIENCE (2001 to 2022)

2014-2022	Instructor, Saskatchewan Collaborative Bachelor of Science in Nursing Faculty of Nursing, University of Regina and Saskatchewan Polytechnic
2013-2016	Registered Nurse, Saskatoon City Hospital Same/Day Surgery/Pre-assessment Women's Health, Breast Health, Ophthalmology, Urology, Orthopedics, Pediatrics
2011-2012	Parental Leave
2008-2010	Registered Nurse, Saskatoon Community Clinic & Westside Community Clinic Family Practice Nursing & Community Health Nursing in Primary Health Care clinic
2007-2008	Registered Nurse, Canadian Blood Services
2006-2007	Research Assistant, College of Nursing, University of Saskatchewan
2004-2006	Registered Nurse, Royal University Hospital, Saskatoon Pediatrics and Neonatal Intensive Care Unit
2003-2004	Senior Nursing Assistant, Neonatal Intensive Care Unit and Pediatrics Royal University Hospital, Saskatoon
2001-2003	Continuing Care Assistant, St. Joseph's Long-term Care, Saskatoon, SK

## CERTIFICATIONS

2021	CPR BLS-C/AED for HCP (May)
2020	BRRIC – Building Research Relationships with Indigenous Communities Indigenous Peoples' Health Research Center
2020	Tri-Council Policy Statement 2 Course on Research Ethics
2019	First Responder to Sexual Assault Training Program
2015	Mental Health First Aid, Mental Health Commission of Canada
2021	Building Relations: The Power of Respect and Support Workshop
2018	Respect in the Workplace Certificate
2018	Walking Through Grief – Helping Others Deal with Loss Motivating Change – Strategies for Approaching Resistance Crisis & Trauma Resource Institute
2017	Strategy Patient Oriented Research (SPOR) Saskatchewan Center (SCOPR) Module 1: Patient Oriented Research Module 2: Fundamentals of Health Research
2016	Rapid Qualitative Inquiry & Rapid Ethnographic Assessment Society for Applied Anthropology workshop
2013	Transfer, Lifting, Repositioning
2014	Introductory Instruction Skills, Gwenna Moss Center for Teaching Effectiveness



## PROFESSIONAL DEVELOPMENT

### Indigenization, Reconciliation, Equity, Diversity, Inclusion

- 2022 Indigenous Research Ethics Indigenous Research Network, University of Toronto.  
Workshop 1: Defining Ethics  
Workshop 2: Respect and Reciprocity  
Workshop 3: Indigenous Qualitative Data Collection  
Workshop 4: Indigenous Data Analysis
- 2021 Jordan's Principle 101: Equity in services for First Nations Children.  
Canadian Paediatric Society Grand Rounds. Webinar.
- 2021 Inclusion Saskatchewan Family Conference. 1 day Workshop.
- 2021 Moves to Decolonize and Indigenize Higher Education: A Critical Examination of  
Western Canadian Universities and the Trouble with Terms.  
Social Policy Research Centre, U. of R. Webinar.
- 2021 Racism in Healthcare: Creating Systems Change.  
First Nations and Metis Health Research Network. Webinar.
- 2021 Unconscious Bias Training. Human Resources University of Regina. Workshop.
- 2021 Threads Cultural Conversations: Weaving the Tapestry of Community.  
Saskatoon Open Door Society. 2 day Workshop.
- 2021 Equity, Diversity and Inclusion Office for Research Training.  
Introduction to Inclusion. Webinar.
- 2020 Perspectives from our work in Partnership with First Nations Communities in  
Saskatchewan in COVID-10. J. Sasakamoose & S. Skinner. Webinar.
- 2020 Navigating Race and the Intersections of Race and Gender.  
Equity, Diversity and Inclusion Town Hall. U. of Regina. Webinar.
- 2020 Community Perspectives in Indigenous-centered Research  
Indigenous Research Showcase. U. of Regina, Indigenous Research Lead. Webinar.
- 2019 Indigenous Canada  
University of Alberta MOOC (12 week, 20 hour)  
<https://www.coursera.org/learn/indigenous-canada>
- 2019 4 Seasons of Reconciliation  
[www.ReconciliationEducation.ca](http://www.ReconciliationEducation.ca) Certificate.
- 2019 Sexual Violence and the LGBTQ2S Community.  
OUT Saskatoon. Workshop.
- 2016 Braiding Indigenous and Western Science in University Courses  
Center for Teaching and Learning, U. of Regina. Webinar.
- 2015 Indigenizing your Teaching: Teaching Institute  
Center for Teaching and Learning, U. of Regina. (2 days).

### Pedagogy

- 2022 The Next Generation NCLEX: Clinical Integration into Lecture. Workshop. SCBScN.
- 2022 Improving Proficiency with Item Writing and Test Blueprinting. Ainslie Nibert. Nurse  
Think of Nurse Tim Inc. Workshop (6 hours). April.
- 2022 Next Generation NCLEX: Countdown to Launch. NCSBN: National Council of State Boards of  
Nursing. Webinar.
- 2021 Nursing philosophy: Addressing current debates.  
International Philosophy of Nursing Society. Webinar.

2020	Where do we go from here? Tough questions facing online education in Saskatchewan. JSJS of Public Policy Online Education series. Webinar.
2020	Remote Learning Workshops. Flexible Learning (CCE) Instructional Design Team, U. of Regina. Webinars.
2019	Interprofessional Education Workshops. SCBScN, U. of Regina. Workshop series.
2018	Modernising approaches to teaching and learning through Open and Connected learning. S. Fraser, Athabasca University. Webinar.
2017	Online teaching and learning workshops Series with instructional designer, Faculty of Nursing, U. of Regina. Webinars. Using Video in UR Courses; H5P Interactives; 2Tools2Try4Assessment; Rich Environments for Active Learning (REAL).
2016	Interdisciplinary and Multidisciplinary teaching: Giving up sole control in the classroom. R. Caines. Faculty of Media, Art, and Performance, U. of Regina. Webinar.
2015	Building Effective Nursing Research Connections. Regina Qu'Appelle Health Region. Workshop.
2015	Transitioning to the NCLEX-RN. M. Kramer Kile. Workshop.
2015	Center for Teaching and Learning series. Assessing critical thinking; Turnitin; Exam invigilation; Improving student performance: Misconceptions about learning, U. of Regina. Webinars.
2015	The nursing informatics journey and the future. K. J. Hannah lecture Series. U. of Saskatchewan. Webinar.
2015	Faculty Teaching Orientation, Center for Teaching and Learning. U. of Regina

## GRADUATE STUDENT EDUCATION

### External Examiner

2021	Danielle Caissie, Master's Defence, Clinical Psychology, Univ. of Regina, December 2021
2020	Shelby Shivak, Master's Defence, Clinical Psychology, University of Regina, June 2020
2018	Beverley Jean Digout Master's Defence, Social Work, University of Regina, July, 2018

### Chair

2020	Markus Beveridge Master's Defence, Faculty of Social Work, U. of Regina
2019	Meghan Sawatsky Master's Defence, Faculty of Social Work, U. of Regina
2018	Chelsey Bradshaw Master's Defence, Faculty of Social Work, U. of Regina
2016	Sydney Bell Master's Defence, Faculty of Social Work, U. of Regina
2016	Meliton Sysing Master's Defence, Faculty of Social Work, U. of Regina

### Graduate Courses Taught

2020	MNUR 801: Research in Advanced Nursing Practice (Online, 27 students)
2019	MNUR 801: Research in Advanced Nursing Practice (Online, 17 students)
2017	MNUR 801: Research in Advanced Practice Nursing (Online, co-teacher, 16 students)

## Supervision of Graduate Student Research Assistants

2021-2022	Whitney Ogle - Winyan Waste, Graduate (Master's Student) Research Assistant
2020-2021	Jenny (Priscilla) Gardipy, Graduate (Doctoral Student) Research Assistant
2020-2022	Carolina de Barros, Graduate (Master's Student) Research Assistant

## Supervision of Graduate Student Teaching Assistants

2020	Adeola Folorunso, Teaching Assistant (Masters Student), U. of Regina. MNUR 801, Winter.
2018	Jay Fradette, Teaching Assistant (Masters Student), U. of Regina. CNUR 209, Winter.

## SUPERVISION OF HIGHLY QUALIFIED PERSONNEL

2020-2021	Raissa Graumans, PhD., Research Associate (Post-doctoral)
-----------	---

## SUPERVISION OF UNDERGRADUATE RESEARCH & TEACHING ASSISTANTS

2022	Yohana Kiros (Nursing Undergraduate Research Internship Program)
2022	Tomilola Ojo (Research Assistant, Psychology undergraduate)
2021	Marjaan Ahmed (Nursing Undergraduate Research Internship Program)
2021	Abby Phillips (Research Assistant, Psychology undergraduate)
2021	Maxwell Folk (Research Assistant, Psychology undergraduate)
2020	Tenelle Weiler (Research Assistant, SCBScN Student)
2017	Crystal Knihnitski (Nursing Undergraduate Research Internship Program)
2016	Chelsea Runquist (Nursing Undergraduate Research Internship Program)
2016	Amy Shuya (Research Assistant, SCBScN Student)
2015	Katherine Cotter (Teaching Assistant, Research Assistant, NURIP, SCBScN student)
2014	Amy Regier (Teaching Assistant, SCBScN student)

## UNDERGRADUATE EDUCATION

### Faculty of Nursing, University of Regina

2021	CNUR 401: Population Health & Community Partnerships (28 students, online theory)
2021	CNUR 403: Focused Practice Educations (12 students in community health settings)
2020	CNUR 102: Foundations of Care 1: A Developing Professional (16 students, 3 hour lab)
2020	CNUR 102: Foundations of Care 1: A Developing Professional (15 students, 3 hour lab)
2020	CNUR 106: Health and Education Across the Lifespan (39 students, 3 hour seminar)
2019	CNUR 209: Nursing Research Methods (Online, 42 students)
2019	CNUR 201: Counselling and Therapeutic Use of Groups (12 students, 4 hour seminar)
2019	CNUR 106: Health and Education Across the Lifespan (40 students, 3 hour seminar)
2018	CNUR 102: Foundations of Care 1: A Developing Professional (Lab, 13 students)
2018	CNUR 201: Counselling and Therapeutic Use of Groups (flipped classroom, 15 students).
2018	CNUR 209: Nursing Research Methods (development of online course)
2018	CNUR 209: Nursing Research Methods (65 students, lecture)

2018	CNUR 106: Health and Education Across the Lifespan (75 students, lecture)
2017	CNUR 106: Health and Education Across the Lifespan (19 students, 3 hour lab)
2017	CNUR 304: Mental Health Partnerships (31 students, lecture)
2017	CNUR 304: Mental Health Partnerships (37 students, lecture)
2017	CNUR 201: Counselling and Therapeutic Use of Groups (13 students, 4 hour seminar)
2017	CNUR 209: Nursing Research Methods (55 students, lecture)
2017	CNUR 106: Health and Education Across the Lifespan (20 students, lab)
2016	CNUR 201: Counselling and Therapeutic Use of Groups (flipped classroom, 12 students)
2016	CNUR 300: Family Health (Online) (24 students, Online)
2016	CNUR 209: Nursing Research Methods (lecture/seminar, 63 students)
2015	CNUR 300: Family Health (online, 31 students)
2015	CNUR 300: Family Health (online, 30 students)
2015	CNUR 209: Nursing Research Methods (lecture/seminar, 68 students)
2014	CNUR 209: Nursing Research Methods (lecture/seminar, 62 students)

### Teaching Assistant, Department of Psychology, University of Saskatchewan

2011	PSY 110: General Psychology
2011	PSY 425: Advanced Group Dynamics and Intergroup Relations
2011	PSY 324: Research in Qualitative Study of Lives and Social Practices
2012	PSY 323: Qualitative Study of Lives and Social Practices
2009	PSY 213: Child Development

### AWARDED RESEARCH GRANTS: EXTERNAL (\$240,000 as PI)

1. **Matthews, E. (PI).** Fourstar, C. (Co-PI), Gelech, J., Beatty, B., Desjardins, M., Montgomery, H. (Co-Is). *Sharing First Nations Childhood Disability Teachings and Stories*. Saskatchewan Health Research Foundation Truth and Action Research Connections Grant. Awarded January 2022. **\$10,000.**
2. **Matthews, E. (PI).** Co-Is: Gelech, J., Desjardins, M., Montgomery, H. M., Beatty, B. *Saskatchewan Indigenous Childhood Disability Resource Guide*. Saskatchewan Health Research Foundation Research Connections Grant. Awarded May 2021. **\$7,500**
3. **Matthews, E. (Co-PI).** Andersen, C., Harrison, A., Wells, M. (Co-Is) of Inclusion Saskatchewan. *Choice and care: Health planning documents for people with intellectual disabilities*. George Reed Centre for Accessible Visible Communication. Awarded March 2021. **\$20,000.**
4. **Matthews, E. (PI).** Co-Is: Gelech, J., Desjardins, M., Montgomery, H. M., Beatty, B. *RRUN – Recognizing Resilience and Understanding Needs: Family experiences of childhood disability in Indigenous communities in Saskatchewan*. Social Sciences and Humanities Research Council of Canada Partnership Development Grant. Awarded, March, 2020. **\$200,000.**
5. **Matthews, E. (PI).** *Working with parents/caregivers to develop a screening tool and service pathway protocol for mental health service needs in children with a suspected Autism Spectrum disorder diagnosis*. Saskatchewan Health Research Foundation and Saskatchewan Center for Patient Oriented Research (with Canadian Institute of Health Research) SPROUT grant Relevancy Review and Patient Engagement Award, August 2017. **\$1,991.**

## AWARDED RESEARCH GRANTS: INTERNAL (\$34,000)

1. *Saskatchewan Indigenous Childhood Disability Resource Guide*  
**Matthews, E.** (PI). Co-Is: Gelech, J., Desjardins, M., Montgomery, H. M., Beatty, B.  
 Vice President of Research Office matching funds for SHRF Connections grant.  
 Awarded May 2021. **\$4,000**
2. *Perceptions of family violence among Syrian refugee women*  
**Matthews, E.** (PI), & Al-Ja'afreh, S. (Co-PI) Awarded July 2019. University of Regina President's  
 Seed SSHRC (Social Sciences and Humanities Research Council of Canada) Explore Grant. **\$5,000.**
3. *Academic accommodations campus experiences of students-AACES.*  
 Clune, L. (PI) and **Matthews, E.** (Co-I). President's Teaching and Learning Scholar's Program,  
 University of Regina. Awarded November 2016. **\$4,000.**
4. *Evaluating cultural competence learning outcomes of cultural immersion international learning  
 experiences for nursing students.*  
**Matthews, E.** (PI). Co-Is: R. Loewen, L. Clune, F Luhanga. President's Teaching and Learning  
 Scholar's Program, University of Regina. Awarded November 2015. **\$4,128.**
5. *Experiences of parents of children with physical and developmental disabilities across rural and  
 urban Saskatchewan.*  
**Matthews, E.** (PI). Start-up (\$10,000) and Travel funds (\$7,000). Faculty of Nursing and  
 University of Regina Office of the Vice-President of Research. July 2015. **\$17,000.**

## SUBMITTED EXTERNAL RESEARCH GRANTS: PENDING (\$20,000)

*Community Healing Exploring Indigenous Resurgence and Cultural Arts-Based Approaches.*  
 Canadian Institutes of Health Research Planning and Dissemination Grant. Submitted February, 2022.  
 Nominated Principal Applicant, E. Cooper (University of Regina). Principal Applicants: E. Matthews  
 (Regina), H. Smith (New Zealand), & S. Andrews (Australia). Principal Knowledge User: R. Tenana  
 (Unitec Institute of Technology), D. Robins (West Flat Citizens Group) Co-Applicants: E. Grafton, PhD  
 (University of Regina) Collaborators: J. Altenberg (The Young Indigenous Womens Utopia), V.  
 Deschambeault (Pine Island Community Reference Panel Inc), C. Eashappie (Elder in Prince Albert), G.  
 Eashappie (Elder in Prince Albert), Te Raina Ferris, Maori Elder Knowledge Holder, A. Perry, (Circle  
 Project), Senator S.Sanderson (Indigenous knowledge keeper).  
 Request: **\$20,000.**

## SUBMITTED RESEARCH GRANTS: NOT FUNDED

*Improving access to health care services for immigrant and refugee families of children and youth  
 with developmental disabilities.* Canadian Institutes of Health Research Project Grant. Submitted  
 April, 2021. E. Matthews (Nominated PI). PIs: V. Pupilampu, S. Al-Ja'afreh. Co-Is: E. Cooper, C.  
 Massing, K. Wright, M. Sanchez. Collaborators: A. Ashfaque, M. Baerg, L. Brandt, T. Friedrich, A.  
 Harrison, N. Sachdev, C. Singleton (from organizations: Saskatchewan Health Authority, Inclusion  
 Saskatchewan, Autism Services Saskatoon, Global Gathering Place, Saskatoon Open Door Society,  
 Regina Immigrant Women Centre). Request: \$430,000. Recommended for funding (scored "very  
 good"). Not approved for funding.

*Partnership on Older Adults' Perceptions of Vulnerability and Inequality in Pandemic: Identifying Recovery Strategies for Quality of Life (POAP-QOL)*

SSHRC Trans-Atlantic Platform call RRR in a Post-Pandemic World.

Role: Co-Investigator. V. Puplampu (PI-1), S. Nathoo (PI-2), J. Sabaeng (PI-3).

Submitted July 2021. Request for \$115,573 (\$432,654 total). Not funded.

*Exploring the impact of the COVID-19 on the family functioning, mental health, and perceived social and professional support of families of children with neurodevelopment disorders.* Jim Pattison Children's Hospital Foundation COVID-19 Focus Research Grant. E. Matthews (PI), C. Singleton (Co-PI), K. Wright, T. Friedrich, L. Thiessen, L. Tourangeau, A. Schwartz (Co-Applicants). Submitted January 20, 2021. Request for \$50,000. Not funded.

*Prediction of mental health problems among children with Autism Spectrum Disorder.*

Matthews, E. (PI), Wright, K., & Spagrud, L. (Submitted March 2019). Saskatchewan Health Research Foundation Establishment Grant. Request for \$120,000. Not funded.

*Autism Access to Integrated Mental Health Services Study (AAIMSS)*

Matthews, E. (PI), Wright, Kristi (University of Regina). (Submitted March, 2018). Saskatchewan Health Research Foundation Establishment Grant. Request for \$120,000. Not funded.

*AAIMSS: Autism Access to Integrated Mental Health Services Study.*

Matthews, E. (PI). (Submitted October, 2017). Saskatchewan Health Research Foundation SPROUT grant. Co-Applicant: K. Wright. Collaborators: L. Spagrud, K. Bassingthwaite. Patient Family Advisors: L. Werner, J. Shumer, E. Hertz, & S. Arias. Request for \$160,000. *Not funded.*

*Experiences of parents of children living with disabilities in urban and rural Saskatchewan: System navigation, mental health service needs, and strategies of adaptation.*

Matthews, E. (PI), Temple, B, & Johnner, R. (Co-I's). (Submitted March, 2017). Saskatchewan Health Research Foundation Establishment Grant. Request for \$120,000. Not funded.

## BOOK CHAPTERS

1. **Matthews, E.** (2020). Seeking an ethics of care: Adult relational process after childhood maltreatment and parental mental health disorders. In M. de Chesnay & B. A. Anderson, *Caring for the vulnerable: Perspectives in nursing theory, practice and research* (5<sup>th</sup> edition) (pp. 187-196). Burlington, MA: Jones and Bartlett. ISBN: 978-1284146813  
<https://books.google.ca/books?id=dOGGDwAAQBAI&printsec=frontcover&dq=caring+for+the+vulnerable+2019&hl=en&sa=X&ved=0ahUKEwini9mc8rPpAhWlc98KHeHRDZYQ6AEIKDAA#v=onepage&q&f=false>

## ARTICLES IN REFEREED JOURNALS

2. **Matthews, E.,** Pupilampu, V., Gelech, J. (2021). Tactics and strategies of adaptation among parents caring for children with developmental disabilities. *Global Qualitative Nursing Research, 8*, 1-18.  
<https://doi.org/10.1177/23333936211028184>
3. **Matthews, E.,** Clune, L., & Luhanga, F., & Loewen, D. (2021). A critical integrative review of cultural immersion international learning experiences for nursing students. *Journal of Professional Nursing, 37*(5), 875-884. <https://doi.org/10.1016/j.profnurs.2021.07.002>
4. **Matthews, E.,** Gelech, J., Graumans, R., Desjardins, M., & Gelinas, I. (2021). Mediating a fragmented system: Experiences of parents of children with disabilities in Saskatchewan. *Journal of Developmental and Physical Disabilities, 33*, 311-330. <https://www.doi.org/10.1007/s10882-020-09750-0>
5. **Matthews, E.,** & Desjardins, M. (2020). The meaning of risk in reproductive decisions after childhood abuse and neglect. *The Journal of Family Violence, 35*, 793-802.  
<https://www.doi.org/10.1007/s10896-019-00062-2>
6. Pupilampu, V., & **Matthews, E.,** Pupilampu, G., Gross, M., Pathak, S., & Peters, S. (2020). The impact of seniors' cohousing on older adults' quality of life. *The Canadian Journal on Aging, 39*(3).  
<https://www.doi.org/10.1017/S0714980819000448>
7. Gelech, J., Desjardins, M., **Matthews, E.,** Graumans, R. (2017). Why don't working relationships change? The need for a new approach to disability partnership research and reform. *Disability and Society, 32*(2), 176-192. <https://www.doi.org/10.1080/09687599.2017.1281104>
8. **Matthews, E.,** & Desjardins, M. (2017). Remaking our identities: Couples' experiences of Voluntary childlessness. *The Family Journal, 25*(1), 31-39.  
<https://www.doi.org/10.1177/1066480716679643>

## DISSERTATION

- 9. Matthews, E.** (2016). Risk, relationality, and reconciliation: Experiences of reproductive decision-making after childhood maltreatment (Doctoral dissertation). ORCID 0000-0002-3695-2746. Retrieved from <https://ecommons.usask.ca/handle/10388/7439>

## KNOWLEDGE TRANSLATION PRODUCTS

- 10. (BOOK) Matthews, E.,** Winyan Waste/Ogle, W., & Gelech, J. *Walking Together: A guide to Indigenous childhood disability in Saskatchewan*. © RRUN Collaboration. Submitted for stakeholder review.

## MANUSCRIPTS IN PREPARATION

- 11. Matthews, E.,** Gelech, J., Beatty, B., & Montgomery, M., & Graumans, R. *Indigenous conceptualizations of disability in Canada: A critical integrative review*.
- 12. Matthews, E.,** Gelech, J., Beatty, B., & Montgomery, M. *Indigenous service professional's experiences of childhood disability and service access in First Nations communities*.
- 13. de Barros, C., Matthews, E.,** Gelech, J., & Al-Ja'afreh, S. *Perceptions of childhood disability among immigrant and refugee parents*.
- 14. Al-Ja'afreh, S., Matthews, E.,** Gelech, J., & Hamadeh, I. *Syrian refugee women's experiences of transition in self, family, and community*.
- 15. Matthews, E.,** Phillips, A., Kiros, Y., ICAN Self-Advocates, INSK staff. *Attitudes towards shared decision making among health professionals, disability service professionals, families, and self-advocates with intellectual disabilities*.
- 16. Matthews, E.,** Phillips, A., ICAN Self-Advocates, INSK staff. *Conducting collaborative research with people with intellectual disabilities*.
- 17. Matthews, E.,** Clune, L., & Luhanga, F. *Nursing student's experiences of cultural immersion international learning experiences: An anthropology of performance*.

## OTHER PUBLICATIONS, RESEARCH REPORTS, AND PRESENTATIONS

- 1. Matthews, E.** (2022, May). CONAA members reflect on community research in the pandemic. Society for Applied Anthropology Newsletter. <https://www.appliedanthro.org/publications/news/may-2022/conaa-members-reflect-community-research-pandemic>
- 2. Matthews, E.** (2020, May). CONAA connects virtually during the 2020 pandemic. Society for Applied Anthropology Newsletter. <https://www.appliedanthro.org/publications/news/may-2020/conaa>



3. **Matthews E.** (2018, March 16). Exploring the AAIMSS of Patient-oriented Research. Invited oral presentation at Culture, Health and Human Development Graduate Seminar, Department of Psychology, University of Saskatchewan.
4. **Matthews, E.** (2017, May 31). Community based participatory research (CBPR): What is it and how do we do it? Oral presentation at Scholar's Café Faculty Research Seminar, Faculty of Nursing, University of Regina.
5. M. Desjardins, R. Graumans, I. Gelinas, and H. Lefebvre (Eds.) (2013). Research report for the SSHRC funded project, *The social inclusion of people in a situation of incapacity: Intra and intersectorial partnerships facilitating the sharing of rehabilitation knowledge. Report on the Saskatoon partnership project.* **Matthews, E.**, chapter author, pages 16-28, 253-329. ISBN: 978-09920281-0-7.  
<https://www.doi.org/10.13140/RG.2.2.26828.67205>

## CONFERENCE PRESENTATIONS

1. **Matthews, E.** Ahmed, M., Andersen, C., Eger, C., Ellis, J., Harrison, A., McMechan, M., Miller, T., Phillips, A., Sauve, B., Verboom, S., Wall, D., Wells, M., Young, A. (2022). How to Support Health Decision-Making of People with Intellectual Disabilities. Community Health Nurses of Canada conference, June 8-10. Virtual, synchronous conference.
2. **Matthews, E.** (2022). Challenges and Innovations in Collaborative Research in the Community. Council on Nursing and Anthropology sessions at Society for Applied Anthropology conference, Salt Lake City, Utah, USA, March 22-26. Virtual, synchronous conference. Panelist and Chair..
3. **Matthews, E.,** Gelech, J., & Graumans, R. (2021). Childhood disability in Indigenous contexts. Paper presented at the Council on Nursing and Anthropology sessions at Society for Applied Anthropology conference, March 25-26, Norfolk, Virginia, USA. Virtual, synchronous conference. Abstract published in the *Journal of Global Qualitative Nursing Research*: <https://doi.org/10.1177/23333936211009687>
4. **Matthews, E.,** Al-Ja'afreh, S., & Gelech, J. (2020). Language, translation and representation: Critical interpretation of Arabic speaking refugee women's experiences presented in English. Paper presented at the Council on Nursing and Anthropology sessions at Society for Applied Anthropology conference March 17-21, Albuquerque, NM. Virtual synchronous conference due to COVID-19 pandemic. Abstract published in the *Journal of Global Qualitative Nursing Research*: <https://doi.org/10.1177/2333393620925792>
5. Al-Ja'afreh, S., **Matthews, E.,** & Gelech, J. (2020). Family, health and community experiences of Syrian women refugees in Saskatchewan. Paper presented at the Council on Nursing and Anthropology sessions at Society for Applied Anthropology conference, March 17-21, Albuquerque, NM. Virtual conference due to COVID-19 pandemic. Abstract published in the *Journal of Global Qualitative Nursing Research*: <https://doi.org/10.1177/2333393620925792>
6. Gelech, J., Mazurik, K., **Matthews, E.,** & Desjardins, M. (2020). Developing a communicative body: A processual account of coping with irritable bowel diseases. Paper presented at the Council on Nursing

and Anthropology sessions at Society for Applied Anthropology conference March 17-21, Albuquerque, NM. Virtual conference due to COVID-19 pandemic. Abstract published in the *Journal of Global Qualitative Nursing Research*: <https://doi.org/10.1177%2F2333393620925792>

7. **Matthews, E.,** & Puplampu, V. (2019). Strategies of Adaptation Among Parents of Children with Neurodevelopmental Disorders in Saskatchewan. Society for Applied Anthropology and Council on Nursing and Anthropology Annual Meeting, March, Portland, Oregon, USA. Abstract published in the *Journal of Global Qualitative Nursing Research*: <https://doi.org/10.1177/2333393619838883>
8. Clune, L., & **Matthews, E.** (2019). Uncovering the work of being accommodated: The student standpoint. Conference presentation for the annual meeting of the Canadian Society for Studies in Education at Congress of the Humanities and Social Sciences, June 4, Vancouver, BC.
9. Puplampu, V., **Matthews, E.,** Gross, M., Puplampu, G., Pathak, S., & Peters, S. (2019). Transition to Cohousing: Impact on Older Adults' Quality of Life. Abstract accepted for oral presentation at the 20th Biennial Conference of the Canadian Gerontological Nursing Association, May, Calgary, Alberta.
10. Clune, L., Callan, D, & **Matthews, E.** (2018). *AACES*: Academic accommodations campus experiences of students living with disabilities. CASN 2018 Canadian Nursing Education Conference, May 28-29, Montreal, Quebec, Canada.
11. **Matthews, E.** (2018). Exploring the AAIMS of collaborative patient-oriented research for children with disabilities. Canadian Disability Studies Association Conference at Congress 2018, May, Regina, Saskatchewan, Canada.
12. **Matthews, E.,** Runquist, C., Cotter, K., Loewen, R., Clune, L., & Luhanga, F. (2017). Nursing students abroad: A critical review. Presented at the Council on Nursing and Anthropology session, "Trailblazers: Emerging roles in the health professions," at the Society for Applied Anthropology conference, March, Santa Fe, New Mexico, United States.
13. **Matthews, E.,** & Desjardins, M. (2016). Risk and Reconciliation: Reproductive Choices after Childhood Adversity. Presentation at the Council on Nursing and Anthropology session at the Society for Applied Anthropology conference, March, Vancouver, Canada.
14. **Matthews, E.,** Graumans, R., Desjardins, M., & Gelinas, I. (2010) Navigating and advocating for services: Partnership experiences of mothers of children with disabilities in Saskatchewan. Presentation at the Mothers and the Economy: The economics of Mothering Conference, October, Toronto, Canada.
15. **Matthews, E.,** & Desjardins, M. (2010). An extraordinary life: The construction of parenthood and fertility among voluntary childless men and women in Saskatchewan—A critical interpretivist approach. Presentation at the 14<sup>th</sup> Biennial Conference of the Constructivist Psychology Network, July, Niagara Falls, New York.
16. **Matthews, E.,** Brauer, A., & Desjardins, M. (2010). Comparisons of experiences of partnerships among professionals and families of adults with intellectual disabilities in Saskatoon using the DRAP method.

Presentation at the Innovations in Qualitative Research Conference, June, Saskatoon, Saskatchewan, Canada.

17. **Matthews, E.,** & Desjardins, M. (2010). Dramas of the Body: A qualitative exploration of the meaning of voluntarily childless partnerships in Saskatchewan. Presentation at the Innovations in Qualitative Research Conference, June, Saskatoon, Saskatchewan, Canada.
18. **Matthews, E.,** & Desjardins, M. (2010). Negotiating an extraordinary life: The construction and cultural positioning of voluntarily childless experiences of women and men in Saskatchewan. Poster presented at the Canadian Psychological Association Convention, Winnipeg, Manitoba, Canada.
19. Semchuk, K. M., Love, E., Pahwa, P., & **Matthews, E.** (2007). Parkinson's disease and occupational exposure to armed forces environments. Presentation at the Canadian Society for Epidemiology & Biostatistics Conference, May, Calgary, Alberta, Canada. *Epidemiology*, 20(6), S71-S72.  
<https://doi.org/10.1097/01.ede.0000362923.93690.28>

## REVIEWING ACTIVITIES

### Journals

2022	<i>Canadian Journal of Community Mental Health</i>
2022	<i>PLOS ONE</i>
2021	<i>Global Qualitative Nursing Research</i>
2021	<i>Journal of Professional Nursing</i>
2020	<i>Journal of Developmental and Physical Disabilities</i>
2020	<i>Global Qualitative Nursing Research</i>
2020	<i>Journal of Family Issues</i>
2019	<i>Journal of Men's Studies</i>
2018	<i>Alter – European Journal of Disability Research</i>

### Books

2020	<i>Research literacy for health and community practice.</i> Jakubec & Astle. Canadian Scholars Press.
2019	<i>Research literacy for health and community practice.</i> Jakubec & Astle. Canadian Scholars Press.
2019	<i>Nursing Research in Canada: Methods, Critical Appraisal, and Utilization.</i> LoBiondo-Wood, G., Haber, J., Cameron, C., Singh, M.G. Elsevier.
2019	<i>Reading research: A user-friendly guide for health professionals.</i> Davies & Logan. Elsevier.
2018	<i>Burns &amp; Grove's The Practice of Nursing Research.</i> Chapter 4, 7, 8, 9, 12. Grove/Gray/Sutherland: Elsevier.

## SERVICE TO THE UNIVERSITY OF REGINA

2021	President's Research Seed Grant Adjudication Committee
2021	Search Advisory Committee for: Dean of the Faculty of Nursing
2020	Search Advisory Committee for: Associate Vice President of Research
2018-2021	Council Committee on the Faculty of Graduate Studies and Research (voting member)
2018-2021	Council Committee on Undergraduate Awards (Voting member), Chair 2020-2021
2018-2019	Faculty of Nursing representative to Faculty of Social Work Council
2020	External Reviewer for promotion of tenure of 1 candidate at the University of Regina
2016-2020	External Examiner (3) and Chair (5) of Master's thesis defenses Social Work, Psychology

## SERVICE TO THE FACULTY OF NURSING

2015-2022	Faculty of Nursing Council
2015-2022	Mentor, Supervisor, Guest Speaker, Nursing Undergraduate Research Internship Program
2020-2021	Member, Selections Committee
& 2015-2017	Member, Selections Committee
2019-2021	Member (voting), SCBScN Program Council
2016-2018	Member, Peer Review Committee
2021	Member, Ad Hoc search advisory committee for: Associate Dean Graduate Studies and Research, Faculty of Nursing.
2020	Member, Ad Hoc search advisory committee for: Associate Dean Faculty Affairs; Accreditation Coordinator; Saskatoon Curriculum Liaison
2019	Faculty of Nursing Research Working Group
2016	Member, Ad Hoc Curriculum Review Committee
2016	Member, Ad Hoc search advisory committee: Saskatoon Site Coordinator
2015	Member, Ad Hoc search advisory committee: Indigenization Course Release
2015-2017	Member, Canadian Doctoral Nursing Network Conference Volunteer moderator for 2021 sessions
2015-2018	Member, Student Appeals Committee

## SERVICE TO THE COMMUNITY

2019-2021	Member, Board of Directors, Saskatoon Sexual Assault and Information Center. <i>Co-Chair</i> , 2020-2021. Governance committee, 2020-2021 Human Resources, 2019-2021
2010-2012	Board of Directors Member, Saskatoon Sexual Assault & Info Center
2006-2009	Crisis Line Volunteer, Saskatoon Sexual Assault & Information Center
2016	Volunteer, Global Gathering Place, Saskatoon (45 hours). Bright Start program for immigrant and refugee mothers and children Computer Classes I and II assistant to immigrants and refugees One-to-one medical language tutoring for an international nurse
2014-2015	Community Association Board Member and Community Garden Steering Committee
2008	Saskatoon Homeless Count Outdoor Surveyor, Community University Research Institute

### Community Memberships

2021-2023 Saskatoon Open Door Society, member  
 2021-2023 Global Gathering Place Saskatoon, member  
 2020-2023 Inclusion Saskatchewan, member  
 2020-2023 Saskatchewan Abilities, member

### SERVICE TO THE PROFESSION

2022 Liason, CRNS Liason program, College of Registered Nurses of Saskatchewan  
 Faculty of Nursing Saskatoon campus

2015-2023 Council on Nursing and Anthropology (CONAA)  
 Officer, Outreach Committee Chair, 2016-2023  
 Conference Program Committee Member, Peer Reviewer, Session Chair, 2018-2023

### Professional Memberships

2015-2023 Council on Nursing and Anthropology (CONAA)  
 2020-2023 Community Health Nurses of Canada (CMHC)  
 2020-2023 Canadian Association of Paediatric Nurses (CAPN)  
 2020-2023 Canadian Federation of Mental Health Nurses (CFMHN)  
 2022-2023 Canadian Alliance of Nurse Educators using Simulation (CAN-Sim)  
 2015-2023 Canadian Family Practice Nurses Association (CFPNA)

## Heather Nelson PhD(c) MA BScN RN

43 Arlington St

Regina, SK

S4S 3H7

(306) 530-3859

hnelson@accesscomm.ca

### Education

PhD Candidate Supervisors: Dr. Jill Bally Dr. Shelley Spurr	University of Saskatchewan College of Nursing	2019 –present Data gathering complete Expected completion Fall 2022
Master of Arts	Royal Roads University School of Leadership	2016-2018
Bachelor of Science Nursing	University of Saskatchewan College of Nursing	Completed 1999

### Employment History

Research Chair	Saskatchewan Polytechnic Regina Campus	2019-present	This position is funded by the Saskatchewan Centre for Patient Oriented Research and Saskatchewan Oriented Research and Saskatchewan Polytechnic Provided gives me full time release to complete patient oriented research. Research areas community dwelling older adults and nursing during the pandemic. End dated June 2022
Instructor Practical Nursing	Saskatchewan Polytechnic Regina Campus	2014-2019	Instructed a variety of courses in the two years of Practical Nursing. I have lectured in person. I have been the course leader for courses with labs and worked with lab staff to arrange labs and testing scenarios. I have taught clinical in a

			variety of setting in the hospital and in long term care facilities.
Instructor Continuing Care Assistant Program	Saskatchewan Polytechnic Regina Campus	2011-2014	I have taught a variety of courses and labs in the CCA program. I created an on-line class from an in-person class shell. I supervised clinical students in long term care settings.
Public Health Nurse- Travel Clinic	Regina Qu'appelle Health Region	2006-2011	I provided travel health and immunization recommendations to people travelling abroad. Through transfer of medical function I prescribed immunizations, malaria medications, and altitude  I also provided immune globulins for Hepatitis and Rabies exposure. I organized the Hepatitis B Immunization program for chronic kidney disease patients.
			meds.
Public Health Nurse- Childhood Health	Regina Qu'Appelle Health Region	2002-2006	I provided scheduled immunizations for infants and school age children. I provided health teaching for pre- and postnatal moms, school age children. I organized  immunization  days for school aged children.
Registered Nurse Neurosciences	Regina Qu'Appelle Health Region	2000-2006	I worked as a bedside nurse for patients with neurological conditions such as brain tumours, cerebral vascular accidents, traumatic brain injuries, back surgeries, and an assortment of neurological conditions.

## Publications

**Nelson, H., Ziefflie, B., Page, S., Norton, D. & Mayer, P. (2022).** The changing impact of COVID-19 on older adults during 2020. *Canadian Journal on Aging*. [submitted]

- Nelson, H.** Spurr, S. & Bally, J. (2022). The benefits and barriers of sport for children from low-income settings: An integrative review. *Sage Open* (submitted)
- Mayer, P., **Nelson, H.** Ziefflie, B., Page, S. & Norton, D. (2022). Phone visiting as a novel clinical experience for healthcare students during COVID-19 and beyond. *Journal of Innovation in Polytechnic Education*. (Accepted)
- Nelson, H.**, Ziefflie, B., Norton, D., Page, S., Unique, R., & Mayer, P. (2022). The Lived Experience of Seniors Socially Distancing during the Early Stages of the Covid-19 Pandemic: A Phenomenological Study. *Canadian Journal on Aging*.  
<https://www.doi.org/10.1017/S0714980821000581>
- Boechler, L., Hubbard Murdoch, N., & **Nelson, H.** (2020). Interprofessional reflections: Pandemic duty to care. *Canadian Paramedicine*, 44(2), 50-51.  
<https://canadianparamedicine.ca/featured-edition/>
- Nelson, H.**, Hubbard Murdoch, N., Norman, K. (2020). The Role of Uncertainty in the Experiences of Nurses During the Covid-19 Pandemic: A Phenomenological Study. *Canadian Journal of Nursing Research*. DOI: 10.1177/0844562121992202
- Nelson, H.**, Boechler, L., Hubbard Murdoch, N. (2020). Researching at High-Speed: Recording the Story of the Covid-19 Experience. *Antistasis*. 10(3)
- Cox-White, T., Ziefflie, B., **Nelson, H.J.** (2019). Promoting Indigenous Nursing Student Success in Post-Secondary Education: A Phenomenological study. *Journal of Nursing Education and Practice*. 9(10): 1-6. <http://dx.doi.org/https://doi.org/10.5430/jnep.v9n10p101>
- Nelson, H.**, Cox-White, T., Ziefflie, B. (2019). Indigenous Students Barriers and Success Strategies- A Review of Existing Literature. *Journal of Nursing Education and Practice* 2019 9(3). <http://jnep.scie.dupress.com>.

## Reports and Knowledge Translation Packages

- Hunter, P., **Nelson, H.**, Wickson-Griffiths, A. & Hubbard Murdoch, N. (2021). We Hear You: Healthcare worker Toolkit. <https://appliedinterprofessionalresearch.com/downloads/>
- Hubbard Murdoch, N., **Nelson, H.J.**, Murdoch, L., & VandenBosch, M. (2020). Nurses in Clinical Education during the Covid-19 Pandemic: A Report. Saskatchewan Polytechnic.

## Awards and Honours

- 2021: Lucy D. Willis Scholarship \$2750 University of Saskatchewan  
 2021 Saskatchewan Nurses Foundation \$1500  
 2020: Wolfe Family Graduate Student Award. \$3000 University of Saskatchewan  
 2019- Saskatchewan Nurses Foundation Bursary \$1600  
 2006- Pan American Kumite Champion- Traditional karate

## Presentations

- Nelson, H.** (2022 January 26). The social and emotional benefits and barriers of traditional karate for children from low-income settings. NURS 990 Seminar [virtual] University of



## Saskatchewan

- Wickson-Griffiths, A., Hunter, P., **Nelson, H.**, Hubbard Murdoch, N. (2021, November 2-3). *We hear you: Saskatchewan Healthcare employees' experiences of work during a pandemic* [Poster presentation]. Summit 2021. Saskatoon, SK.
- Hubbard Murdoch, N., **Nelson, H.**, Hunter, P., Wickson-Griffiths, A. (2021, November 2-3). *We hear you: Mobilizing knowledge about the experience of healthcare employees during the COVID-19 pandemic* [Poster presentation]. Summit 2021. Saskatoon, SK.
- Ziefflie, B. & **Nelson, H.** (2021, October). *Balancing older adults' physical safety with social and emotional needs during the COVID-19 pandemic*. Canadian Association of Gerontology Conference, Virtual
- Nelson, H.** & Hubbard Murdoch, N. (2021, October). The experience of nurses working with older adults during the COVID-19 pandemic. In. S. Kaasalainen (Chair). *An inside look at Canadian healthcare employees' experience of the COVID-19 pandemic* [Symposium]. Canadian Association of Gerontology Conference 2021, Virtual.
- Nelson, H.**, & Hubbard Murdoch, N. (2021, November 18-19). *The experience of nurses working with older adults during the COVID-19 pandemic* [Poster presentation]. Saskatchewan Health Research Showcase 2021.
- Ziefflie, B., Norton, D., Mayer, P., Page, S. & **Nelson, H.** (2021, November 18-19). *Balancing older adults' physical safety with social and emotional needs during the COVID-19 pandemic*. [poster presentation]. Saskatchewan Health Research Showcase.
- Wickson-Griffiths, A., Hunter, P., **Nelson, H.**, Hubbard Murdoch, N. (2021, November 16 & 18). *We hear you: Saskatchewan Healthcare employees' experiences of work during a pandemic* [Poster presentation]. Saskatchewan Health Research Showcase 2021, Virtual.
- Hubbard Murdoch, N., **Nelson, H.**, Hunter, P., Wickson-Griffiths, A. (2021, November 16 & 18). *We hear you: Mobilizing knowledge about the experience of healthcare employees during the COVID-19 pandemic* [Poster presentation]. Saskatchewan Health Research Showcase 2021, Virtual
- Hubbard Murdoch, N., **Nelson, H.**, Boechler, L. (2021, April). *The importance of knowledge translation in high-speed research* [Invited guest lecture for SCBScN CNUR 209]. Saskatchewan Polytechnic, Canada.
- Nelson, H.** (2021, June). The social and emotional benefits and berries of traditional karate participation for children from low-income settings: Research Proposal. [Virtual]. Canadian Doctoral Nursing Network Conference.
- Nelson, H.**, & Hubbard Murdoch, N. (2021, March). *Nurses' experience during the Covid-19 pandemic: Then and Now*. CHRIS Research and Scholarship Speaker Series, Saskatoon, Canada.
- Nelson, H.**; Pavloff, M; Hubbard Murdoch, N; Boechler, L. (2021, March). *Patient Oriented Research: I have an Idea, Where do I Start?* Nursing and Health Sciences – PD Speaker Series, Saskatchewan, Canada.
- Hubbard Murdoch, N. & **Nelson, H.** (2020). Covid-19: Qualitative research high speed. Invited guest lecturer, Regina, Canada
- Hubbard Murdoch, N. & **Nelson, H.** (2020). The Experience of Covid for nurses and clinical educators. Nursing Mutual Aid: Twitter conference, United States

- Nelson, H.** (2019). Optimizing wellness of low-income youth through Sport. Sante Awards, Regina, Canada
- Nelson, H.** (2019). The changing face of post-secondary education: Supporting international students. Teaching and Learning Conference - University of Waterloo, Waterloo, Canada
- Nelson, H.** (2019). Supporting a Growing International Student Population at Saskatchewan Polytechnic. Joint meeting of the School of Business and Student Services, Moose Jaw, Canada
- Nelson, H. & Cox-White, T** (2018). Equity more the just equality: Building Indigenous Student Success. Teaching and Learning Today, Saskatoon, Canada
- Nelson, H. & Ziefflie, B.** (2018). Redefining success through two eyed seeing – Promoting Indigenous success in post-secondary education. Canadian Association of Practical Nurse Educators, Charlottetown, Canada
- Nelson, H. & Cox-White, T.** (2017). Equity more the just equality: Building Indigenous Student Success. Canadian Association of Practical Nurse Educators, Saskatoon, Canada

## Broadcast Interviews

- Nelson, H.** (2021, September 14). Nurses experience of burnout during the COVID-19 pandemic. Saskatoon Morning. CBC Radio, Leisha Grebinski
- Nelson, H.** (2021, September). Nurses experience of burnout during the COVID-19 pandemic. The morning edition. CBC Regina. Stefani Langenegger
- Nelson, H.** (2020, November 10). The experience of senior socially isolating during the COVID19 pandemic. Blue Sky. CBC Radio, Garth Materie
- Nelson, H.** (2020, October) The lived experience of Seniors socially isolating during the Covid-19 pandemic, News Broadcast, CJWW Radio, Brad Jennings
- Nelson, H.** (2020, October) The lived experience of seniors socially isolating during the Covid-19 pandemic., News, 620 CKRM, Mitchell Blair

## Text Interviews

- Nelson, H.** (2020, October). The lived experience of Seniors socially isolating during the Covid-19 pandemic., Kelly Skjerven, PA Herald

## Video Recordings and Podcasts

- Nelson, H., Ziefflie, B., Page, S. Norton, D.** (2020) Covid-19 in Saskatchewan Video Series: Seniors socially distancing. Planning, organizing, voice over.  
<https://appliedinterprofessionalresearch.com/videos-and-podcasts/>
- Nelson, H., Hubbard Murdoch, N. & Norman, K.** (2020). Covid-19 in Saskatchewan Video Series: Nurses experience. Planning, organizing, voice over.  
<https://appliedinterprofessionalresearch.com/videos-and-podcasts/>
- Nelson, H., Ziefflie, B., Page, S. Norton, D.** (2020) Covid-19 in Saskatchewan Video Series:

Seniors Thrive and Survive tips. Planning, organizing, voice over.

<https://appliedinterprofessionalresearch.com/videos-and-podcasts/>

**Nelson, H.**, Hubbard Murdoch, N. & Norman, K. (2020). Covid-19 Podcast Series:

Nursing in Uncertain Times. Planning, organizing, voice over.

<https://appliedinterprofessionalresearch.com/videos-and-podcasts/>

**Nelson, H.**, Ziefflie, B., Page, S. Norton, D. (2020) Covid-19 Podcast Series:

Senior Experience. Planning, organizing, voice over.

<https://appliedinterprofessionalresearch.com/videos-and-podcasts/>

## Research Funding History

**Nelson, H.** (2019-2022) Research Chair. \$150 000

Saskatchewan Centre for Patient Oriented Research

This grant is in support of patient-oriented research. I am currently

involved in two patient-oriented research areas: 1) the benefits and barriers of sport for children from low-income settings, and 2) The impact of phone programs of mood and loneliness in older adults

**Nelson, H.** (2021) Saskatchewan Karate Association \$4000

The social and emotional benefits and barriers of traditional karate for children from low-income settings

**Nelson, H.** & Ziefflie, B. (2021) Saskatchewan Polytechnic Applied Research Program. \$6000

Saskatchewan Polytechnic.

The impact of the Canadian Red Cross Friendly Calls Program on mood and loneliness in older adults.

**Nelson, H.** & Ziefflie, B. (2021). School of Nursing Grant. \$2500

Saskatchewan Polytechnic

The impact of the Canadian Red Cross Friendly Calls Program on mood and loneliness in older adults.

**Nelson, H.** (2020-2021), STEP Grant. \$2500

Saskatchewan Centre for Patient Oriented Research

Hubbard Murdoch, N., **Nelson, H.**, Boechler, L. Saskatchewan Health Research Foundation.

\$10 000 Rapid Response Funding

The experience of Covid-19 in Saskatchewan: The knowledge translation plan, Grant

## Academic/Teaching Experience

2011-2019 - Classroom, Lab, and clinical teaching Practical Nursing Program and Continuing Care Assistant Program.

2014 – Online course development – Continuing Care Assistant Program

## Scholarship/Committee Membership

Vice-President Pan-American Traditional Karate Association	2019 - present
School of Nursing and Health Sciences Wellness Committee	March 2020 -2021
President Midwest Karate	2005 - present
Board Member Canadian Traditional Karate Federation	2010 - present
Saskatchewan Karate Association Board Member	2006-2016; 2018- present
Provincial Curriculum Committee (Practical Nursing)	2017-2019

## Reviews

Reviewer PLoS plus since 2021

## Professional Development Activities

4 Seasons of Reconciliation Indigenous Education Certificate University of Saskatchewan	January-February 2022
Research and Scholarship Workshop Dr. Tracie Risling & Dr. Lois Berry	November 2021
Canadian Association of Gerontology Conference	October 2021
Saskatchewan Health	October 2021

## Research Showcase

Publishing Workshop  
Dr. Sally Thorne

October 2021

Phenomenology workshop  
Saskatchewan Polytechnic  
Dr. Michelle Prytula

June 2021

Indigenous Awareness Training  
Saskatchewan Polytechnic

2020

Saskatchewan Health  
Research Showcase

2020

The Intercultural Classroom  
Workshop  
Saskatchewan Polytechnic

2018

**Priyanwada Ortega, RN, BA, BsN, MN**

• Saskatoon, SK

Phone: 306 717 7873 • E-Mail: nursebandara@gmail.com

**Education**

Post Graduate Masters Certificate: Nurse Practitioner	University of Saskatchewan	2019- present
Masters in Nursing: Leadership & Education	University of Saskatchewan	2016
Bachelor of Science in Nursing	University of Saskatchewan	2009
Bachelor of Arts in Anthropology	University of Saskatchewan	2008

**Experience**

Nursing Instructor, Faculty of Nursing, University of Regina Clinical and lab facilitator for the undergraduate nursing school students	October 2019- present
Registered Nurse, Saskatchewan Health Authority Providing charge nurse support in a long-term care facility in Regina. Providing care and support to clients in the community in primary health care nursing services to Regina and area. Providing health support to the entire province via health line 811.	May 2019- present
Faculty & Adjunct Professor, School of Nursing, Saskatchewan Polytechnic Institute/University of Regina Faculty for the undergraduate nursing school program	May 2017-May 2019
Sessional Lecturer, School of Nursing, University of Regina Lecturer and lab facilitator for undergraduate nursing school program	January - May 2017
Community Mental Health, Saskatchewan Health Authority Providing care and support to clients within adult rehabilitation services & the Early Psychosis Intervention Program with mental health and addiction needs within the community in Saskatoon	May 2015- Present
Convalescent Rehabilitation Unit, Saskatoon City Hospital Providing care and treatment to the geriatric population as a Registered Nurse for patients transitioning into the community from acute care	2015
Graduate Teaching Assistantship, University of Saskatchewan Teaching assistant to an Associate Professor at the University of Saskatchewan and assisting in undergraduate curriculum planning, course development and course offering	2014
McKerecher Center for Mental Health and Addiction Services	January 2015- April 2015

Leadership practicum with a nurse manager for 80 hours in a community mental health setting, assisting with program management, cost analysis, and networking for community programming and residential services

College of Nursing, University of Saskatchewan

April 2013- Present

Clinical instructor position and lab facilitator for nursing students in mental health clinical settings and lab courses

Registered Nurse, Regional Psychiatric Center, Correctional Service of Canada

December 2009- 2015

Providing care and treatment as a Registered Nurse for federally incarcerated patients with major psychiatric diagnoses

Saskatchewan Collaborative Bachelor of Science in Nursing Program, Saskatchewan Polytechnic

August 2012-June 2013

Temporary fulltime clinical instructor and lab facilitator for nursing students

Graduate Nurse/ Registered Nurse- Irene and Leslie Dube Center for Mental Health and Addiction Services

October 2009- May 2012

Providing care and treatment as a Registered Nurse for patients living with mental health and addiction issues

## **Publications/Presentations**

2022- Metabolic Syndrome Presentation- Education Day, Saskatchewan Union of Nurses

2018- Demonstrating Leadership- the Role of the Community -Mental health nurse. Community Health Nursing in Canada Conference

2014/2015- Self Harm & Suicide, University of Saskatchewan

2014/2015- Schizophrenia Presentation, University of Saskatchewan

2014- Crisis Management Presentation, University of Saskatchewan

2013- Inter-professional Communication Skills Presentation, Saskatchewan Polytechnic

## **Research Experience**

2014- 2016- Masters in Nursing- Self Harm Research

## Teaching Experience

2020- Present- Nursing Instructor and Course Lead  
Faculty of Nursing, University of Regina

2017-2019- Lecturer, Clinical educator, and course developer  
Faculty & Adjunct Professor  
Saskatchewan Polytechnic Institute/ University of Regina, School of Nursing

2017-2018- Lecturer & Lab facilitator  
Sessional Lecturer  
University of Regina, School of Nursing

2015- Integrating Mental Health into Nursing Course  
Lecturer University of Saskatchewan, College of Nursing

2014 & 2015- Integrating Practice Course  
Graduate Teaching Assistant  
University of Saskatchewan

2015- Integrating Mental Health into Practice Course  
Practicum Facilitator  
University of Saskatchewan

2014- Communication and Professional Development Course  
Lecturer & Lab Facilitator  
University of Saskatchewan

2014- Assessment & Components of Care II Course  
Lab Facilitator  
University of Saskatchewan

2013 & 2014- Counseling & Therapeutic Use of Groups Course  
Lecturer & Lab Facilitator  
Saskatchewan Polytechnic, School of Nursing



2013-2014- Theory and Practice Education: Mental Health Partnership Course  
Lecturer & Lab Facilitator  
Saskatchewan Polytechnic, School of Nursing

2013-2014- Foundations of Care I: A Developing Profession Course  
Lab Facilitator  
Saskatchewan Polytechnic, School of Nursing

## **Professional Development**

- 2022- Present: Trauma Informed Practice: Growing Awareness, Saskatchewan Health Authority
- 2022- Present: Information Security Awareness Training, Saskatchewan Health Authority
- 2021- Present: Addiction Care & Treatment Course, University of British Columbia
- 2021- Present: Personal Assault & Response Training, Saskatchewan Health Authority
- 2021- Present: Workplace Assessment Violence Education Training, Saskatchewan Health Authority
- 2016- Present: Motivational Interviewing Skills, Prevention Institute of Saskatchewan
- 2015- Present: Applied Suicide Intervention Skills Training, Saskatchewan Health Authority
- 2015: Mental Health First Aid Certificate, Mental Health Commission of Canada
- 2013: Knowledge Translation Leadership Workshop, Mental Health Commission of Canada
- 2013: Health Innovation & Public Policy Conference, Canadian Nurses Association & University of Saskatchewan
- 2013: Present: Mastering the Changes in the DSM 5 Training
- 2013- Present: TLR Training
- 2013: Implementation Best Practices for Pain Management in Saskatchewan Workshop
- 2009: International Trauma and Life Support MD Ambulance

- 2009: Prevention of Suicide & Self Injury Training, Correctional Service of Canada
- 2013: Infectious Disease Prevention Training, Correctional Service of Canada
- 2009- Present: Basic Life Support, Heart & Stroke Foundation

### **Affiliations/Memberships**

- Custody & Caring Committee, University of Saskatchewan 2014 – 2015
- Nursing Practice Council Co-Chair, Regional Psychiatric Center 2010-2013
- Saskatchewan Registered Nursing Association 2009-Present 2012

### **Interests**

- Reading Non-Fiction
- Interior Design
- World Travel
- Cooking

## Curriculum Vitae

### NAME

Cheryl Lynette Pollard (Webster)

### CITIZENSHIP

Canadian

### COMPLETED ACADEMIC DEGREES

<u>Degree</u>	<u>Subject Area</u>	<u>Where Completed</u>	<u>Date of Completion</u>
<i>Doctor of Philosophy</i>	Nursing	University of Alberta	2011
<i>Master of Nursing</i>	Nursing	University of Alberta	1997
<i>Bachelor of Science</i>	Nursing	University of Alberta	1993
<i>Diploma</i>	Psychiatric Nursing	Ponoka School of Nursing	1988

### ACADEMIC APPOINTMENTS

<u>Appointment</u>	<u>Institution</u>	<u>Dates</u>	<u>Subject Area</u>
<i>Professor</i>	Grant MacEwan university	2020-present	Nursing
<i>Associate Professor</i>	Grant MacEwan University	2016 - 2020	Nursing
<i>Research Affiliate</i>	Glenrose Rehabilitation Hospital	2013 - present	Nursing
<i>SoTL Fellow</i>	Grant MacEwan University	2016 - 2018	Scholarship of Teaching & Learning
<i>Assistant Professor</i>	Grant MacEwan University	2011 - 2016	Nursing
<i>Instructor</i>	Grant MacEwan University	2009 - 2011	Nursing
<i>Adjunct Professor</i>	University of Alberta	1999 - 2001	Nursing

### ACADEMIC AND RESEARCH LEADERSHIP POSITIONS

<u>Appointment Level</u>	<u>Institution</u>	<u>Dates</u>	<u>Subject Area</u>
<i>Dean</i>	University of Regina	2021-present	Faculty of Nursing
The Dean provides academic leadership and is a member of the universities senior executive team. Responsibilities include strategic planning, facilitation of operational efficiencies, fund development and effective stewardship of human and fiscal resources.			

<i>Associate Dean</i>	MacEwan University	2017-2021	Faculty of Nursing
The Associate Dean, under the direction of the Dean, provides academic leadership in the Faculty of Nursing. This is a key senior management role and provides direction in developing, expanding, revising, improving, and ensuring the successful operation of multiple functional areas within the Faculty of Nursing.			

<i>Merit Review Panel - Chair</i>	Canadian Nurses Foundation	2019-2022	Scholarships, awards, and operating grants
-----------------------------------	-------------------------------	-----------	---

The Chair is responsible to CNF for ensuring that the panel functions smoothly, effectively and objectively, according to CNF policies. The Chair will strive to establish a positive, constructive, fair-minded environment for evaluating applications. Together with CNF staff, the chair will provisionally assign the awards, to be presented to the other members during the meeting, for discussion and approval.

<i>Psychiatric Nursing Education Program Evaluator</i>	British Columbia College of Nursing Professionals	2019	Psychiatric Nursing
--	---	------	---------------------

The primary responsibility, when functioning as an evaluator, was to analyze the program self-assessment, conduct a site visit to verify information contained within the self-assessment, review and evaluate the program against the regulatory body's standards and indicators for recognition of psychiatric nursing educational programs, and to compile a written report based on the assessment. A presentation summarizing the findings was also provided to British Columbia College of Nursing Professionals staff and Education Program Review Committee.

<i>Scientific Member - Nursing</i>	Alberta Innovates	2019-2022	Health Research Ethics Board of Alberta (HREBA): Clinical Trials Committee
------------------------------------	-------------------	-----------	--

The appointment to the role of "Scientific Member, Nursing", was assigned after Alberta Innovates determined that I had the required qualifications, training, experience and expertise to be able to understand and assess the methodology of proposed and ongoing research, the foreseeable risks and potential benefits to participants, and any standard practices specific to the discipline of nursing. This knowledge and expertise contribute to HREBA's ongoing excellence of ethics review for the protection of research participants across Alberta. The Committee is constituted and operates in accordance with the Alberta Health Information Act (HIA), the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2), Good Clinical Practice (GCP) Guidelines of the International Conference on Harmonization (ICH), Health Canada's Food and Drug Regulations (FDR), Part C, Division 5 and is registered with the U.S. Department of Health and Human Services (HSS), Office for Human Research Protections (OHRP), IRB # 00001209.

<i>Chair</i>	MacEwan University	2016-2017	Research Ethics Board
--------------	--------------------	-----------	--------------------------

The REB is an administratively independent body in its decision-making process. The Research Ethics Board approves, rejects, proposes modifications to, or terminates any proposed or ongoing research which falls under the scope of the Ethical Review of Research with Human Participants policy. The Chair of the REB is appointed by the Provost and Vice President Academic to lead convened meetings, perform and delegate reviews to REB members, correspond with researchers regarding the results of the reviews, determine if the conduct of research is deemed to place individuals at unacceptable risk and suspend research if appropriate, and engages with the university community to increase understanding of human ethics.



*Lead Strategic Directions, Research & Curriculum*      MacEwan University      2015-2016      BScN Program

Responsibilities included facilitating finalization of the BScN Program's strategic directions document and collaborate with the BScN Steering Committee to facilitate scholarly awareness. Additionally, a preliminary review of program readiness for CASN accreditation was completed. Based on this document an action plan was established to better position the BScN program to successfully gain CASN Accreditation. The final area of responsibility was to expedite an efficient curriculum review process.

*Research Consultant*      Alberta Health Services      2009-2016      Community Care

This was a recurring position with variable hours. The areas of key responsibilities were to support the Supportive Living senior management team to create forward thinking research and quality improvement projects, support and guide staff in reviewing charts for data extraction, telephone interviews, site visits, and maintaining project protocols.

## RESEARCH POSITIONS

*Marker/Proctor*      University of Alberta      2007      Faculty of Nursing  
Provided marking assistance and exam proctoring for Undergraduate Nursing Program courses as needed.

*Clinical Research Assistant*      University of Alberta      1998-1999      Psychopharmacology  
Research Unit

The responsibilities held during this included clinical management of clients in psychopharmacological clinical trials. This was accomplished through the use of developing and maintaining a therapeutic relationship with clients. Demonstrated proficiency in conducting detailed psychiatric evaluations, identifying client needs, formulation of a diagnosis, and determining eligibility for inclusion in the trails were required.

*Nurse Researcher*      Alberta Hospital Edmonton      1990

While holding this term position I was responsible for gathering, compiling, and interpreting data related to a Therapeutic Community Living Out-Patient Program. In collaboration with the Director of Nursing of Acute Care Services we had the responsibility to make service provision recommendations regarding this program to senior hospital administration and to the hospital board.

*Research Assistant*      University of Alberta      1990

I assisted with a research project investigating patients' responses to cardiac catheterizations. The focus was on the anxiety patients feel and the techniques they use to control it. I helped to gather the raw data needed utilizing semi-structured interview techniques.

**PROFESSIONAL POSITIONS**

<u>Appointment Level</u>	<u>Institution</u>	<u>Dates</u>	<u>Subject Area</u>
<i>SUBJECT MATTER EXPERT</i>	Pricewaterhouse Coopers (PwC)	2016-2018	Home Care
<p>Provided subject matter expertise support for Alberta Health Services Internal Audit team engaged in an assurance project related to the management practices with respect to contract monitoring and quality evaluation focusing on Home Care. As part of the assurance project a jurisdictional review was conducted. The intent of the review was to determine national and international best practices, leading practices, and identification of common challenges related to monitoring services provided by contracted service providers via contract management practices. The review involved interviews with provincial health systems and review of publicly available information. Topics reviewed included policies and procedures, contract monitoring process, reporting on key performance indicators (KPIs), and measuring client satisfaction, access to records and right to audit, and confidentiality of client data. Interviewed jurisdictions included Ontario, Manitoba, and British Columbia. The interviewed organizations included the Toronto Community Care Access Center (CCAC), the Winnipeg Regional Health Authority (WRHA) and Vancouver Island Health Authority (VIHA). Information from the interviews and publicly available sources were used to develop the key findings. Unfortunately, despite repeated attempts to schedule an interview, the international review which focused on Denmark was developed only using publicly assessable information.</p>			
<i>Manager</i>	Capital Health	2006 - 2009	Quality Initiatives and Professional Practice Services
<p>The Manager is responsible for the planning, development, and implementation of Quality Initiatives and Professional Practice Services for the Supportive Living Programs. In this position I have a leadership role in the promotion and application of initiatives to ensure the delivery of acceptable, accessible, appropriate, effective, efficient and safe care within Supportive Living Services. This includes quality initiatives, standards implementation, research and evaluation activities, and client concerns resolution. The Manager, Quality Initiatives &amp; Professional Practice Services is also responsible for the administration and management of Supportive Living operations of the consultation services supporting all Supportive Living program areas; such as, rehabilitation services, nurse practitioner services, registered nursing consultation services, social work consultation services, etc. In this role I provide leadership and mentoring to multidisciplinary staff teams, manage resource allocation and utilization, develop community and cross sectoral partnerships, and participate in Supportive Living Senior Management.</p>			
<i>Site Manager</i>	Aspen House	2000-2006	Assisted Living Morinville
<p><i>(Concurrent appointment with Home Care Supervisor)</i></p>			

*Supervisor* Aspen Health 2000-2006 Community Care:  
Home Care

The Site Manager is responsible for the overall operations of an enhanced assisted living complex. This complex has a very diverse population and staffing mix. The Community Care Supervisor is responsible for the appropriate delivery of Community Care Services to eligible recipients in an assigned geographic area, according to regional and provincial policy, in collaboration with other health care providers and community agencies. The Community Care Supervisor has accountability for the effectiveness of the services provided by a multidisciplinary team in a variety of settings (home, clinic, lodge, facility). These services must be delivered in a fiscally responsible manner. The incumbent in these positions strives for innovation and excellence through collaboration, quality improvement activities, promotion of research-based practices, and effective leadership.

Prior to realignment of the regional health authority boundaries, as a member of the Senior Management Team for the Aspen Regional Health Authority, the Continuing Care Supervisor (previous title of my current position when in Aspen RHA) was also responsible for promoting and implementing new models of home care service delivery.

*Patient Care Manager/Clinical Specialist* Capital Health 1998-2000 Psychiatry:  
Glenrose

As the Patient Care Manager, I was responsible for the overall management of an acute care inpatient psychiatric unit, a psychiatric day hospital program, an outreach nurse and an inpatient cognitive impairment unit. I also provided support to the Geriatric Rehabilitation and Medicine, and Paediatric Rehabilitation Units during the absences of other Patient Care Managers. The overall management included the co-ordination necessary to provide optimal patient care. I facilitated the delivery of individualized, comprehensive patient care through the promotion of co-ordination within interdisciplinary teams and collaboration with all other hospital personnel providing services to patients. Specifically, the Patient Care Manager ensured patients receive quality interdisciplinary nursing care in a fiscally responsible manner. This position reported to the Administrative Director, Geriatrics and had a matrix reporting relationship to the Director of Nursing.

Prior to becoming the Patient Care Manager, I held the position of Clinical Specialist – Mental Health is responsible for the clinical support and leadership within the mental health inpatient and outpatient programs. The primary assignment was in geriatric mental health with a consultative role in child and adolescent mental health services. In collaboration with the interdisciplinary teams, managers and psychiatrists, the Clinical Specialist ensured the development, implementation and evaluation of evidenced based, patient focused clinical programs. Responsibilities included the facilitation of research implementation, staff development, consultation, implementation of patient outcome measures, and subsequent quality improvement.



## CLINICAL APPOINTMENTS

### *COMMUNITY MENTAL HEALTH NURSE: Alberta Hospital Ponoka*

September 1996 – September 1998

Stony Plain Community Mental Health Services

My primary role was to ensure a comprehensive service delivery system to elderly individuals and their families/caregivers. This included addressing the complex needs of the severe and persistently ill psychogeriatric clients, taking into account the dynamics of the ageing process, with a goal to maintain individuals in their residential environments. This involved the provision of clinical care to those clients with severe and persistent mental illness living in the east portion of Westview Regional Health Authority. In addition, I participated in various regional advisory groups representing the clinical area of psychogeriatrics. I also supervised nursing students and delivered presentations relating to psychogeriatric issues to a variety of audiences. I was expected to function autonomously and had a great deal of professional independence. Additionally, I was also requested to perform the duties of the Westview Regional Mental Health Manager in his absence.

### *COMMUNITY MENTAL HEALTH NURSE: Alberta Hospital Ponoka*

March 1993 - July 1996

Rocky Mountain House Community Mental Health Services

My main responsibilities were those of a primary therapist in the context of a multidisciplinary team. This role included the establishment and the maintenance of mental health resources in Rocky Mountain House, such as providing direct assessment, case management, treatment, and evaluation services. To complement these services, I developed and facilitated a variety of workshops and seminars. I was also responsible for the development and delivery of health promotion, treatment, and critical incident stress debriefing groups. In addition, I was involved in a number of special projects related to outcome measures, community development, and health determinants.

### *NURSE PRACTITIONER: Willow Counselling Services*

April 1991 - December 1991

I developed and implemented a parenting program on the Louis Bull Indian Reserve. The participants in this program were parents that had had their children apprehended by Social Services. Other members of the program were the workers in the Receiving Home.

### *STAFF NURSE: Alberta Hospital Edmonton*

October 1988 - June 1994

During this time, I held a full-time position until I returned to university, at which time I accepted a casual position.

## AWARDS & HONOURS

<u>Date</u>	<u>Activity</u>
2020	Reviewers' Choice Award The Alberta College of Family Physicians Reviewers' Choice Award program recognizes the quality and importance of research projects being displayed at their annual Summit Research Showcase.
2019	Academy of Nursing Education Fellow (ANEF) This is international recognition from the National League for Nursing. The National League for Nursing has 40,000 individual members and 1200 institutional members. Being inducted as an ANEF indicates that the recipient is internationally recognized as providing visionary leadership and are recognized for their expertise in nursing education. Additionally, recipients must also have made enduring and substantial contributions to nursing education as teachers, mentors, scholars, public policy advocates, practice partners and administrators.
2016	Alberta Nursing Education Administrators – Leadership in Nursing Education Nominee
2011	Metis Sash Recipient Presentation made by an Elder during convocation ceremony to recognize outstanding accomplishments by indigenous students at the University of Alberta.
2008	CARNA Nursing Excellence in Administration Award Nominee This provincial award recognizes an outstanding RN (or group of RNs) who demonstrates professional excellence in administration.
2008	3M Quality Team Award This national award recognizes innovation quality and patient/family engagement of teams who have applied the quality process to create measurable benefits in their network of services and programs. Jointly awarded by 3M and Canadian College of Health Care Executives.
2006	REACH Award Recipient – Teamwork, Capital Health This award recognizes an individual and/or team, who help create a collaborative workplace environment, contribute to producing positive results through exceptional program or service delivery, and demonstrate an ongoing commitment to continuous improvement, excellence and collaboration.
2006	REACH Award Recipient – Customer Service, Capital Health This award recognizes a clinical or non-clinical individual and/or team who has demonstrated excellence in providing, supporting or advancing a culture of patient- and family-centred care. The focus of the award is on an individual or team who has implemented an effective method (practice, policy, technology) for including patients and families as partners in their care and includes an emphasis on the humanity of health care – how we relate to the person inside the patient and to each other.
1993	Certificate of Achievement from the University of Alberta - Faculty of Nursing

1992 Charter Member of the Nursing Honour Society at the University of Alberta  
 1989 Honour Scroll from Ponoka School of Nursing

**FUNDING: GRANTS/AWARDS/SCHOLARSHIPS/BURSARIES**

<u>Date</u>	<u>Activity</u>
2020	Planning Spread and Scale: Health Workforce support Family Caregivers of Older People (application submitted – decision pending) <ul style="list-style-type: none"> <li>• Canadian Institutes of Health Research Planning and Dissemination Grants – ICS (2020-03-17) (\$20,000) (Principle Applicant)</li> </ul>
2019-2021	Caregiver-Centered Care: Competency – Based Education for the Health Workforce (\$50,000) (Co-investigator) <ul style="list-style-type: none"> <li>• Funded by the Centre for Aging + Brain Health Innovation SPARK Program</li> </ul>
2019-2021	Caregiver-Centered Care for Family Caregivers of Clients with Dementia: Competency-based Education for the Health Workforce (\$74,326) (Co-investigator) <ul style="list-style-type: none"> <li>• Funded by Alberta Health Services – Community Innovation Grant initiative for People Affected by Dementia</li> </ul>
2018	The Conundrum of Learning to Work with Older People: Nursing Students’ Perspectives <ul style="list-style-type: none"> <li>• Federally funded by the Social Sciences and Humanities Research Council of Canada (\$67,400) (Co-Investigator)</li> </ul>
2018	Health Workforce Education and Training Resources to Recognize and Support Family Caregivers of Seniors in Care <ul style="list-style-type: none"> <li>• Federally funded by the Canadian Institutes of Health Research (\$18,000) (Co-Investigator)</li> </ul>
2016	Alberta Colleges & Institutes Faculties Association – 2015 Scholarship of Teaching and Learning Award (\$1000) <ul style="list-style-type: none"> <li>• In addition, travel, accommodations, and conference registration were paid expenses paid was approximately an additional \$4000</li> </ul>
2016	Scholarship of Teaching and Learning – Fellowship (\$5000)
2015	Internal MacEwan University Research Scholarly Activity and Creative Achievement Fund – Dissemination Grant (\$3500)
2015	MacEwan University Teaching Innovation Fund (\$750)
2014	MacEwan University – Travel Grant from Research Services – fostering undergraduate research (\$2500)
2013	MacEwan University – RSCAF grant (\$7000)
2012	Grant MacEwan Faculty Development Special Funding
2007	Sandy McKinnon Memorial Graduate Scholarship
2007	Alberta Alcohol and Drug Abuse Commission – Alberta Tobacco Reduction Strategy Grant (\$206, 294)
1995	Alberta Hospital Ponoka Staff Development Awards
1994	Bursaries from Health and Welfare Canada Indian/Inuit Health Care Careers Program

1994 Scholarships from Health and Welfare Canada for High Academic Achievement  
1994 Indian/Inuit Health Care Careers Program  
1993 Scholarships from Health and Welfare Canada for High Academic Achievement  
1993 Indian/Inuit Health Care Careers Program  
1993 Bursaries from Health and Welfare Canada Indian/Inuit Health Care Careers Program  
1993 The Dr. Mac Smith Memorial Scholarships  
1992 Bursaries from Health and Welfare Canada Indian/Inuit Health Care Careers Program  
1992 Indian/Inuit Health Care Careers Program  
1992 Scholarships from Health and Welfare Canada for High Academic Achievement  
1991 R.P.N.A.A. Continuing Education Awards  
1989 Bursary from Alberta Hospital Ponoka  
1988 Bursary from Alberta Hospital Ponoka

## TEACHING EXPERIENCE

<i>Institution</i>	<i>Course</i>	<i>Description</i>	<i>Role</i>
MacEwan University	NURS 479	Nursing Practice: Professional Roles Influencing Care	Assist with simulation debriefing
	NURS 472	Leadership in Nursing	Theory Instructor
	NURS 420	Evidence Inquiry in Nursing Practice	Theory Instructor
	NURS 344	Foundations of Nursing Research	Theory Instructor
	NURS 279	Nursing Practice – Mental Health	Seminar Instructor
	NURS 272	Mental Health Nursing	Theory Instructor
	NURS 170	The Discipline of Nursing	Guest Speaker
	NURS 305	Specific Study: Mental Health Disorders e-learning course development	Subject Matter Expert
	IHEP	Save Stan	Facilitator
	PNRS 259	Ethics in Psychiatric Nursing Care	Guest Speaker
Research Ethics	Office of Teaching & Learning session on Research Ethics	Instructor	

<u>Institution</u>	<u>Course</u>	<u>Description</u>	<u>Role</u>
Capital Health	Continuing Care Health Service Standards	Training provided to contracted operators of supportive living sites	Instructor
	Quality Improvement	Topic of Presentation: Directions for Supportive Living: Supportive Living	Instructor
St. Albert Victim Services	Volunteer Training	Topic of Presentation: Mental Health Issues	Instructor
St. Albert Medical Staff	Orientation	Topic of Presentation: Shared Care - Mental Health Care Services	Instructor
Glenrose Rehabilitation Hospital	Staff Development	Interpersonal Psychotherapy for Major Depression	Instructor
	Staff Development	Depression and the Elderly	Instructor
	Staff Development	Dementia, Delirium, Depression and Drugs	Instructor
	Staff Development	Depression and Bipolar Disorders	Instructor
	Staff Development	Impact of the Wellness Program on the Development of Health-Related Hardiness	Instructor
Stony Plain Alzheimer's Support Group	Education Session	Behavioural Challenges of Caring of a Loved one with Alzheimer's Disease	Instructor
Alberta Hospital Ponoka (Rocky Mountain House)	The Wellness Program	Group psychoeducational program designed to improve health related hardiness	Instructor
	Orientation	Regional Mental Health Advisory Committee and	Education Training Session Facilitator

<u>Institution</u>	<u>Course</u>	<u>Description</u>	<u>Role</u>
Rocky Support Services Society	Care for the Caregiver	Workshop designed for caregivers of adults with disabilities	Instructor
Community Services (Rocky Mountain House)	Orientation	Community Advisory Committee	Education Training Session Facilitator
University of Alberta	INTD	Topic of Presentation: The Virtues of an Ethical Researcher	Guest Speaker
	NURS	Topic of Presentation: Icons of Madness	Guest Speaker
	PHIL	Topic of Presentation: The Surveillance and Control of the Other	Guest Speaker
Heart & Stroke Foundation	CPR	Basic Life Saver	Instructor

## SCHOLARLY ACTIVITIES

### Research Activity

#### *Current Activities*

*Caregiver-Centered Care: Competency – Based Education for the Health Workforce* (\$50,000) (Co-investigator) (2019-2021)

- Centre for Aging + Brain Health Innovation SPARK Program
- Our team is refining and pilot testing 6 caregiver-centered online education modules and accompanying curriculum that will provide Alberta health providers the baseline knowledge and skills required to support family caregivers in all health and social services settings.

*Caregiver Centered-Care Education Modules* (\$74,326) (Co-investigator) (2019-2021)

- Alberta Health Services Community Innovation Grant Initiative for People Affected by Dementia: A Person-Centred Approach (AHS-2019-2176).
- The team is developing caregiver-centred online education modules.

*The Conundrum of Learning to Work with Older People: Nursing Students' Perspectives*

- Federally funded by the Social Sciences and Humanities Research Council of Canada (\$67,400) (Co-Investigator) (2018-2020)
- This study will deepen the understanding of how social processes contribute to the education of nursing students to care for older adults. Thoughtful educational interventions will be developed to challenge stereotypes about working with older people.

*Intersection of Faculty and Student Mental Health: Pilot Project (Co-Investigator)*

- The purpose of this pilot is to prepare for a larger study investigating occupational hazards within post-secondary institutions. (Unfunded)

*Calming Conditions: Teaching Undergraduate Students with Anxiety (Co-Investigator)*

- This is a multi-phasic research program that explores undergraduate student stressors, such as personal, academic and practice-related, and the impact on mental health. (Unfunded)

*Previously Funded Activities**Health Workforce Education and Training Resources to Recognize and Support Family Caregivers of Seniors in Care (\$18,000) (Co-Investigator) (2019)*

- Federally funded by the Canadian Institutes of Health Research
- This study directly contributes to nursing education in that it identifies family centred care competencies for health professionals.

*Preparing to Practice in an Imperfect World (Principal Investigator)*

- Funded by SoTL Fellowship (\$5000)
- The purpose of this research is to better understand experiences and support students who have been exposed to a patient safety incident.

*Fundamentals of the Mental Status Examination: A Workbook for Beginning Mental Health Professionals (Author)*

- 2017 MacEwan University Innovation Fund (\$750) (Primary Author)
- This is a resource that can be used to teach mental health professionals how to complete a mental status exam. Most mental health/psychiatric nursing text books have limited information on the completion of a full mental status exam.

*Finding Voice: The Emergence of Praxis (Pollard, C., Heuver, T., McKendrick-Calder, L., Miller, K., Milner, M., Symonds-Brown, H., & White-MacDonald, E.)*

- 2015 Funded by MacEwan University Internal Research Project Grant (\$7,000) (Holly Symonds-Brown, Heuver, T., McKendrick-Calder, L., Pollard, C., Miller, K., Milner, M., & White-MacDonald, E.)
- This study focused on how curriculum influences the development of embodied knowledge in graduates of a nursing program.

*Adverse Events: Consequences of Error (Principal Investigator)*

- 2013 Funded by MacEwan Research, Scholarly Activity and Creative Activity Fund (\$7,000)
- 2015 Funded by MacEwan Dissemination Grant (\$3500)
- By better understanding the consequences of being involved with an adverse event, more effective strategies can be used post-event with those involved to reduce the occurrence of secondary trauma symptoms.

*Alberta Tobacco Reduction Strategy (Principal Investigator)*

- 2007 Funded by Alberta Alcohol and Drug Abuse Commission (\$206,294) (Principal Investigator)
- This was an interventional study that evaluated various strategies to reduce tobacco use by people with mental illness living in supportive community settings.

*Student Funded Research*

*Nurse-patient Relations and Infant Stillborn Bereavement in Hospital (Lindsay Carter)*

- 2017 Undergraduate Student Research Initiative Project Grant (\$3000) (Student Mentor)
- It is often uncomfortable for nurses working with families whom have just experienced a peri-natal loss. This student study assists nurses to understand the value that their caring contribution can have on the grieving family.

*How much is too much self-disclosure? (Paige Steuber)*

- 2015 Undergraduate Student Research Initiative Project Grant (\$2805) (Student Mentor)
- It is often confusing for students and new nurses to know how much to share about themselves. This student research identifies potential means of determining professional caring boundaries.

*Previous Unfunded Activities*

2018-2019 *Variations of task load index in simulated learning (Pollard, C., McKendrick-Calder, L. Shumka, C., McDonald, M., Carlson, S., & Winton, S.)*

- By quantifying the workload, using the NASA Task Load Index, of nursing students participating in clinical simulation activities we are determining interventions that can effectively decrease student stress in simulated environments. (Unfunded)

2018-2019 *Questing as a Teaching Strategy in Undergraduate Education (Heuver, T., McKendrick-Calder, L., Bowman, C., & Pollard, C.)*

- The primary goal of this project is to determine how to better assist students in their journey as they learn how to apply theoretical knowledge to practical situations. (Unfunded)

2013 *MyoPenguin – Clinical Evaluation (Wyrozub, C. & Pollard, C.)*

2013 *Walking with Shadows (Matejko, A., Edwards, J., Cook, L., Pollard, C., & Swedish, M.)*



- 2011 The good, the bad and the therapeutic: The study of psychiatric nursing care in film (Principal Investigator)
- 1997 The Impact of a Psycho-Educational Program on Client's Symptoms and Health-Related Hardiness (Principal Investigator)

### Refereed Journal Publications

- Mckendrick, L., Pollard, C., Heuver, T., & Barrington-Moss, G.** (in press) Mental Health Literacy: An Essential Tool for Caring Post-Secondary Educators, *International Journal for Human Caring*, Manuscript Ref #HumanCaring-D-20-00035
- Parmar, J., Anderson, S., Duggleby, W., Holroyd-Leduc, J., & **Pollard, C.** (in press). Developing Person-Centered Care Competencies for the Healthcare Workforce to Support Family Caregivers: Caregiver Centered Care (HSCC-OA-20-0249) *Health & Social Care in the Community*.
- Dahlke, S., Davidson, S., Kalogirou, M., Swoboda, N., Hunter, H., **Pollard, C.**, Fox, M., Baumbusch, J., & Salyers, V., (Available online July 2020). Nursing students and faculty's perspectives about how students are learning to work with older people. *Nursing Education Today*. doi: 10.1016/j.nedt.2020.104537
- Pollard, C., McKendrick-Calder, L. Shumka, C., McDonald, M. & Carlson, S.** (2019). Managing Student Workload in Clinical Simulation: A Mindfulness-Based Intervention. *British Medical Journal Simulation and Technology Enhanced Learning*. Published online
- Pollard, C., McKendrick-Calder, L. Shumka, C., McDonald, M. & Carlson, S.** (2019). Managing Student Workload in Clinical Simulation: A Mindfulness-Based Intervention. *British Medical Journal Simulation and Technology Enhanced Learning*. Published online first: 19 December 2019. doi: 10.1136/bmjstel-2019-000499
- Dahlke, S., Davidson, S., Wisnesky, U., Kalogirou, M., Salyers, V., **Pollard, C.**, Fox, M., & Hunter, K., Baumbusch, J. (2019). Nursing students' perceptions about older people. *International Journal of Nursing Education Scholarship*, 16(1), 1-10, doi: 10.1515/ijnes-2019-0051
- McKendrick-Calder, L., **Pollard, C.**, Shumka, C., McDonald, M., Carlson, S., & Winton, S. (2019). Mindful moments: Enhancing deliberate practice in simulation learning. *Journal of Nursing Education*, 58(7), 431. doi: 10.3928/01484834-20190614-09
- Steuber, P., & **Pollard, C.** (2018). Building a therapeutic relationship: How much is too much self-disclosure? *International Journal of Caring Sciences*, 11(2), 651-657. Retrieved from <http://www.internationaljournalofcaringsciences.org/>
- Pollard, C.** (2015). Interpretive visual inquiry – Methodological review. *Journal of Psychiatric and Mental Health Nursing*, 22(3) 219-221. doi: 10.1111/jpm.12172
- Pollard, C.** (2015). What is the right thing to do: Use of a relational ethic framework to guide clinical decision-making? *International Journal of Caring Sciences*, 8(2), 362-368. Retrieved from <http://www.internationaljournalofcaringsciences.org>
- Pollard, C., & Wild, C.** (2014). Nursing leadership competencies: Low fidelity simulation as a teaching strategy. *Nurse Education in Practice*, 14(6), 620-626. doi: 10.1016/j.nepr.2014.06.006.

- Webster, C.** (2005). News Media Critique: “Crazies in the streets”. *International Journal of Mental Health and Addiction*, 3(2), 64-68.
- Schoenberg, P., & **Webster C.** (2000). Mental health practice in geriatric health care settings: Book review. *Bibliotheca Medica Canadiana*, 21(4), 71-73.
- Webster, C.,** & Austin, W. (1999). Health-Related Hardiness and the Effect of a Psycho-educational Group on Client Symptoms. Cheryl Webster and Wendy Austin. *Journal of Psychiatric and Mental Health Nursing*, 6.
- Webster, C.** (1998). Nurse Abuse. *Psychiatric Partners in Healthcare*, 1(1), 13-19.

### **Student Refereed Journal Publications**

- Steuber, P., & **Pollard, C.** (2018). Building a therapeutic relationship: How much is too much self-disclosure? *International Journal of Caring Sciences*, 11(2), 651-657. Retrieved from <http://www.internationaljournalofcaringsciences.org/>
- Carter, L. (2016). Understanding our role in bereavement. *International journal of Childbirth Education*, 31(4), 28-30. Retrieved from <https://icea.org/>

### **Books Authored or Edited**

- C. Pollard, S. Jacubek.** (Eds). (2019). *Varcarolis’s Canadian Psychiatric Mental Health Nursing: A Clinical Approach, Second Canadian Edition*. Toronto, Canada: Elsevier Canada.
- Pollard, C.** (2018). *The Mental Status Exam – A Guide for Beginning Clinicians*. Canadian Scholars’ Press Toronto, Canada.
- C. Pollard, S. Ray, & M. Haase,** (Eds). (2014). *Varcarolis’s Canadian Psychiatric Mental Health Nursing: A Clinical Approach, First Canadian Edition*. Toronto, Canada: Elsevier Canada.
- Pollard, C.** (2011). *The good, the bad and the therapeutic: The study of psychiatric nursing care in film* (unpublished doctoral dissertation). University of Alberta, Edmonton, Canada
- Pollard, C.** (1997). *The Impact of a Psycho-Educational Program on Client’s Symptoms and Health-Related Hardiness* (unpublished master’s thesis). University of Alberta, Edmonton, Canada

### **Books in Development**

- C. Pollard, S. Jacubek.** (Eds). (in development). *Varcarolis’s Canadian Psychiatric Mental Health Nursing: A Clinical Approach, Third Canadian Edition*. Toronto, Canada: Elsevier Canada.

### **Book Chapters**

- Pollard, C. L.** (2020). The child with an emotional or behavioural condition. In M. J. Leifer, & L. Keenan-Lindsay (Eds.), *Introduction to Maternity and Pediatric Nursing in Canada* (chapter 33). Toronto, ON: Elsevier.

- Pollard, C. L.** (2019). Overview of psychiatric mental health nursing care within various settings. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (26-44). Toronto, ON: Elsevier.
- Halter, M. J., & **Pollard, C. L.** (2019). Relevant theories and therapies for nursing practice. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (45-64). Toronto, ON: Elsevier.
- Pollard, C. L.** (2019). Ethical responsibilities and legal obligations for psychiatric mental health nursing. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (96-114). Toronto, ON: Elsevier.
- Varcarolis, E., & **Pollard, C. L.** (2019). Therapeutic relationships. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (135-151). Toronto, ON: Elsevier.
- Halter, M. J. & **Pollard, C. L.** (2019). Anxiety and related disorders. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (200-243). Toronto, ON: Elsevier.
- Halter, M. J., Kozy, M., & **Pollard, C. L.** (2019). Depressive disorders. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (244-274). Toronto, ON: Elsevier.
- Halter, M. J., & **Pollard, C. L.** (2019). Bipolar disorders. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (275-299). Toronto, ON: Elsevier.
- Stein-Parbury, J., & **Pollard, C. L.** (2019). Neurocognitive disorders. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (362-389). Toronto, ON: Elsevier.
- Tackett, C. A., Halter, M. J., Cihlar, C. A., & **Pollard, C. L.** (2019). Personality disorders. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (432-456). Toronto, ON: Elsevier.
- Pollard, C. L.** (2019). Disorders of children and adolescents. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (587-613). Toronto, ON: Elsevier.
- Briscoe, L., & **Pollard, C. L.** (2019). Psychosocial needs of the older adult. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (614-632). Toronto, ON: Elsevier.
- Pollard, C. L.** (2019). Psychological needs of patients with medical conditions. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (647-656). Toronto, ON: Elsevier.
- Rolin, D., Yaklin, S. S., & **Pollard, C. L.** (2019). Therapeutic groups. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (684-694). Toronto, ON: Elsevier.
- Pollard, C. L.**, & Barss, K. S. (2019). Integrative and complementary therapies. In M. J. Halter, **C. L. Pollard**, & S. L. Jakubec (Eds.), *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach* (714-728). Toronto, ON: Elsevier.
- Pollard, C.**, Chavez, F., Gibson, D., & Noud, R. (2015). The Continuum of Psychiatric and Mental Health Care. In W. Austin & M. Boyd (Eds.), *Psychiatric & Mental Health Nursing for Canadian Practice* (pp. 42-52). Philadelphia: Lippincott Williams & Wilkins.

- Pollard, C. L.** (2014). Ethical responsibilities and legal obligations for psychiatric and mental health nursing practice. In C. Pollard, S. Ray, & M. Haase, M. (Eds). *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach, First Canadian Edition* (pp. 114-130). Toronto, Canada: Elsevier Canada.
- Stein-Parbury, J., Eliopoulos, & **Pollard, C. L.** (2014). Cognitive disorders (adapted). In C. Pollard, S. Ray, & M. Haase, M. (Eds). *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach, First Canadian Edition* (pp. 342-371). Toronto, Canada: Elsevier Canada.
- Cihlar, C., Watkins, M., & **Pollard, C. L.** (2014). Personality Disorders (adapted with M. Watkins). In C. Pollard, S. Ray, & M. Haase, M. (Eds). *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach, First Canadian Edition* (pp. 402-422). Toronto, Canada: Elsevier Canada.
- Pollard, C. L.**, Haase, M., Wheeler, K., Angelo, L., & Grund, F. (2014). Somatic Disorders and Dissociative Disorders (written with M. Haase). In C. Pollard, S. Ray, & M. Haase, M. (Eds). *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach, First Canadian Edition* (pp. 462-489). Toronto, Canada: Elsevier Canada.
- Briscoe, L., Yap, E., & **Pollard, C. L.** (2014). Psychosocial needs of the older adult (adapted). In C. Pollard, S. Ray, & M. Haase, M. (Eds). *Varcarolis's Canadian Psychiatric Mental Health Nursing: A Clinical Approach, First Canadian Edition* (pp. 613-631). Toronto, Canada: Elsevier Canada.
- Pollard, C.**, Chavez, F., Gibson, D., & Noud, R. (2010). The Continuum of Psychiatric and Mental Health Care. In W. Austin & M. Boyd (Eds.), *Psychiatric & Mental Health Nursing for Canadian Practice* (pp. 45-55). Philadelphia: Lippincott Williams & Wilkins.

### Academic and Professional Presentations

- Parmar, J.; Poole, L.; Anderson, S.D. ; Duggleby, W. ; Holroyd-Leduc, J., Bremault-Phillips, S. ; **Pollard, C.**; Charles, L. ; Haq, A. (July 26 -30 2020). *Co-Designing Caregiver-Centered Care Health Workforce Competencies and Training: Making the Leap to Support Family Caregivers of People living with Dementia.* (oral presentation) Alzheimer's Association International Conference 2020 Amsterdam (virtual). (Peer Reviewed)
- Parmar, J.; Poole, L.; Anderson, S.D. ; Duggleby, W. ; Holroyd-Leduc, J., Bremault-Phillips, S. ; **Pollard, C.**; Charles, L. ; Haq, A. (July 26 -30 2020). *Caregiver-Centered Care Health Workforce Competencies: Taking Steps to Support Family Caregivers of People living with Dementia throughout the Care Trajectory.* (poster presentation) Alzheimer's Association International Conference 2020 Amsterdam (virtual). (Peer Reviewed)
- Anderson, S.D., Poole, L., Parmar, J., Duggleby, W., Holroyd-Leduc, J., Bremault-Phillips, S., **Pollard, C.**, Charles, L., & Haq, A. ( May 11-13, 2020). *Engaging Multi-Level Interdisciplinary Stakeholders Including Family Caregivers in Experience Based Co-Design of Caregiver-Centered Care Education for the Health Workforce.* (Oral Presentation) Alberta SPOR SUPPORT Unit - Summer Institute 2020 Beyond Research: Transforming Health Systems, Calgary. (Conference postponed due to COVID). (Peer Reviewed)
- Heuver, T., **Pollard, C.**, McKendrick-Calder, L., & Barrington-Moss, G. (2020, April 27). Supporting Student Mental Health: Are Educators Prepared for the Challenge? (Poster

- presentation). 8th International Nurse Education Conference, Sitges, Spain. (Conference postponed due to COVID). (Peer Reviewed)
- Parmar, J., Poole, L., Anderson, S.D., Duggleby, W., Holroyd-Leduc, J., Bremault-Phillips, S., **Pollard, C.**, Janzen, W., Muller, V., & Haq, A. (2020, April). *Validating the Health Workforce Core Competencies to Support Family Caregivers of Older Adults*, (poster) Canadian Geriatrics Society 40th Annual Scientific Meeting Calgary, Alberta Canada. (Conference postponed due to COVID). (Peer Reviewed)
- Parmar, J., Poole, L., Anderson, S.D., Duggleby, W., Holroyd-Leduc, J., Bremault-Phillips, S., **Pollard, C.**, Janzen, W., Muller, V., & Haq, A. (2020, March 6). *Stakeholder Engagement: Developing an Innovative Population Health Approach to Support Family Caregivers of Older Adults*. (poster, selected for Poster Showcase) What's Up Doc? Family Medicine Summit Banff, AB, Canada (Peer Reviewed)
- Parmar, J., Anderson, S.D., Duggleby, W., Holroyd-Leduc, J., Bremault-Phillips, S., **Pollard, C.**, Charles, L., & Haq, A. (2020, March 6). *Co-designing caregiver-centered care health workforce competencies and training: Making the leap to support all Alberta family caregivers*. Poster presentation and brief presentation at What's Up Doc? Family Medicine Summit, Banff, AB, Canada. (Peer Reviewed). \*Reviewers Choice Award – Alberta College of Family Physicians\* (Peer Reviewed)
- Anderson, S., Parmar, J., **Pollard, C.**, Haq, A., & Muller, V. (2020, February 13). *Caregiver-Centered Care: Supporting Family Caregivers*. Poster presentation at Covenant Health Research Day: Advancements in Dementia: Causation, Treatment and Care for this Vulnerable Population, Edmonton, AB, Canada. (Peer Reviewed).
- Heuver, T., **Pollard, C.**, McKendrick-Calder, L., & Barrington Moss, G. (October 28-29, 2019). Supporting employee and workplace readiness. Poster presentation at the Canadian Mental Health Association of Alberta: Alberta Working Stronger 2019 Conference, Edmonton, Alberta. (Peer Reviewed)
- Heuver, T., McKendrick-Calder, L., **Pollard, C.**, & Barrington-Moss, G. (2019, October 28-29). *Supporting employee and workplace wellness*. Poster presentation at Working Stronger – Workplace Mental Health Conference, Edmonton, AB, Canada. (Peer Reviewed).
- Dahlke, S., Davidson, S., Kalogirou, M., Swoboda, N., Hunter, H., **Pollard, C.**, Salyers, V., Fox, M., & Baumbusch, J. (2019, October 25). *Nursing students and faculty's perspectives about how students are learning to work with older people*. Oral presentation at International Institute for Qualitative Methodology: Qualitative health Research Conference, Vancouver, British Columbia, Canada. (Peer Reviewed).
- King, S., **Pollard, C.**, Homer, M., Shumka, C., & Violato, E. (2019, October 23). *Long term impact of an interprofessional simulation day*. Oral presentation at Collaborating Across Borders VII Conference, Indianapolis, Indiana, USA. (Peer Reviewed).
- McKendrick-Calder, L., Heuver, T., **Pollard, C.**, & Barrington-Moss, G. (2019, July 24-27) Exploring the Mental Health Literacy of Post-Secondary Educators. Poster presentation at Sigma Theta Tau International Congress, Calgary, AB. (Peer Reviewed)
- Carlson, S., Shumka, C., McKendrick-Calder, L., **Pollard, C.**, McDonald, M., Winton, S. (2019, May 24). *Use of mindfulness as a strategy to optimize situational awareness and manipulate student workload in simulation*. Oral presentation at Western Canada Health Science Educators Conference, Kelowna, British Columbia, Canada. (Peer Reviewed)
- Anderson, S.D., Parmar, J., Duggleby, W., Holyroyd-Leduc, J., Bremault-Phillips, S., **Pollard, C.**, Muller, V., & Janzen, W. (2019, May 14). *Stakeholder engagement: Developing an*

- innovative population health approach to support family caregivers of older adults*. Oral presentation at Alberta Strategy for Patient-Orientated Research Support Unit Summer Institute 2019, Edmonton, AB, Canada. (Peer Reviewed)
- Dahlke, S., Davidson, S., **Pollard, C.**, Salyers, V., Duarte Wisnesky, U., Kalogirou, M., Fox, M., Hunter, K., & Baumbusch, J. (2019, May 4). *The conundrum of learning to work with older people: Nursing students' perceptions about older people*. Oral presentation at Canadian Gerontological Nursing Association Conference, Calgary, AB, Canada. (Peer Reviewed)
- Pollard, C.** (2019, February 22). *Consequences of error: Preparing nursing students to practice in an imperfect world*. Oral Presentation at Western Northwestern Regions Canadian Association of Schools of Nursing Annual Conference, Edmonton, AB, Canada. (Peer Reviewed)
- Pollard, C.**, O'Kelly, S., Young, S., Gleeson, B., & Hammer, P. (2019, February 22). *Clinical partnerships: Yours, mine, ours*. Panel Discussion at Western Northwestern Regions Canadian Association of Schools of Nursing Annual Conference, Edmonton, AB, Canada. (Invited)
- Pollard, C.** (2019, February 4). *Nursing Assessment Tools for Mental Health Status Examination*. Webinar at Canadian Association of Schools of Nursing Mental Health Nurses Interest Group Webinar, Ottawa, ON, Canada. (Invited)
- Pollard, C.** (2019, January 30). *Reel Nursing Care: Mental Health Nursing Care in Film*. Invited speaker. Oral Presentation at Starting the Conversation: A Mental Health Speaker Series, Edmonton, AB, Canada. (Invited)
- Shumka, C., McDonald, M., McKendrick-Calder, L., Carlson, S., Winton, S., & **Pollard, C.** (2018, May 9). *Enhancing simulation design and implementation through workload analysis*. Poster and Rapid Oral presentation at NETNEP 2018 - 7th International Nurse Education Conference, Banff, AB, Canada. (Peer Reviewed)
- Miller, K., Symonds-Brown, H., **Pollard, C.**, White-MacDonald E., Milner, M., Heuver, T., & McKendrick-Calder, L. (2017, November 6). *Finding voice: The emergence of nursing praxis*. Paper presented at the meeting of Margaret Scott Wright Research & Innovation Day, Edmonton, AB. (Peer Reviewed)
- Pollard, C.** (2017, October 12). *Ethical considerations: The link with human research ethics*. Workshop presented at International Society for the Scholarship of Teaching and Learning Conference, Calgary, AB., Canada. (Peer Reviewed)
- Heuver, T., McKendrick-Calder, L., Bowman, C., & **Pollard, C.** (2016, April 19). *On a quest to maximize student learning potential*. Poster presentation at National Nurse Educator Summit, Nashville, TN. (Peer Reviewed)
- Heuver, T., McKendrick-Calder, L., Bowman, C., & **Pollard, C.** (2016, May 17). *Questing: Taking your class to the next level* Oral presentation at Alberta Colleges & Institutes Faculties Association, Jasper, AB. (Invited – SoTL Award Winner)
- Pollard, C.** (2016). *Course re-design – The effects on Nursing Research*. Oral presentation at MacEwan University – Centre for Achievement and Faculty Excellence, Edmonton, AB. (Invited)
- Pollard, C.** (2016, March). *Exploring and reflecting on the use of simulation in larger class settings*. Oral presentation at Dr. Olive Young Teaching and Learning Scholarship Day, Edmonton, AB. (Peer Reviewed)

- Pollard, C. & Wild, C.** (2016, March). *Developing nursing leadership competencies in Baccalaureate undergraduate students*. Poster presentation at Dr. Olive Young Teaching and Learning Scholarship Day, Edmonton, AB. (Peer Reviewed)
- Pollard, C.** (2015, July 26). *Adverse events: Consequences of error*. Oral presentation at Sigma Theta Tau International 26<sup>th</sup> International Nursing Research Congress, San Juan, Puerto Rico. (Peer Reviewed)
- Pollard, C. & Wild, C.** (2015, July 24). *Developing nursing leadership competencies in Baccalaureate undergraduate students*. Poster presentation at Sigma Theta Tau International 26<sup>th</sup> International Nursing research Congress, San Juan, Puerto Rico. (Peer Reviewed)
- Pollard, C.** (2015). *The questions of nursing ethics*. Oral presentation at Psychiatric Nursing Program, MacEwan University, Edmonton. (Invited)
- Pollard, C.** (2015). *Oh no ... It happened to me*. Oral presentation at the Scholarship Day BScN Program, MacEwan University, Edmonton. (Invited)
- Pollard, C.** (2015, February). *Empowerment through knowledge use and creation: Advancing the LPN profession through research and knowledge transfer*. Oral presentation at the meeting of College of Licensed Practical Nurses of Alberta, Edmonton. (Invited)
- Pollard, C.** (2014). *Control or Care: Ethics in Psychiatric Nursing – MacEwan University: RPN Program* (Invited)
- Pollard, C.** (2013, November 1). *Reel nursing: An interpretive visual inquiry*. Oral presentation at Margaret Wright Scott: Nursing Myths and Magic – University of Alberta, Edmonton. (Peer Reviewed)
- Pollard, C.** (2012). *Perpetuation of Stigma: Loosening the Threads of Prejudice*. Oral presentation at Grant MacEwan University RPN Program, Edmonton, AB. (Invited)
- Pollard, C.** (2011). *Stigma – In the eyes of the other*. Oral presentation for United Nurses of Alberta, Edmonton, AB. (Invited)
- Pollard, C.** (2011, June 4). *Reel nursing: Mental health nursing care in film*. Oral presentation at Building Connections: Nursing's Contributions to Health Research, Victoria, BC. (Peer Reviewed)
- Pollard, C.** (2011). *Relational Practice*. Oral presentation at Grant MacEwan University (Invited)
- Pollard, C.** (2007). *Stigma and mental illness*. Oral presentation at Canadian Coalition for Senior's Mental Health, Toronto, ON. (Peer Reviewed)
- Pollard, C.** (2007). *Harm reduction service model*. Oral presentation at Alberta Gerontological Nurses Association Conference, Red Deer, AB. (Peer Reviewed)
- Pollard, C.** (2007). *Harm reduction service model*. Oral presentation at The Greying Nation: Transitions of Care in Later Life Conference, Edmonton, AB. (Peer Reviewed)
- Pollard, C.** (2007). *Coping with Grief*. Oral presentation at Alberta Senior Citizens' Housing Association, Edmonton, AB. (Invited)
- Pollard, C.** (2007). *Stigma and mental illness*. Oral presentation at NARG Geriatric Psychiatry Conference, Edmonton, AB. (Peer Reviewed)
- Pollard, C.** (2006). *Quality Initiatives in Supportive Living - Best Practices*. Oral presentation for Provincial Supportive Living Leaders, Calgary, AB. (Invited)
- Pollard, C.** (2006). *The growth and development of the supportive living program in Capital Health*. Oral presentation at Alberta Gerontological Nurses Association Conference, Red Deer, AB. (Peer Reviewed)

- Pollard, C.** (2006). *Integrated Communities and Partners in a Multilevel Supportive Living Environment*. Oral presentation at People and Progress, Edmonton, AB. (Peer Reviewed)
- Pollard, C.** (1999). *Impact of the Wellness Program on the Development of Health-Related Hardiness*. Oral presentation at Margaret Scott Wright Research Day. Edmonton, AB. (Peer Reviewed)
- Pollard, C.** (1997). *Psychogeriatric Community Services*. Oral presentation at CMHA National Conference Presentation, Saskatoon, SK. (Peer Reviewed)
- Pollard, C.** (1996). *The Community Aspect of Organic Mental Disorders*. Oral Presentation at Alberta Hospital Ponoka School of Psychiatric Nursing, Ponoka, AB. (Invited)

### Non-refereed Publications

- Pollard, C.** (2016). Psychiatric/Mental Health Test Questions. Contributor for Billings, D. & Hensel (Eds.). *Lippincott Q&A review for NCLEX-RN*. Philadelphia: Wolters Kluwer.
- Pollard, C.** (2011). *Reel nursing: Psychiatric nursing care in film*. Saarbrücken, Germany: LAP Lambert Academic Publishing.
- Pollard, C. & Rose, E.** (1999). What about me: Relearning to focus on your own needs. *Today's Choices*. May.
- Pollard, C., Kadlec, G., Rupcich, C., Rutherford, G., Wilson, D., & Gallagher, S.** (1998). *Position paper on vulnerability*. Edmonton, AB: Alberta Association of Registered Nurses.
- Pollard, C.** (1997). Sensitivity about Dementia (Letter to the Editor). *Journal of Nursing Scholarship*, 29(2), 110.
- Pollard, C.** (1993). Client Outcomes: Research Conference (Letter to the Editor). *AARN Newsletter*, 49(10).

### RESEARCH & SCHOLARLY EXTERNAL SERVICE ACTIVITIES

#### *Peer Review Activities*

- Peer Reviewer for Canadian College of Health Leaders 2020 National Health Leadership Conference
- Peer Reviewer for *Roots to Thrive 1<sup>st</sup> Edition* by Shannon Dames, Elsevier (2019)
- Peer Reviewer for *Canadian Essentials of Nursing Research*, 4<sup>th</sup> edition, by Kevin Woo, Wolters Kluwer. (2017)
- National Council Licensure Examination (NCLEX) question designer for Health learning, Research & Practice, Wolters Kluwer (2017)
- Subject Matter Expert for HESI Case Studies, Practice Tests, NCLEX Review books, and the Admission Assessment Review Book. Curriculum for Elsevier/Education/HESI, Houston, TX: Elsevier. (2017)
- Canadian Nurses Foundation – merit reviewer (2016-present)
- Transformative Dialogues Conference Kwantlen Polytechnic University – Peer Reviewer (2016)



*Journal Peer Review*

- *Advances in Nursing Science* – Peer Reviewer (2013-present)
- *Canadian Journal of Nursing Leadership* – Peer Reviewer (2016-present)
- *Canadian Journal of Nursing Research* – Peer Reviewer (2017-present)
- *Canadian Journal of the Scholarship of Teaching and Learning* – Peer Reviewer (2017-present)
- *Journal of Psychiatric and Mental Health* – Peer Reviewer (2012-present)
- *Nursing Ethics* – Peer Reviewer (2015-present)
- *The Canadian Nurse/ L'infirmiere canadienne* – Peer Reviewer (2013-present)

*Other*

- National Council of State Boards of Nursing (NCSBN) Examination Item Development Panel Member (2018-present)
- Alberta Innovates: A Project Ethics Community Consensus Initiative Conference Planning Committee Member (2017)
- AHS Mental Health/Addictions Strategic Clinical Networks Member (2012 – Present)

**PROFESSIONAL MEMBERSHIP AND RELATED SERVICE ACTIVITY**

College & Association of Registered Nurses of Alberta (CARNA) (Member) (1993-present)

- Registration Review Committee (Member) (2017-present)
- Subcommittee: Position Paper on Vulnerability (Chair) (1999)

College of Registered Nurses of Alberta (CRPNA) (1988-1994, 2017-present)

- CPRNA co-chair of quarterly newsletter Editorial Committee (co-Chair) (1992-1994)

Canadian Nurses Association (Member) (1993-present)

Canadian Academy of Nurses (Member) (2020-present)

Canadian Nurses Foundation

- Merit Review Panel – Chair (2019-2022)
- Scholarship Merit Review Panel (Member) (2016-present)

Alternative Dispute Resolution Institute of Alberta (Member) (2018-present)

- Consensus Decision-Making Certificate (Completed 2019)

National League of Nursing (Member) (2017-present)

- Executive Leadership in Nursing Education and Practice Program (completed 2018)

Sigma Theta Tau International (STTI) Nursing Honour Society (Member) (1992-present)

- International Research Congress – Peer Reviewer (2015, 2016, 2018)
- Creating Healthy Work Environments – Peer Reviewer (2018)
- e-learning content writer (2017)

Charter Member of Mu Sigma (University of Alberta) Chapter of Sigma Theta Tau International (STTI) Nursing Honour Society (Member) (1992-present)

- Margaret Scott Wright Planning Committee Member (2016-2018)

Charter Member of Chi Nu Chapter (Grant MacEwan University) Chapter of Sigma Theta Tau International (STTI) Nursing Honour Society (Member) (2012-present)

- STTI Chi Nu Chair Research & Awards Committee (2014-2016)

Canadian Association of Research Ethics Boards (Member) (2016-present)

- Circle of Experts

Western Northwestern Regions Canadian Association of Schools of Nursing – (Member) (2017-present)

Golden Key International Honour Society (Member) (2011-Present)

International Society for the Scholarship of Teaching and Learning (Member) (2015-present)

- Conference Peer Reviewer (2017, 2018)
- Student Presentation Evaluation Rubric Working Group (2018-present)

American Case Management Association (Member) (2008-2010)

### **SELECT PREVIOUS PROFESSIONAL SERVICE ACTIVITY**

<u>Date</u>	<u>Activity</u>
2018	University of Alberta Hospital Identity Workshop (Participant)
2006 -2010	Community Care, Rehabilitation and Geriatric Services Quality Working Group (Member)
2006-2010	Rosehaven Provincial Advisory Committee (Member)
2005-2010	Supportive Living Quality Council - Chair
2000-2003	Rosehaven Advisory Committee (Member)
2000	Capital Health Authority Mental Health Accreditation Team Co-Chair
2000	Glenrose Rehabilitation Hospital Geriatric Psychiatry Program Review Committee - Chair
2000	Glenrose Rehabilitation Peer Support Program Representative (Member)
1999-2000	Regional Mental Health Seniors Planning and Co-ordination Council (Member)
1999-2000	Geriatric Utilisation and Quality Improvement Committee - Chair
1998-2000	Geriatric Psychiatry Performance Indicators Group (Regional) (Member)
1998-2000	Regional Psychiatry Inpatient Policy and Procedure Committee (Member)
1998-2000	Geriatric Psychiatry Inpatient Group Therapy Program Review and Development - Chair
1998	Central Alberta Research Committee (Member)
1997-1998	Central Alberta Psychogeriatric Community Services Working Group - Chair
1997-1998	Westview Mental Health Accreditation Steering Committee (Member)
1997-1998	Provincial Mental Health Advisory Board - Geriatric Psychiatry Provincial Program Working Group (Member)
1997-1998	Westview RHA Action for Health Steering Committee (Member)
1996-1998	Stony Plain Quality Improvement Facilitator
1995-1996	Regional Mental Health Advisory Committee and Community Advisory Committee Member
1994	Community/Crisis Intervention Nursing Ad hoc Subcommittee - Chair
1993-1996	Research Committee - Alberta Hospital Ponoka (Member)

## MACEWAN SERVICE

### *Current Service Activity*

- Associate Dean – Faculty of Nursing (2017-present)
- Strategic Enrolment Management (2019-present)
- Student Services Joint Operations Committee – (Member) (2017-present)
- Transfer Articulation Sub-Committee – (Member) (2018-present)
- CAQC Institutional Review Committee – (Member) (2018-present)
- Faculty of Nursing Dean’s Leadership Team – (Member) (2017-present)
- FoN Advising and Placement Community of Practice – Chair (2017- present)
- President’s Council – (Member) (2018-present)
- Provost Group (Member) (2018- present)
- Save Stan Research and Evaluation Committee – (Member) (2017-present)
- Visiting Lecture Series – (Member) (2017-present)
- Departmental Councils: DPN, DNS, DIESL – ex-officio (2017- present)
- Departmental Program Evaluation Committees: DPN, DNS, DIESL – ex-officio (2017-present)

### *Select Previous MacEwan Service Activity*

<u>Date</u>	<u>Activity</u>
2017-2019	MacEwan Ombudsperson Advisory Council - Chair
2017-2019	Faculty Curriculum Committee – Chair
2017-2019	Faculty of Nursing Curriculum Committee – Chair
2017-2019	Faculty of Nursing Research & Scholarship Committee – Member
2018	MacEwan Academic Policy Group – Chair
2016-2017	Research Ethics Board – Chair
2016-2017	Faculty of Nursing – Faculty Council: Vice Chair
2015	Peer Reviewer external to the Faculty of Nursing – Library
2015-2018	Undergraduate Student Research Initiative Student Journal Editorial Board Member: <ul style="list-style-type: none"> <li>• Section Editor</li> </ul>
2013-2017	Academic Planning and Priorities Committee (Academic Governance Committee Sub-Committee) (Member)
2015-2016	BScN Program Evaluation, Curriculum Review and Development Working Group - Chair
2012-2016	BScN Strategic Planning Working Group (Member)
2014, 2015	President’s Budget Advisory Committee (Member)
2015	Learning Outcomes Working Group (Sub-Committee of Academic Priorities & Planning Committee) (Member)
2014-2016	Student Research Initiative Sub-Committee (Member)
2013-2014	HCS Rank and Title Committee (Member)

2012-2013	BScN Self-Study (Member)
2010-2012	Scholarly Activities Resource Committee – previous Chair
2009-2016	BScN Steering Committee (Member)
2009-2016	BScN Program Committee (Member)
2011-2016	Faculty Council – Health & Community Studies (Member)

## **COMMUNITY SERVICE**

### *Current*

- St. Albert Arts & Heritage Foundation (volunteer) (2016-present)
- Stop Abuse in Families (St. Albert SAIF Society) - Director on Board
  - Officer – Secretary (2015-2017)
  - Board Chair (2017-present)

## **PROFESSIONAL QUALIFICATIONS**

- Registered Nurse (62641)
- Registered Psychiatric Nurse (3368)

## CURRICULUM VITAE

**Dr. Vivian Afrah Puplampu**

Assistant Professor

Faculty of Nursing

University of Regina (Saskatoon Campus)

111-116 Research Drive, Saskatoon, SK, Canada, S7N 3R3

[Vivian.Puplampu@uregina.ca](mailto:Vivian.Puplampu@uregina.ca)

### Table of Contents

QUALIFICATIONS .....	3
EDUCATION .....	3
NON-DEGREE CERTIFICATE .....	3
AWARDS .....	4
LICENSURE .....	4
CLINICAL AND PROFESSIONAL EXPERIENCE .....	4
PROFESSIONAL WORKSHOPS ATTENDED .....	4
TEACHING.....	5
TEACHING APPOINTMENTS.....	5
ASSOCIATE APPOINTMENTS .....	5
TEACHING IMPROVEMENT SESSIONS ATTENDED .....	5
TEACHING ACTIVITIES.....	6
University of Regina, Faculty of Nursing.....	6
University of Alberta, Faculty of Nursing .....	8
University of Ghana, School of Nursing.....	8
THESIS DEFENSICE CHAIR AT UNIVERSITY OF REGINA.....	9
RESEARCH PROGRAM AND PRODUCTIVITY .....	10
PUBLICATIONS.....	10
FORTHCOMING REFEREED CONTRIBUTIONS .....	11
CONFERENCE PRESENTATIONS .....	12
PEER REVIEW.....	13
FUNDED COMPLETED RESEARCH PROJECTS.....	13
FUNDED ONGOING RESEARCH PROJECTS .....	14
GRANT APPLICATIONS .....	14
MENTORSHIP .....	15
RESEARCH SUPERVISION OF STUDENTS AT THE UNIVERSITY OF REGINA .....	16
RESEARCH EXPERIENCE AND SESSIONS ATTENDED.....	16
SERVICE.....	17

SERVICE TO UNIVERSITY OF REGINA..... 17  
SERVICE TO THE FACULTY OF NURSING, UNIVERSITY OF REGINA ..... 17  
SERVICE TO THE COMMUNITY ..... 17

## QUALIFICATIONS

### EDUCATION

September 2015. Doctor of Philosophy

Faculty of Nursing, University of Alberta, Edmonton, Alberta

Dissertation title: “A focused ethnography of nursing faculty and student’ transition to the culture of a context-based learning curriculum.”

Supervisors: Dr. Bev. Williams and Dr. Carolyn Ross

June 2006. Master of Nursing, Teaching and Learning

Faculty of Nursing, University of Alberta, Edmonton, Alberta

Thesis: “Undergraduate nursing students’ level of thinking and self-efficacy in patient education in a context-based learning program.”

Supervisors: Dr. Carolyn Ross and Dr. Bev. Williams

June 2000 Bachelor of Arts, with Distinction

University of Ghana, Legon, Accra, Ghana, West Africa

Major: Nursing; Minor: Psychology

December 1996 Bachelor of Arts

Adventist Seminary of West Africa (Andrews University Campus) Ogun State, Nigeria

Major: Religion; Minor: Biology

### NON-DEGREE CERTIFICATE

June 2019 Certificate in Gerontological Nursing

Distance Nursing Program St. Francis Xavier University, Antigonish, Nova Scotia

2005-2006 University Teaching Program

University Teaching Services (<http://www.ualberta.ca/uts/>), University of Alberta, Edmonton, Alberta

August 2001. State Registered Nurse, University of Ghana, Legon, Accra

## **AWARDS**

November 2016. University of Regina President's Teaching and Learning Scholars Program Award

January 2014 Canadian Federation of University Women (CFUW) Edmonton Female Student Bursary

September 2009 University of Alberta Graduate Assistantship Award

September 2003 University of Alberta Graduate Assistantship Award

## **LICENSURE**

August 2020 . Member Canadian Gerontological Nursing Association

July 2016 to date. Saskatchewan Registered Nurses Association (SRNA)

December 2011- 2016. College and Association of Registered, Nurses in Alberta (CARNA)

November 2001. Nurses and Midwives Council of Ghana

## **CLINICAL AND PROFESSIONAL EXPERIENCE**

### **Registered Nurse**

July 2015 - June 2016. Capital Care, Grandview, Edmonton, Alberta

May 2012 - June 2016. Extendicare Eaux Claires, Edmonton, Alberta

September 2001-2002. Korle-Bu Teaching Hospital, Accra, Ghana

## **PROFESSIONAL WORKSHOPS ATTENDED**

- September 2016. Workplace Assessment Violence Education (WAVE) online course
- February 2015. Leg Ulcers: Assessment and Managements Organized by Executive Links
- November 2014. RN Solutions in Older Adult Care Conference
- October 2012. Geriatric Gems Organized by Executive Links
- September 2012. Diabetes Update Organized by Executive Links



## **TEACHING**

### **TEACHING APPOINTMENTS**

July 1<sup>st</sup>, 2016 to date. Assistant Professor, Tenure Track Position Faculty of Nursing, University of Regina

January 2012-2015. Graduate Teaching Assistant Undergraduate and Graduate level  
Faculty of Nursing, University of Alberta

January 2007 – 2009. University Lecturer School of Nursing, University of Ghana, Legon

September 2005-2006. Graduate Teaching Assistant, University of Alberta

September 2001-2002 . Clinical Instructor

### **ASSOCIATE APPOINTMENTS**

August 2016 to date. Professional Affiliate Saskatchewan Polytechnic School of Nursing

July 2016 to date. Assistant Professor, Faculty of Graduate Studies and Research  
University of Regina

### **TEACHING IMPROVEMENT SESSIONS ATTENDED**

June 2020. Building Practice Competencies Virtually Among Baccalaureate Nursing Students  
Canadian Association and Schools of Nursing

April 2020. Teaching Remotely. Centre for Teaching and Learning University of Regina

August, 2019. NCLEX –Item Writing and Exam Stats SCBScN Saskatchewan Polytechnic

May 2019. Exam Item Writing SCBScN Saskatchewan Polytechnic

May 2018. Guided Tour of Nursing Exemplars Courses Faculty of Nursing, University of Regina

March 2018. Online Learning at the University of Regina Centre for Teaching and Learning  
(CTL), University of Regina

October 2017. Enhancing Metacognition, Grit, and Growth Mindset For Student Success. SaskPolytech, Saskatoon Campus

May 2017. Using Learning Outcomes in Courses. Centre for Teaching and Learning (CTL), University of Regina.

March 2017. Turnitin Training. Centre for Teaching and Learning (CTL), University of Regina

March 2017. The Good, the Bad, and the Ugly of Objectives Questions. Centre for Teaching and Learning (CTL) University of Regina

March 2017. Backward Design. Centre for Teaching and Learning (CTL) University of Regina

February 2017. Creating a Teaching Dossier. Centre for Teaching and Learning (CTL) University of Regina

January 2017. Nursing Faculty Dialogue with Instructional Designer sessions through Faculty of Nursing

August 2016. University of Regina at Saskatoon Campus New Faculty Teaching Workshop. Centre for Teaching And Learning (CTL), University of Regina

January 2012. Lawrence S. Bloomberg Faculty of Nursing Centre for Advanced Studies in Professional Practice, University of Toronto, Ontario, Canada. A three day workshop on “Clinical teaching: Current issues, challenges and strategies”.

## **TEACHING ACTIVITIES**

University of Regina, Faculty of Nursing

Winter 2021

- CNUR 107: Introduction to Health Assessment (theory class, expecting 80 number of students)
- CNUR 209: Research Methods for Behavioural and Health Sciences (theory class, expecting 60 number of students)
- MNUR 809 - Transition to Advanced Nursing Practice ( Online graduate class, expecting 15 number of students)

## Fall 2020

- CNUR 102 : Foundations of Care: A Developing Professional I ( lab 16 students)
- CNUR 404: (Clinical practice education, 5 students)
- CNUR 403 :(Clinical practice education, 5students)

## Winter 2020

- CNUR 107: Introduction to Health Assessment (theory class, 73 students)
- CNUR 107 : Introduction to Health Assessment (lab, 12 students)
- CNUR 209: Research Methods for Behavioural and Health Sciences (theory class, 57 students)

## Fall 2019

- CNUR 102: Foundations of Care: A Developing Professional I (lab, 15 students)
- CNUR 402: Health Promotion with Older Adults and Rural & Remote Populations (on-line course, 29 students)

## Winter 2019

- CNUR 107: Introduction to Health Assessment (lab, 12 students)
- CNUR 209: Research Methods for Behavioural and Health Sciences (theory class, 80 students)
- MNUR 815: Ethics in Advanced Nursing Practice and Health Care (on-line graduate course; co-designed course. Course Cancelled due to low student enrollment).

## Fall 2018

- CNUR 102: Foundations of Care: A Developing Professional I (theory class, 73 students)
- CNUR 102: Foundations of Care: A Developing Professional I (lab/seminar, 14 students)
- CNUR 402: Health Promotion with Senior Adults and Rural & Remote Populations (on-line course, 27 students)

## Winter 2018

- CNUR 209: Research Methods for Behavioural and Health Sciences (theory class, 63 students)

## Fall 2017

- CNUR 102: Foundations of Care: A Developing Professional I (theory class, 97 students)
- CNUR 402- Health Promotion with Senior Adults and Rural & Remote Populations (on-line course, 21 students)

## Winter 2017

- CNUR 209- Research Methods for Behavioural and Health Sciences (theory class, 49 students)

Fall 2016

- CNUR 100- Practice education: Community Partnership (seminar, 15 students)
- CNUR 402- Health Promotion with Senior Adults and Rural & Remote Populations (on-line course, 32 students)

University of Alberta, Faculty of Nursing

- Fall 2015 Guest Speaker in NUR 405 (Community Health Nursing: Global Health Panel)
- 2012-2015 NURS 140 – Anatomy. Teaching Assistant committed 8 hours weekly per term
- Winter 2013 NURS 505 – Transforming Nursing Practice. Graduate Course, Teaching Assistant committed 8 hours per week for the term

University of Ghana, School of Nursing

2007-2009 (Lecturer full time position)

- NURS 100 – Historical Perspectives of Nursing (theory class, approximately 80 students per class)
- NURS 216 – Theoretical Foundations in Nursing (theory class, approximately 80 students per class)
- NURS 405 - Tools and Methods of Teaching In Nursing (theory class, 30 students per class)

2002-2003 (Full time position)

- Clinical Instructor

**Supervision of Students at University of Ghana**

2006-2009

- Undergraduate project work
- Graduate (master's thesis)( Student: Hannah Okyere-Boateng)

## THESIS DEFENSE CHAIR AT UNIVERSITY OF REGINA

July 2019. Carrie Janette McCloy. “Indigenous Adoptees’ Experiences of Racism in Transracial Adoption in Saskatchewan  
Supervisor- Raven Sinclair

May 2019. Patricia Dekowny. “The Decision to Use Eye Movement Integration Therapy: Exploring Clinicians’ Experiences through a Narrative Inquiry”  
Supervisor –Kara Fletcher

September 2017. Margaret Brown. “In the Words of Grandmothers: Stories from Indigenous Grandmothers about their Experience Raising their Grandchildren”. Faculty of Social Work Saskatoon Campus, University of Regina  
Supervisor – Dr. Randy Johner

March 2017. Sheryl Prouse – Master of Social Work “First Generation Learners in Higher Education: Tales of Shame and Privilege”. Faculty of Social Work Saskatoon Campus, University of Regina  
Supervisor – Dr. Garson Hunter

December 2016. Tanis Shanks – Master of Social Work “Exploring the Care Phenomena of Positive Discipline in Everyday Parenting Programs”. Faculty of Social Work, Saskatoon Campus, University of Regina. Supervisor- Dr. Ailsa Watkinson

December 2016. Andrew Field – Master of Social Work “We Love Them With All Our Heart: The Lived Experience of Fostering A Child With ADHD Where the Placement Breaks Down”. Faculty of Social Work Saskatoon Campus, University of Regina.  
Supervisor- Dr. Ailsa Watkinson.

## RESEARCH PROGRAM AND PRODUCTIVITY

### PUBLICATIONS

1. Luhanga, L. F., **Puplampu, V. A.**, Arvidson, S., & Ogunade, A. (2020).  
Nursing students experiences of bullying in clinical practice. *Journal of Nursing Education and Practice*, 10(3), 98-97. doi: <https://doi.org/10.5430/jnep.v10n3p89>  
Role: contributed to data collection, analysis, and 80% of the preparation of manuscript for publication. I was the corresponding author on the manuscript and revised the manuscript for submission using the reviewers feedback.
2. **Puplampu, V. A.**, Matthews, E., Puplampu, G., Gross, M., Pathak, S., & Peters, S. (2020). The impact of cohousing on older adults' quality of life. *Canadian Journal on Aging*, 39(3), 1-15. doi: <https://doi.org/10.1017/S0714980819000448>  
Role: collected data, analyzed, and contributed 90% of the preparation of manuscript for publication. I was the corresponding author on the manuscript and revised the manuscript for submission using the reviewers feedback.
3. **Puplampu, V. A.**, Peters, S., & Chipanshi, M. (2020). A scoping review on the impact of cohousing on older adults' quality of life. Perspectives, *Journal of the Canadian Gerontological Nursing Association*, 41(2), 14-27  
Role: contributed to searching literature, extracting information, identifying themes, and writing 90% of the manuscript for publication.
4. **Puplampu, V. A.** (2019). Forming and living in a seniors' cohousing: The impact on older adults' healthy aging in place. *Journal of Housing for the Elderly*. 1-18.  
doi:<https://doi.org/10.1080/02763893.2019.1656134>  
Role: collected data, analyzed, and contributed 90% of the preparation of manuscript for publication. I was the corresponding author on the manuscript and revised the manuscript for submission using the reviewers feedback.
5. **Puplampu, V.** ( 2017). Nursing students' and faculty members' experiences of comfort during transition to context-based learning. *International Journal of Nursing Education Scholarship*, 14(1), 1-11. doi:10.1515/ijnes-2017-0054  
Role: collected data, analyzed, and contributed 90% of the preparation of manuscript for publication. I was the corresponding author on the manuscript and revised the manuscript for submission using the reviewers feedback.
6. **Puplampu, V. A.**, & Ross, C. (2017). Nursing faculty and student transition to a context-based learning curriculum. *Journal of Nursing Education and Practice*, 7(7), 54-65. doi: 10.5430/jnep.v7n7p54

Role: collected data, analyzed, and contributed 90% of the preparation of manuscript for publication. I was the corresponding author on the manuscript and revised the manuscript for submission using the reviewers feedback.

7. **Darkwah, V. A.,** Yamane, H., Richter, S., Caine, V., Maina, G. et al. (2012). A systematic review on the intersection of homelessness and healthcare in Canada. *Journal of Nursing & Care, 1(5)*, 1-5. Doi  
Role: contributed to searching literature, assessing quality of manuscripts, extracting information, identifying themes, and writing 90% of the manuscript for publication. I was the corresponding author on the manuscript and revised the manuscript for submission using the reviewers feedback.
8. **Darkwah, V. A.,** Ross, C., Williams, B., & Madill, H. (2011). Undergraduate nursing students' self-efficacy in patient education in a context-based learning program. *Journal of Nursing Education, 50(10)*, 579-82. Doi:  
Role: collected data, analyzed, and contributed 90% of the preparation of manuscript for publication. I was the corresponding author on the manuscript and revised the manuscript for submission using the reviewers feedback.

#### **FORTHCOMING REFEREED CONTRIBUTIONS**

9. **Puplampu, V. A.,** Silversides, H. P., & Phillips, K. (2019). A scoping review on older adults from Africa experiences on aging in North America. Manuscript submitted and revisions made to *Journal of Cross-Cultural Gerontology*.  
Role: contributed to searching literature, extracting information, identifying themes, and writing 90% of the manuscript for publication.

## CONFERENCE PRESENTATIONS

1. **Puplambu, V. A.** (2021, April). *The benefits and challenges of social distancing measures and the resilience of community dwelling older adults during the COVID-19 Pandemic*. Abstract submitted to Canadian Gerontological Nursing Association, Niagara Falls, Ontario, Canada. Conference website: <https://cgna2021.ca/>
2. **Puplambu, V. A.,** Silversides, H. P., & Phillips, K. (2020, October). *A integrated review on the experiences of older adult Black African Immigrants Aging in Canada*. Abstract submitted to Canadian Association of Gerontology Conference, Regina, Saskatchewan, Canada. Conference website: <https://cagacg.ca/asem/cag2020/>(Conference canceled)
3. Luhanga, F., **Puplambu, V. A.,** & Arvidson, S. (2020, April). *Nursing students' experience of bullying in clinical practice*. Oral presentation at the 8<sup>th</sup> International Nurse Education Conference, Sitges, Barcelona, Spain. Abstract retrieved from: <http://conferences.elsevier.com/NURS2020?email=florence.luhanga@uregina.ca&abstracts=0819> (Conference canceled).
4. Oba, F., Fletcher, K., **Puplambu, V.A.,** & Baydau, B. (2020, February). *Equipping students in helping professions to engage diversity through arts-based pedagogy*. Oral presentation at Educational Developers Caucus Conference, Halifax, Nova Scotia, Canada. Conference website: <https://www.dal.ca/sites/edc.html>
5. **Puplambu, V. A.,** Matthews, E., Gross, M., Puplambu, G., Pathak, S., & Peters, S. (2019, May). *Transition to cohousing: Impact on older adults' quality of life*. Oral presentation at the 20<sup>th</sup> Biennial Conference of the Canadian Gerontological Nursing Association, Calgary, Alberta.
6. **Puplambu, V. A.,** Peters, S., & Chipanshi, M. (2019, May). *The impact of cohousing on older adults' quality of life: A scoping review*. Poster presentation at the 20<sup>th</sup> Biennial Conference of the Canadian Gerontological Nursing Association, Calgary, Alberta.
7. **Puplambu, V. A.** (2018, July). *Promoting effective learning in nursing students: The role of nurse educators*. Oral presentation at the School of Nursing, University of Ghana, Accra, Ghana.
8. **Puplambu, V. A** (2018, June). *Assessing the efficacy of student centered learning through nursing research*. Oral presentation at the Advanced Nursing Research Conference, Dublin, Ireland.



9. **Puplampu, V. A.** (2017, May). *Promoting effective learning in nursing students: Key to meeting the needs of twenty-first century health care system*. Oral presentation at the Saskatchewan Registered Nurses' Association Annual Meeting and Conference Saskatoon, Saskatchewan, Canada
10. **Darkwah, V. A.,** Williams, B. & Ross, C. (2016, March). *Nursing faculty and student transition to the culture of context-based learning*. Poster presentation at the Olive Yonge Scholarship and Research Day, Faculty of Nursing, University of Alberta, Edmonton.
11. **Darkwah, V. A.** (2014, May). *Maintaining humanness in patient care : The role of nursing education*. Oral presentation at the Philosophy in the Nurse's World: Troubling Practice Banff Centre, Alberta, Canada.
12. **Darkwah, V. A.** (2013, February). *Transition of faculty and students to the culture of context-based Learning (CBL) curriculum*. Poster presentation at the Western & North-Western Region Canadian Association of Schools of Nursing (WNRCSN), Edmonton, Alberta.
13. **Darkwah, V. A. ,** Yamane, H., Richter, S., Caine, V., Maina, G. et al. (2011, October). *A systematic review on the needs and barriers of people experiencing homelessness when they intersect with health care providers*. Oral presentation at Margaret Scott Wright Day at the University of Alberta, Edmonton, Alberta, Canada.

## PEER REVIEW

I am a peer reviewer for the Japan Journal of Nursing Science and Journal of Chronic Illness.

## FUNDED COMPLETED RESEARCH PROJECTS

**Puplampu, V., (PI)** Mathews, E., Gross, M. & Puplampu, G. "*The Impact of Cohousing Community on Older Adults' Quality of Life.*" Funded by the Dean of Faculty of Nursing and Vice President of Research offices Of University of Regina. Completed  
Role: Principal investigator

Oba, F.,(PI), **Puplampu, V. (Co-PI)** & Fletcher, K. "*Equipping Professional Students to Engage with Diversity.*" Funded by University of Regina President's Teaching and Learning Scholars Program Award November 2016-2018 (\$4000.80)  
Role: Co-Principal investigator

Luhanga, F., (PI) Arvidson, S., **Puplampu, V., (Co-PI)** & MacAusland-Berg, I. "*Nursing Students' Experiences of Bullying During Clinical Practice.*" Funded by University of Regina President's Teaching and Learning Scholars Program Award November 2016-2018 (\$3970.40)  
Role: Co-Principal investigator

### **FUNDED ONGOING RESEARCH PROJECTS**

Older Adults' Living Environments: Do they Promote Healthy Aging during Pandemic

Role: Principal investigator

Funding: University of Regina Humanities Research Institute (\$5000) September 2020-December 2021

The Experience of Black Faculty Members in Academia Proposal submitted to University of Regina President's Research Seed Grant & SSHRC Explore Grant

Role: Principal investigator

Funding: University of Regina President's Research Seed Grant & SSHRC Explore Grant (\$5000). Start date for award July 2020-July 2022

### **GRANT APPLICATIONS**

November 2020. Older racialized immigrants' social connectedness in Canada: impacts of the living environment. Proposal to be submitted to Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant

Role: Principal Applicant

Funding: Social Sciences and Humanities Research Council (SSHRC) Partnership Engagement Grant (\$167,051) Scholarship.

Results: Waiting to hear from funding agency

October 2020. Revealing Black undergraduate nursing students' experiences in Saskatchewan programs. Proposal to be submitted to Social Sciences and Humanities Research Council (SSHRC) Insight Grant

Role: Co-applicant

Funding: Social Sciences and Humanities Research Council (SSHRC) Partnership Engagement Grant (\$74,449) Scholarship.

Results: Waiting to hear from funding agency

September 2020. Strengthening the social capital of older Black adults in Canada in the era of COVID-19. Proposal to be submitted to Social Sciences and Humanities Research Council (SSHRC) Partnership Engagement Grant

Role: Principal Applicant

Funding: Social Sciences and Humanities Research Council (SSHRC) Partnership Engagement Grant (\$25, 000) Scholarship.

Results: Waiting to hear from funding agency

June 2020. The experiences of cohousing residents during COVID-19. Proposal to be submitted to Social Sciences and Humanities Research Council (SSHRC) Partnership Engagement Grant

Role: Co-applicant

Funding: Social Sciences and Humanities Research Council (SSHRC) Partnership Engagement Grant (\$25, 000) Scholarship.

Application being considered for funding.

February 2020. The emerging asocial society: The experiences of older adult Black African Immigrants on aging in Canada. Proposal submitted to The Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant. (\$62,402)

Role: Principal investigator

Results: Not awarded.

October 2019. Developing a health educational tool to support the self-management of older adults with chronic respiratory conditions and their caregivers. Proposal submitted to Saskatchewan Health Research Foundation Collaborative Innovative Development Fund. Not awarded.

Role: Principal investigator

March 2019. The impact of living environment on older adults' healthy aging in place. Proposal submitted to Saskatchewan Health Research Foundation Establishment Grant. Not awarded

Role: Principal investigator

November 2018. Healthy aging in place in Saskatchewan in the twenty-first century. Proposal submitted to Saskatchewan Health Research Foundation For Sprout Grant. Not awarded

Role: Principal investigator

March 2018. Cohousing: A solution to healthy aging in place in Saskatchewan. Proposal submitted to Saskatchewan Health Research Foundation Establishment Grant. Not awarded

Role: Principal investigator

## **MENTORSHIP**

2018, 2019 & 2020

Two Graduate students from Johnson Shoyama Graduate School of Public Policy as a teaching assistant in my CNUR 209 research class

Research assistant – Dr. Alberta Baffour-Awuah on research project “Older Adults’ Living Environments: Do they Promote Healthy Aging during Pandemic”. I am providing mentorship on qualitative data analysis, manuscript preparation, and presentation of findings in community workshop.

### **RESEARCH SUPERVISION OF STUDENTS AT THE UNIVERSITY OF REGINA**

May –August 2017

- Nursing Undergraduate Research Internship Program (NURIP) (Student: Sarah Peters )

May –August 2019

- Nursing Undergraduate Research Internship Program (NURIP) (Student, Hailey Silversides)

### **RESEARCH EXPERIENCE AND SESSIONS ATTENDED**

October 2020. Partnership Development Grants [Webinar]. Social Sciences and Humanities Research Council (SSHRC)

August 2020. Insight Grants [Webinar]. Social Sciences and Humanities Research Council (SSHRC)

June 2020 Completed Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics (TCPS2: CORE)

October 2019 Health Research Workshop Centre for Health Research, Improvement and Scholarship. Saskatchewan Polytechnic

October 2018 Foundations in Patient-Oriented Research Module 1 & 2 organized by Strategy for Patient-Oriented Research (SPOR). Saskatoon.

July 2017 -March2018 University of Regina Tri-Agency Cohort Program organized by the research office, University of Regina

Winter 2017 Coordinator, Faculty of Nursing Scholars’ Café, University of Regina

November 2016 Participant, Faculty of Nursing Research Retreat, University of Regina

Winter, 2015 Graduate Research Assistant with Dr. Carolyn Ross

Winter, 2014 Graduate Research Assistant with Dr. Carolyn Ross and Dr. Kaysi Kushner

2010-2011 Graduate Research Assistant with Dr. Solina Richter

2009-2010 Graduate Research Assistant with Dr. Linda Ogilvie

## **SERVICE**

### **SERVICE TO UNIVERSITY OF REGINA**

2020-2023 Alternate member, University of Regina Faculty Association (URFA) Grievance Committee

### **SERVICE TO THE FACULTY OF NURSING, UNIVERSITY OF REGINA**

2020 Faculty of Nursing representative to Faculty of Graduate Studies and Research (FGSR) Council Committee

2020 Faculty of Nursing representative to Faculty of Social Work

2019 SCBScN Evaluation Committee

2019 Doctoral Conference Planning Committee member for 2020 conference

2019 Faculty of Nursing, University of Regina Working Group on Research at Faculty of Nursing University of Regina

2019 CNPP Curriculum Sub-Committee

2017-2019 Member, Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) IPE committee

2016 -2020 Alternate member, Faculty of Nursing, Peer Review Committee

### **SERVICE TO THE COMMUNITY**

2019 to date Volunteer, Saskatoon Council on Aging

2016 to 2020 Board member, Victoria Avenue SDA Church

My research with seniors in cohousing community at Wolf Willow has offered me the opportunity to share literature on cohousing and the research findings on cohousing with Wolf Willow community. I intend to share my recent research conducted on older adult living environments impact on their healthy aging in place during the pandemic with older adults in Saskatoon and Regina through a virtual workshop by working with the collaborators on the project, Saskatoon Council on Aging, LutherCaare Communities, and Prairie Spruce Cohousing community to disseminate the research findings.

I am a volunteer at Saskatoon Council on Aging where I assist with health education such as monitoring older adults' blood pressure and educating them on healthy life style.

I have also been involved in teaching bible classes to children and adults in my church where my teaching skills and experiences are used to facilitate class lessons.



## **CURRICULUM VITAE**

**Dominique Rislund**  
**Instructor III**  
**Faculty of Nursing**  
**University of Regina**  
**Phone Number: (306) 649-7390**  
**Email address: dominique.rislund@uregina.ca**

### **EDUCATION**

Master of Science, Health Science

Department of Obstetrics, Gynecology & Reproductive Medicine, College of Medicine  
University of Saskatchewan, 2014

Bachelor of Science, Nursing

College of Nursing  
University of Saskatchewan, 2010

### **LICENSURE**

Registered Nurse, CRNS, 2010-ongoing

### **CONTINUING EDUCATION CERTIFICATIONS**

Certified Clinical Nurse Educator, CASN, June 2022

Neonatal Resuscitation Program, American Heart Association, February 2022

CPR Health Care Provider, American Heart Association, October 2021

Perinatal Nurse Certification PNC(C), Canadian Nurses Association, June 2021

Respect in Workplace Certificate (University of Regina), February 2019

Fundamentals of Fetal Health Surveillance, April 2018

NurseTim Evidence-based E-Learning for Nurse Educators, April 2017

CASN Course on Interprofessional Education, June 2016

### **ACADEMIC APPOINTMENTS AND PROMOTIONS**

Instructor III, Tenured, University of Regina, Faculty of Nursing, 2021-Ongoing

Instructor III, University of Regina, Faculty of Nursing, 2020

Instructor II, University of Regina, Faculty of Nursing, 2015-2020

Sessional/Clinical Instructor, University of Regina, Faculty of Nursing, 2014

Clinical Instructor, University of Saskatchewan, College of Nursing, 2014

#### **ASSOCIATE AND CLINICAL APPOINTMENTS**

Staff Nurse, Maternal Services, Saskatchewan Health Authority, April 2012-ongoing

Clinical Trial Coordinator, Temple Therapeutics, June 2010-ongoing

Staff Nurse, Maternal & Newborn Care Unit, Saskatoon Health Region April 2010-July 2013

#### **ATTENDANCE AT TEACHING IMPROVEMENT WORKSHOPS AND CONFERENCES**

CRNS Next Gen NCLEX Workshop- January 2022

Nurse Achieve Preparing for the Next Gen NCLEX- September 2021

Physiological Birth Workshop: Bundle Birth- July 2021

CAPWHN FHS Update Webinar- March 2020

Grand Rounds, Department of Obstetrics, Gynecology & Reproductive Sciences, College of Medicine, University of Saskatchewan, June 2019

SHA Maternal Services Annual Education Day, May 2019

SCBScN IPE Sessions 1, 2&3, March –May 2019

SOGC Webinar: Update on Maternal Immunizations, March 2018

SOCRA: How to write a research protocol, June 2017

SHR Maternal Health Services Annual Education Day, April 2017

Dr. Celeste Phillips: Family-Centered Maternity Care, June 2016

Nurse Tims NCLEX Workshop, June 2016

NCSBN NCLEX Workshop for Educators, April 2016

NCLEX-RN Workshop, November 2015

Invigilation Workshop, University of Regina Center for Teaching and Learning, November 2015

HURST NCLEX Webinar, October 2015

New Faculty Orientation, University of Regina Center for Teaching and Learning, August 2015

#### **TEACHING HISTORY**



January – April 2022

CNUR 106: Health Education across the Lifespan  
Course Leader & Instructor, University of Regina

January- April 2022

CNUR 107: Introduction to Health Assessment  
Lab Instructor, University of Regina

September- December 2020

CNUR 203: Alternations in Health & Advanced Assessment I  
Course Leader & Instructor, University of Regina

September-December 2020

CNUR 203: Alternations in Health & Advanced Assessment I  
Lab Instructor, University of Regina

November-December 2020

CNUR 303: Family & Newborn Partnerships  
Course Leader & Instructor, University of Regina

January – April 2019

Co-Course Leader & Instructor, University of Regina  
CNUR 107: Introduction to Health Assessment

May-June 2019

Seminar Instructor, University of Regina  
CNUR 201: Counselling and Therapeutic Groups

May-June 2019

Course Leader & Instructor, University of Regina

CNUR 303: Family & Newborn Partnerships

September- December 2018

Course Leader & Instructor, University of Regina

CNUR 203: Alternations in Health & Advanced Assessment I

September-December 2018

Lab Instructor, University of Regina

CNUR 203: Alternations in Health & Advanced Assessment I

September- December 2018

Course Leader & Instructor, University of Regina

CNUR 300: Family Health

May & June 2018

Course Leader & Instructor, University of Regina

CNUR 303: Family & Newborn Partnerships

May & June 2018

Lab Instructor, University of Regina

CNUR 202: Pharmacology

September- December 2016

Instructor, University of Regina

CNUR 203: Alternations in Health & Advanced Assessment I

September-December 2016

Lab Instructor, University of Regina

CNUR 203: Alternations in Health & Advanced Assessment I

September-December 2016  
Instructor, University of Regina  
CNUR 403/404: Focused Practice

May- August 2016  
Instructor, University of Regina  
CNUR 300: Family Nursing

May- June 2016  
Instructor, University of Regina  
CNUR 303: Family & Newborn Partnerships

October-December 2015  
Instructor, University of Regina  
CNUR 303: Family & Newborn Partnerships

September-December 2015  
Instructor, University of Regina  
CNUR 403: Focused Practice

September- December 2015  
Instructor, University of Regina  
CNUR 203: Alternations in Health & Advanced Assessment I

September-December 2015  
Lab Instructor, University of Regina  
CNUR 203: Alternations in Health & Advanced Assessment I

September – November 2014  
Instructor, University of Regina

CNUR 303: Family & Newborn Partnerships

July 2014- July 2015

Clinical Practica Coach, University of Regina

CNUR 303: Family and Newborn Partnerships

August 2014- August 2015

Clinical Instructor, University of Saskatchewan

NURS 330: Maternal Child and Adolescent Family Centered Nursing

## **GRANTS**

SCBScN Collaborative Research Grant, \$1250. *Interrater reliability of video OSCE.*

## **UNIVERSITY SERVICE**

Member, Consultation in Committee, University of Regina, Faculty of Nursing, September 2015-ongoing

Member, Nursing Faculty Council, University of Regina, Faculty of Nursing, September 2015-ongoing

Member, Meeting of the Academy, University of Regina, Faculty of Nursing, September 2015-ongoing

Selections Committee, Chair, University of Regina, Faculty of Nursing, January 2022-ongoing

Search Advisory Committee for Dean, Member, University of Regina, Faculty of Nursing, January-May 2021.

University of Regina Saskatoon Representative, Saskatoon Nursing Student Society, September 2020-September 2021

University of Regina Saskatoon Representative, Curriculum Committee, July 2020-ongoing

Member, Student Appeal Committee, University of Regina, Faculty of Nursing, January 2016-ongoing

Member, Collaborative Grant Committee, University of Regina, Faculty of Nursing, May-June 2019

Member, SCBScN Program Council, University of Regina, Faculty of Nursing, November 2015-July 2017

Member, Course Coordinator Working Group, University of Regina, Faculty of Nursing, May 2016

Member, Nursing Representative to the Faculty of Social Work, University of Regina, Faculty of Nursing, September 2016- July 2017

Member, Working Group- After Degree Nursing Program Course Development (CNUR 211.6), University of Regina, Faculty of Nursing, November 2016- July 2017

### **PROFESSIONAL/NON-PROFESSIONAL SERVICE TO THE COMMUNITY**

University of Regina Faculty of Nursing Representative, Breastfeeding Friendly Initiative (BFI)

Coalition- January 2022- ongoing

moreOB Core Team member, JPCH Quality Improvement Working Group, January 2021-ongoing

Board Member, Community Health Clinic (Saskatoon) Association LTD, 2020-ongoing

Founding Committee Member, YXE Men's Night, 2018-2020

Nutrition Lead, Saskatchewan Marathon Committee, 2010-2018

Member, Health Opportunities Committee, Saskatoon Chamber of Commerce, 2016-2017

## Curriculum Vitae

Tanis Robinson, PhD, RN, MN, CCNE  
 Mobile: 403.504.6797 tanis@tanisrobinson.com  
 CARNA # 62195

---

### Education and Certificates

---

**PhD:** University of Calgary, Faculty of Nursing, August 2020

**Canadian Association Schools of Nursing/Canadian Nurse Educator Institute:** Building and Balancing: Creating a robust program of nursing research, June 2021

**Canadian Association Schools of Nursing/Canadian Nurse Educator Institute:** Nurse Educator Certification Program, 2018-2023

**MN:** University of Southern Queensland, Australia, April 2005

**BN:** University of Lethbridge, AB, June 1995

**RN:** SIAST Kelsey Campus, Saskatoon, Sask. June 1992

### Administration Appointments

---

**Department Chair, Baccalaureate Nursing Program, Medicine Hat College:**

August 2017—March 2019

**Program Coordinator – Baccalaureate Nursing Program, Medicine Hat College:**

May 2015 to August 2017.

- *Primary responsibilities for Chair and Coordinator roles*
  - Oversee approximately 270+ students (BN & LPN)
  - Collaborate with approximately 35 nursing faculty (BN & LPN) and UCalgary to facilitate program operation
  - Collaboratively manage all aspects of program management including: curriculum, curriculum development, course and program evaluation, budget, scheduling of classes, faculty teaching assignments, ensuring that program policies/guidelines are followed [MHC years 1 & 2 and University of Calgary years 3 & 4], student and faculty NCLEX preparation, faculty development, student concern/issues, hiring of faculty, new faculty recruitment and development, manage student enrolment and keeping student records
  - Lead institutional and provincial program approvals and national accreditations.
  - Collaborate and liaison with practice partners and educational institutions such as AHS, community agencies, the University of Calgary, College and Association of Registered Nurses, Canadian Association School of Nursing, College of Licensed Practical Nurses of Alberta and other colleges and universities
  - Participate in committee work [MHC, UCalgary, and provincially]
  - Prepare program reports for senior executive
  - Teaching assignment (2-6 theory courses per year)
  - Participate in scholarship and research
  - Have a presence on campus and engage positively with students
  - Provide consultation for LPN and HCA programs
  - Be an effective listener and strong facilitator; manage conflict and complex situations
  - Refer faculty and students as needed

## Curriculum Vitae

Tanis Robinson, PhD, RN, MN, CCNE  
Mobile: 403.504.6797 tanis@tanisrobinson.com  
CARNA # 62195

---

### Professional Experience

---

**Tanis Robinson Consulting**, July 2021 to present  
Owner and operator of Ditch the Drift, Grad Student Mentor & Coach

#### **Senior Lecturer I, Master of Nursing Program**

University of Lethbridge, Lethbridge, AB

August 2021 to December, 2021

- NURS 5510 Health Research: Critique, Synthesis and Application

January 2022-April 2022

- Nurs 5120 & 7120 Nursing as Art and Science

#### **Global Village Centre**

Brooks, AB

January 2022 (contract)

- Curriculum development and educator/trainer for newcomers to southern Alberta

#### **Nursing Instructor, Nursing Education in Southwestern Alberta (NESA) Program**

Lethbridge College, Lethbridge (sessional & casual)

January to April 2021

- NSG 1521 Assessing Health (1 shift; left due to personal injury)

August to December 2021

- NSG 1410 Personal Health and Wholeness, two lecture section & two labs
- NSG 1400 Becoming a Nurse, two lecture sessions

#### **Nursing Instructor, Baccalaureate Nursing Program**

September - December 2021 (Sessional)

Medicine Hat College, Medicine Hat

- Nurs 549 Mental Health and Addictions (theory; shared lecture)
- Nurs 485 Discipline and Profession Nursing III: Further Inquiry and Scholarship of Nursing (theory)

#### **Nursing Instructor, Baccalaureate Nursing Program,**

(July 2001-July 2004 sessional) and (July 2004– July 2021 FT)

Medicine Hat College, Medicine Hat, AB

- Theory courses taught: health assessment, interdisciplinary communications, community health, critical appraisal of nursing research/nursing research, quality assurance and patient safety, nursing foundations (various years), nursing education, nursing issues, patterns of public health, mental health, nursing leadership and management, nursing and healthcare systems, and nursing psychomotor skills
- Practice courses & labs: community health, long term care, older adult (medical units), final preceptorship, & community mental health

## Curriculum Vitae

Tanis Robinson, PhD, RN, MN, CCNE  
 Mobile: 403.504.6797 tanis@tanisrobinson.com  
 CARNA # 62195

---

### Instructor

Medicine Hat College, Medicine Hat, AB

- **Paramedic Program, Applied Degree** (distance learning) May 2009 – June 2017
  - Theory courses taught– Community Theory for Paramedics, Paramedicine and the Healthcare System, and Research
- **Massage Therapy Program**, September 2001-June 2002 (PT)
  - Theory courses taught– pathophysiology courses
- **Health Care Aide Program**, January 2001- May 2002 (PT)
  - Taught all theory courses and provided practicum supervision

### Public Health Nurse

- Alberta Health Services, Medicine Hat, AB, November 2006-2013
- Palliser Health Authority, Medicine Hat, AB, May-June 2001 (temp. casual)
- Twin Rivers Health District, Maidstone, Sask. January – December 2000 (FT)
- Lloydminster Health District, Lloydminster, Sask.
  - September 1999-December 2000 (casual)
  - August 1998- August 1999 (PT)
- East Central Health Authority, Kitscoty, AB, August 1998-August 1999 (PT)
- North Central Health District, Melfort, Sask. December 1995-June 1996 (FT)

### Home Care Registered Nurse

- Palliser Health Authority, March 2001-March 2002 (casual)
- Lloydminster Health District, SK, July 1998-December 2000 (casual)

### Home Care Case Manager – Single Entry Point

- North Central Health District, Melfort, Sask. November 1996-June 1998 (FT)

### Registered Nurse

- Lloydminster Health district, Lloydminster, Sask. July 1998-March 2000 (casual)
  - Dr. Cook Extended Care Facility
- North Central Health District, Melfort, Sask. October 1995-December 1995 (casual)
  - Extended Care Unit
- High Prairie Regional Health Complex, High Prairie, AB, July 1992-July 1993
  - Med/ICU, Surgical/Maternity, Peds, Emergency, OR, Extended Care

### Grants, Awards and Scholarships

---

- **Parkinson Foundation Centre of Excellence CORE grant:** Awarded June 2021 (\$7099.00), “A navigation tool to help continuity of care for people living with Parkinson's disease” (Award ID: PF-CORE-850214). Grant declined, July 2021.
- **Medicine Hat College Research Committee:** Awarded December 2020 (\$10,000) for ‘Capacity-Building for Enhanced Mental Health Service to New Comers in Southern Alberta’.
  - Pennefather-O’Brien, E. (PI), Robinson, T. (Co-I) & Bennet, A. N. (Co-I).
- **Government of Canada – Immigration, Refugees, and Citizenship Canada.** April 2020-April 2025 (\$1, 076, 688.00). ‘Capacity-Building for Enhanced Mental Health Service to New Comers in Southern Alberta’.



**Curriculum Vitae**

Tanis Robinson, PhD, RN, MN, CCNE  
 Mobile: 403.504.6797 tanis@tanisrobinson.com  
 CARNA # 62195

- 
- o Pennefather-O'Brien, E. (PI), Robinson, T. (Co-I), Bennet, A. N. (Co-I), Johnston, R.
  - **Medicine Hat College CITE:** Awarded May 2017 (\$8000.00) for scholarship project 'Strategies for Promoting Student Success'.
  - **Medicine Hat College Access to the Future – Research and Scholarly Activity Fund:** Awarded November 2015 (\$10,000.00). Awarded for scholarship project 'Using the HESI NCLEX-RN Preparation as a Learning Modality for Students to Improve Exam Result – The implications for programming, practice, and student success'.
  - **University of Calgary, Faculty of Nursing Entrance Scholarship:** 2012, 2013, 2014
  - **University of Calgary, Nursing Faculty:** Queen Elizabeth II Scholarship – Awarded July 2012 (obligatory decline).
  - **University of Calgary, Faculty of Graduate Studies Scholarships:** Awarded July 2012 (obligatory decline).
  - **Alberta Rural Development Network:** Grant (up to \$10,000.00) for research project, "Does Home-Visiting Improve Quality of Life for Those That Have Parkinson's Disease Living in Rural Alberta – A Program Evaluation. July 2011.

**Research**

- 
- Pennefather-O'Brien, E., Robinson, T., Burnett, A. N., & Johnston, R. (in progress). *Capacity-Building for Enhanced Mental Health Service to New Comers in Southern Alberta.*
  - Robinson, T. (2020). *Continuing the Dance: A constructivist grounded theory of understanding transitions of rural couples with Parkinson's disease* [Unpublished doctoral dissertation]. University of Calgary, Alberta.
  - Robinson, T. (June 2011). *Does Home-Visiting Improve Quality of Life for Those That Have Parkinson's Disease Living in Rural Alberta – A Program Evaluation.*
  - Melchior, F., Hellman, D., & Robinson, T. (2011). *The Spanish Influenza Pandemic; Experiences of Rural Canadians in the Prairie West.* (Co-Investigator)

**Oral Presentations (since 2015\*)**

- 
- Robinson, T., & Venturato, L. (2021, July 5). *Continuing the Dance: A Constructivist Grounded Theory of Understanding Transitions of Rural Couples with Parkinson's Disease* [oral presentation]. Thinking Qualitatively Virtual Conference, University of British Columbia, BC, Canada.
  - Thompson, M. J., Robinson, T., Fritz, S., Weich, U. (2018, May, 27). *Promoting Student Success: A Remediation Project* [Round Table Session]. NISOD International Conference on Teaching and Leadership Excellence, Austin, Tx, USA
  - Thompson, M. J., Robinson, T., Fritz, S., Weich, U. (2018, April, 26) [Conference session]. *Promoting Student Success: A Remediation Project.* Medicine Hat College Research Symposium, Teaching the 21<sup>st</sup> Century Citizen: Teaching Critical Thinking in a Post-Truth World, Medicine Hat, AB.

### Curriculum Vitae

Tanis Robinson, PhD, RN, MN, CCNE  
 Mobile: 403.504.6797 tanis@tanisrobinson.com  
 CARNA # 62195

- 
- Robinson, T. (May 27, 2017). *Understanding Transitions and Adaptions of Rural Couples Living with Parkinson's Disease* [Conference session]. Parkinson Alberta 2017 Hope Conference: Your tools for living well with Parkinson's, Medicine Hat, Alberta.
  - Robinson, T. (October 15-19, 2016). *Understanding Transitions and Adaptions of Rural Couples Living with Parkinson's Disease* [Conference session]. University of Alberta International Institute for Qualitative Methodology 22<sup>nd</sup> Qualitative Health Research Conference, Kelowna, BC
  - Robinson, T. (June 11, 2015). *Understanding Transitions and Adaptions of Rural Couples Living with Parkinson's Disease* [Conference session]. The 2<sup>nd</sup> Canadian Doctoral Nursing Network Conference, Regina, Saskatchewan.

### Poster Presentations (since 2015)

- 
- Robinson, T. (2016, October 15-19). *Understanding Transitions and Adaptions of Rural Couples Living with Parkinson's Disease* [Poster presentation]. University of Alberta International Institute for Qualitative Methodology 22<sup>nd</sup> Qualitative Health Research Conference, Kelowna, BC
  - Robinson, T., Hawley, P., & Forsyth, L. (2016, April 22-23). *Using the HESI NCLEX-RN Preparation as a Learning Modality for Students to Improve Exam Result – The implications for programming, practice, and student success* [Poster presentation]. NCLEX Camp for Nurse Educators: Tips and Strategies to Promote Student Success, Seattle, WA, USA

### Scholarship Activity

- 
- McMaster Online Rating of Evidence (MORE): journal reviewer 2013 - present
  - Reviewer: Abstract reviewer for Canadian Journal on Gerontology, May 2013 and 2014
  - Abstract reviewer: International Society for the Scholarship of Teaching and Learning (ISSOTL) 2017 and 2018.
  - Reviewer: September 2012: for textbook, 'Community Health Nursing Projects: Making a Difference, 2e,' by Elizabeth Diem.

### Nursing Committee Experience (\*since 2015)

#### Medicine Hat College & Faculty of Nursing

- 
- MHC Strategic Planning [Unit 3.2] 'Regional Research and Innovation' Committee – October 2020 – July 2021
  - MHC Learning Technologies Steering Committee – September 2020 – July 2021
  - MHC/UCalgary Mental Health and Wellness Committee – June 2020 – July 2021
  - Practice, Policy & Procedure Committee – Faculty of Nursing, April 2020 – July 2021
  - Nursing committees – as Chair standing member of all Faculty of Nursing MHC and University of Calgary nursing committees 2015 to 2019
    - Alberta Nurse Educator Administrators (ANEA) –
      - Vice Chair May 2016 to 2019
      - MHC representative May 2015 to 2019
  - Faculty Social Committee – September 2017 to 2018

### Curriculum Vitae

Tanis Robinson, PhD, RN, MN, CCNE  
 Mobile: 403.504.6797 tanis@tanisrobinson.com  
 CARNA # 62195

- 
- Alberta Nurse Educators (BN administrators and post-secondary health education stakeholders) – May 2015 to 2019
  - Ethics Review Committee - May 2015 to September 2016
  - Scholarship and Clinical Workload Review Committee (adhoc) – September 2015

### Professional Development (\*since 2016)

---

- *University of British Columbia Thinking Qualitatively Virtual Conference*, July 5-8, 2021.
- CASN Building and Balancing a Research Program, June 2021.
- Webinar: Dr. Bukola Salami, *Immigrant Mental Health in Canada*, September 22, 2020.
- Webinar: *Soft Skills: How to Engage your Students in a Virtual Environment*, June, 5, 2020.
- Webinar: *CARNA Amplifying Nursing Leadership*, June 3, 2020.
- Webinar: Laerdal Western Canada Mini SUN, *Vsim Implementation and Beyond*, May 28, 2020.
- Webinar: Dr. Jody Carrington, *Acknowledging Loss and Staying Connected*, May 21, 2020
- Webinar: *How to Lead a Remote Team*, May 2020.
- Webinar: Dr. Lisa Day, *The Unfolding Case Study*, April 29, 2020.
- *Parkinson Alberta 2017 Hope Conference: Your tools for living well with Parkinson's* – May 2017 Medicine Hat, Alberta.
- *University of Alberta International Institute for Qualitative Methodology 22<sup>nd</sup> Qualitative Health Research Conference* – October 2016, Kelowna, BC.
- *Canadian College of Health Leaders National Health Leadership Conference - Health care leadership conference*, June 2016, Ottawa, ON.

### Community Involvement (\*since 2015)

---

- Alberta Marlin Aquatic Club (AMAC): 2007 to April 2018 – parent volunteer
- Parkinson Alberta: *Co-Chair*, June 2014 to September 2015  
*Board Director*, May 2013 – September 2015.
- Parkinson Alberta Medicine Hat Advisory Committee: *Co-Chair*, May 2012 to September 2015
- Parkinson Alberta: May 2011 to 2015: member

**Selena Talbot**  
**5038 Padwick Rd**  
**Regina, Sk**  
**S4W 0C2**  
**(306) 581-3731**

### A. Post-Secondary Education

<i>Post-Secondary Institution</i>	<i>Department / Faculty</i>	<i>Credential</i>	<i>Year</i>
University of Regina	Education	Master of Adult Education	2013
University of Saskatchewan	Nursing	BScN	2007

### B. Employment History

<i>Institution</i>	<i>Position</i>	<i>Description</i>	<i>Date</i>
University of Regina, Saskatchewan Collaborative Bachelor of Science in Nursing	Instructor III	Taught, coached, and supervised nursing students in classroom, lab, and clinical settings Evaluated student progress and provided feedback Participated in the development, maintenance, and revision of curriculum.	Jan 2014- Present
Indigenous Services Canada	Covid Surge Nurse (Casual Term Position)	Administered immunizations, covid test and preformed contact tracing in First Nations Communities in Saskatchewan.	June 2021- Oct 2022
Peace of Mind Perinatal Support	Sole proprietor	Offer low ratio and private prenatal and antepartum classes.	June 1 2018- April 2020
Regina Qu'Appelle Health Region	Unit Nurse	Provide primary care for new mothers and new born babies Educate patients and their families about newborn care Collaborate with doctors, nutritionists, physiotherapists, and social workers to ensure appropriate patient care	Sept 2007- May 2018

<i>Institution</i>	<i>Position</i>	<i>Description</i>	<i>Date</i>
SIAST Saskatchewan Collaborative Bachelor of Science in Nursing	Faculty	Taught, coached, and supervised nursing students in classroom, lab, and clinical settings Evaluated student progress and provided feedback Participated in the development, maintenance, and revision of curriculum	Dec 2009-Jan 2014
University of Saskatchewan	Native Access to Nursing Advisor	Provided academic and personal advisement primarily to Aboriginal nursing students Facilitated group processes such as sharing circles and study circles. Facilitated tutoring in Anatomy and Physiology, and literature searches. Participated in recruitment activities and general academic advising for Aboriginal persons considering entering the NEPS and other Nursing programs. Maintained a strong liaison with the Aboriginal community	Mar 2009-Nov 2010

### C. Academic / Teaching Experience

<i>Description</i>	<i>Date</i>
CNUR 100 Practice Education Community Partnerships	Sept 2022
CNUR 202 Pharmacology	Sept 2022
CNUR 400 Social, Political and Economic Perspectives in Nursing	Sept 2022
CNUR 103 Lab Foundations of Care II: Professional Nursing	Jan 2022
CNUR 106 Health & Education Across the Lifespan	Jan 2022
CNUR 102 Foundations of Care 1: A Developing Professional	Sept 2020
CNUR 202 Pharmacology	Sept 2020
CNUR 300 Family Health	Sept 2020
CNUR 103 Lab Foundations of Care II: Professional Nursing	Jan 2020
CNUR 103 Lecture Foundations of Care II: Professional Nursing	Jan 2020
CNUR 212 Theory and Practice Education: Foundations of Care (After Degree Nursing Program) Lab	Sept 2019
CNUR 202 Pharmacology	Sept 2019

<i>Description</i>	<i>Date</i>
CNUR 103 Lab Foundations of Care II: Professional Nursing	Jan 2019
CNUR 103 Lecture Foundations of Care II: Professional Nursing	Jan 2019
CNUR 102 Foundations of Care 1: A Developing Professional	Sept 2018
CNUR 202 Pharmacology	Sept 2018
CNUR 212 Theory and Practice Education: Foundations of Care (After Degree Nursing Program) Lab	Sept 2018
CNUR 103 Lecture Foundations of Care II: Professional Nursing	Jan 2018
CNUR 103 Lab Foundations of Care II: Professional Nursing	Jan 2018
CNUR 212 Theory and Practice Education: Foundations of Care (After Degree Nursing Program) Lab	Sept 2017
CNUR 212 Theory and Practice Education: Foundations of Care (After Degree Nursing Program) Lecture	Sept 2017
CNUR 102 Foundations of Care 1: A Developing Professional	Sept 2017
CNUR 100 Practice Education Community Partnerships	Sept 2017
CNUR107 Introduction to Health Assessment	Jan 2017
CNUR 103 Lab Foundations of Care: Professional Nursing	Jan 2017
CNUR 103 Lecture Foundations of Care: Professional Nursing	Jan 2017
CNUR 102 Foundations of Care 1: A Developing Professional	Sept 2016
CNUR 100 Practice Education Community Partnerships	Sept 2016
CNUR 103 Lab Foundations of Care: Professional Nursing	Jan 2016
CNUR 103 Lecture Foundations of Care II: Professional Nursing	Jan 2016
CNUR 202 Pharmacology	Sept 2014
CNUR 102 Foundations of Care 1: A Developing Professional	Sept 2014
CNUR 100 Practice Education Community Partnerships	Sept 2014
CNUR 303 Family and Newborn Partnerships	Apr 2014
CNUR 303 Family and Newborn Partnerships	Jan 2014
CNUR 303 Family and Newborn Partnerships	Sept 2013
CNUR 103 Lecture Foundations of Care: Professional Nursing	Jan 2013
CNUR 103 Lab Foundations of Care: Professional Nursing	Jan 2013
BIO 110 Human Anatomy and Physiology 1	Sept 2012
CNUR 202 Pharmacology	Sept 2012
CNUR 100 Practice Education Community Partnerships	Sept 2012
CNUR 103 Foundations of Care II: Professional Nursing	Jan 2012
CNUR 101 Practice Education: Stable Populations	Jan- Apr 2012
NEPS 212.3 Microbiology for Health Sciences	Sept 2011
CNUR 102 Foundations of Care 1: A Developing Professional	Sept 2011
CNUR 100 Practice Education Community Partnerships	Sept 2011
NEPS 114.3 Interpersonal Relationships	Jan 2011
NEPS 115.3 Core Concepts of Care	Jan 2011

#### D. Scholarly work & Presentations

<i>Description</i>	
Textbook review: Gray Morris, D. C., & Brown, M. (2017). <i>Calculate with confidence</i> (2nd Canadian ed.). Toronto, ON: Elsevier.	March 2020

Arvidson, S., Luhanga, F., **Talbot, S.** (2014, February). Knowledge Application in Service Learning: A Student-centered Approach in Nursing Education. Western & North-Western Region Canadian Association of Schools of Nursing (WNRCSN). Winnipeg Mb.

### E. Professional Development Activities

<i>Description</i>	<i>Date</i>
Anti-racism workshop #2 Explored institutional racism, structural harm, and color blindness.	Dec 11&18, 2020
Inner engineering Workshop (14 hrs.) <ul style="list-style-type: none"> <li>Using mediation and the power of thought to relax/ reduce stress, change your perspective on life and thoughtfully bring peace and joy to your everyday being.</li> </ul>	Sept 2020
Intro to zoom Webinar parts 1-3 <ul style="list-style-type: none"> <li>Learned features in zoom to facilitate online classes through a zoom platform</li> </ul>	Sept 2&3, 2020
Remote delivery considerations Webinar <ul style="list-style-type: none"> <li>Looked at interactive ways to engage student learning over online platforms</li> </ul>	Aug 31, 2020
Anti-racism workshop #1 <ul style="list-style-type: none"> <li>Explored race, racism, privilege, and intersectionality</li> </ul>	Aug 13&14, 2020
Passion for Birth Seminar <ul style="list-style-type: none"> <li>Teaching strategies and techniques to keep learners engaged and interactive</li> </ul>	May 2019
WNRCSN Reimagining Nursing Education: Innovations for the future <ul style="list-style-type: none"> <li>Attended break out session on Indigenization or nursing, Innovation in Sim Labs and Concept Mapping in Lecture Settings.</li> </ul>	Feb 2018
Health Innovation Summit <ul style="list-style-type: none"> <li>A day conference that introduces the amalgamation of health regions in Saskatchewan</li> <li>Presentations on change theory and health care technology</li> </ul>	Nov 2017
NCSBN Test Development and Item Writing <ul style="list-style-type: none"> <li>A course that taught how to write, assess, and analyze test item in NCLEX style.</li> </ul>	July 2017
Aboriginal History and Political Governance <ul style="list-style-type: none"> <li>An online professional development course that highlighted how colonization and governance with in Canada has impacted Indigenous health and their abilities to access health care.</li> </ul>	May 2017
First Nations, Inuit, Metis Culture, Colonization, and determinants of Health <ul style="list-style-type: none"> <li>An online professional development course that covered Indigenous issues and how they relate to health with in their culture and communities</li> </ul>	May 2017
Workplace Assessment Violence Education <ul style="list-style-type: none"> <li>Learned how to identify, manage, and eliminate risks in the work place</li> </ul>	Sept 2016
Respect in the Workplace Certificate, University of Regina <ul style="list-style-type: none"> <li>Learned appropriate behavior for the workplace and how to deal with conflict</li> </ul>	Sept 2016
Implementing Interprofessional Education: Best Evidences, Strategies & Experiences with instructor <ul style="list-style-type: none"> <li>Participated in weekly webinars and assignments to look at how interprofessional education (IPE) applies to nursing education</li> <li>Applied theory to how we could see IPE working in the courses we taught</li> </ul>	June 2016

NCSBN NCLEX Conference for Canadian Educators <ul style="list-style-type: none"> <li>Discussed general information about NCLEX including the processes behind developing the exam and what the students must do to prepare and write the exam</li> </ul>	April 2016
NCSBN NCLEX Regional Workshop for Educators Covered NCLEX topics including: <ul style="list-style-type: none"> <li>Computer adaptive testing</li> <li>NCLEX item Types</li> <li>NCSBN resources</li> </ul>	April 2016
Regina Saskatchewan Association of Neonatal Nurses Hot Topics in Neonatal and Newborn Care Covered trending topics such as: <ul style="list-style-type: none"> <li>Recognizing maternal complications and impact on neonate</li> <li>Rapid newborn assessment</li> <li>Neonatal abstinence syndrome</li> <li>Hypoglycemia in newborns</li> </ul>	Mar 2016
CTL "Teaching Dossier Preparation" <ul style="list-style-type: none"> <li>Discussed content to include in teaching dossier</li> <li>Discussed strategies to improve teaching dossier</li> </ul>	Oct 2014
Revolutionizing Nursing Education <ul style="list-style-type: none"> <li>Attended session on issues and trends in nursing education and the use of technology in nursing education</li> <li></li> </ul>	July 2014
Mother Baby Unit Education Days <ul style="list-style-type: none"> <li>Reviewed intrapartum care for patients with Diabetes</li> <li>Reviewed guidelines for car seat safety, best practices in obstetrics &amp; formula feeding</li> <li>Preformed emergency drills for postpartum hemorrhage and fire drill</li> </ul>	May 2014
Western & North-Western Region Canadian Association of Schools of Nursing Embracing Challenges: Nursing Education in the 21 <sup>st</sup> Century <ul style="list-style-type: none"> <li>Presented on Community Service Learning</li> <li>Attended session on issues and trends in nursing education</li> <li></li> </ul>	Feb 2014
POGO Woman's and Children's Health Conference <ul style="list-style-type: none"> <li>Attended sessions on allergies in children, early abortion, and safe medication in childhood, gestational diabetes and management of newborn jaundice.</li> <li></li> </ul>	Feb 2014
Best Practices in Intrapartum care <ul style="list-style-type: none"> <li>Reviewed maternal assessment and practice labor assessment skills and comfort measures.</li> <li>Discuss guidelines for clinical practice and legal issues.</li> <li>Examine the principles of practice for care of women receiving analgesia &amp; regional anesthesia.</li> <li>Review the principles of management of obstetrical emergencies including vaginal delivery in the absence of a physician, shoulder dystocia, cord prolapse, antepartum &amp; postpartum hemorrhage.</li> </ul>	May 2013

## F. Grants and Bursaries

<i>Description</i>	<i>Date</i>
--------------------	-------------



Government of Saskatchewan Bursary for Health Education (\$10,000)	2013
--	------

### G. Program Committees/Projects

<i>Description</i>	<i>Date</i>
Faculty of Arts Faculty Council Representative for Faculty of Nursing	2022-2023
SCBScN Program Council	2021-2023
Faculty of Nursing Undergraduate Student Appeals Committee	2022-2024
Faculty of Nursing Council	2014- present
Indigenous Nursing Advisory Council	2016- present
URNSS Faculty Representative	2019- 2021
Faculty of Nursing Indigenization Taskforce Team Lead	2016- 2019
Faculty of Arts Faculty Council Representative for Faculty of Nursing	2017- 2018
SCBSCN Truth and Reconciliation Working Group	2016-2017
CNUR212 Curriculum Development Working Group	2016-2017
Faculty of Nursing Selections Committee	2015-2017
Undergraduate Nursing Scholarship Committee	2014-2016
URFA Stipend Committee	2014-2015

### H. Professional Association Memberships

<i>Description</i>	<i>Date</i>
SRNA	2007-present
SUN	2007-2018
URFA	2014-present

### I. Community Service

Megaw's Montessori Academy Board of Directors	2017-J2020
St Andrew's Discovery Camp/ Camp nurse	July 29-30, 2019
Coats Disease Research Banquet	Feb 2017
Coats Disease Research Fundraiser Paint Nite	Oct 2016
Coats Disease Research Fundraiser Paint Nite	August 2016
First Nations University Pow Wow Volunteer	March 2016
North American Indigenous Games (Medical Volunteer)	July 2014
Arthritis Walk for the Cure (Volunteer)	June 2014
Aboriginal Awareness Committee SIAST	2009-2014

**CURRICULUM VITAE: SASHA TCHORZEWSKI**

**All information should be chronological, with the most recent information listed first. EDUCATION**

Certificate, Diploma, or Degree	Year completed	Area of Study	Institution
Bachelor of Science in Nursing	2011	Nursing	University of Saskatchewan
Master of Business Administration	2020	Community Economic Development	Cape Breton University

**ACADEMIC APPOINTMENTS**

Year of Appointment	Institution	Academic Rank
July 2022- Present	University of Regina	Clinical Instructor III (Tenure Track)
September 2014-June 2022	University of Regina	Sessional Clinical Instructor
Fall 2013	University of Saskatchewan	Sessional Lab Instructor

**NON-ACADEMIC EMPLOYMENT**

Years of Employment	Institution	Position
2020-present	Saskatoon Health Region (SCH)	RN- PAC 4200
2016-present	Saskatoon Health Region (SCH)	RN- Day Surgery 3600
2012-2021	Saskatoon Health Region (RUH)	RN-Dube Mental Health Inpatient unit
2012-present	Saskatoon Health Region (SCH)	RN- Day Surgery 4300
2012-2015	Saskatoon Health Regina (SCH)	RN- 3100 Gynecology unit
2011-2012	Saskatoon Health Region	Emergency Department

**ADMINISTRATIVE APPOINTMENTS (within the educational institution)**

Dates of Appointment	Institution	Position

**TEACHING EXPERIENCE**

Institution	Title of Course(s) Taught	Course Level	Dates*
University of Regina	Community & Population Health	CNUR 401	2022- Present
University of Regina	Focused Practice	CNUR 403 & 404	2020-2021
University of Regina	Theory & Practice Education: Mental Health Partnerships	CNUR 304	2014-Present
University of Regina	Practice Education: Stable Populations	CNUR 101	2017
University of Saskatchewan	Therapeutic Interventions for Individuals and Groups	NURS 321.3	2013

\*Dates that the course was taught, for example, 2007-2010

**GRADUATE STUDENT SUPERVISION**

Student Program	Year	Completed Thesis	or Project Title

**SCHOLARSHIP** (since last Accreditation cycle, or since appointment to Educational Institution, whichever is of lesser duration, in complete only the relevant sections)

**SCHOLARSHIP OF DISCOVERY**

Project Title and Dates	Funding Source and Amount	Project Members	Role*	Peer-reviewed Scholarly Products and Dissemination

**SCHOLARSHIP OF TEACHING**

Project Title and Dates	Funding Source and Amount	Project Members	Role*	Peer-reviewed Scholarly Products and Dissemination

**SCHOLARSHIP OF APPLICATION**

Project Title and Dates	Funding Source and Amount	Project Members	Role*	Peer-reviewed Scholarly Products and Dissemination

**SCHOLARSHIP OF INTEGRATION**

Project Title and Dates	Funding Source and Amount	Project Members	Role*	Peer-reviewed Scholarly Products and Dissemination

\*If a Research Project:

- PI: Principal Investigator
- Co-PI: Co-Principal Investigator
- Co-I: Co-Investigator
- Col: Collaborator

\*If a Service, Practice, or Teaching Project:

- PL: Project Leader
- Co-PL: Co-Project Leader
- PM: Project Member

**DEVELOPMENT OF CURRICULUM, COURSES, OR COURSE MATERIALS** (which have not undergone External peer-review)

Date	Development Actives

**SERVICE** (list the dates, title of group and organization, and your role on committees or task forces in your educational institution, external committees or task forces, professional or regulatory bodies, and community groups)

Dates	Group or Committee	Organization	Role
Sept 2022	Curriculum Committee	University of Regina	Committee (Saskatoon Representative)

**PROFESSIONAL MEMBERSHIPS** (list current professional memberships)

Dates	Organization
2011-Present	Saskatchewan Registered Nurses Association
2011-Present	Saskatchewan Union Of Nurses'

**PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION**

Date	Location	Activity*	Program Title
October 2011-present	Saskatoon Health Region	Education days	Annual Education days: LR- (re-cert.), CPR-HCP (re-cert.)
Sept 22 <sup>nd</sup> , 2022	Dube Center Room 1010	Interactive Discussion	First Nations and Metis Health
Sept 1 <sup>st</sup> , 2022	Zoom	Webinar	Understanding Seasonal Affective Disorder
July 14 <sup>th</sup> , 2022	Dube Center Room 1010	Interactive Discussion	Harm Reduction
Nov 12 <sup>th</sup> , 2021	Zoom	Webinar	CNPS Webinar: Legal Considerations during Nursing Shortages
July 26 <sup>th</sup> , 2021	Prairie Harm Reduction	Interactive Discussion	Harm Reduction Strategies and Naloxone Training
Jan 30 <sup>th</sup> , 2020	Dube Center Room 1010	Interactive Discussion	Mood Stabilizers Review Part 2
Jan 29 <sup>th</sup> , 2020	Dube Center Room 1010	Interactive Discussion	McKerracher Recovery Program
Oct 16 <sup>th</sup> , 2019	Dube Center Room 1010	Interactive Discussion	MAID
Feb 20 <sup>th</sup> , 2019	Dube Center Room 1010	Interactive Discussion	Marijuana Legalization and HC Impacts
Jan 16 <sup>th</sup> , 2019	Dube Center Room 1010	Interactive Discussion	Sleep and Sleep Medications
Dec 3 <sup>rd</sup> , 2018	SaskTel Lecture Theatre	Interactive Discussion	Schwartz rounds: It's Worth it All this is Why I Do my Job!
May 4, 2018	Saskatchewan Polytechnic, Saskatoon	Personal Development	Trauma-Informed Teaching & Coaching

March 21/ 2018	Dube Center Room 1010	Interactive Discussion	Cultural Awareness
January 17 <sup>th</sup> 2018	Dube Center Room 1010	Interactive Discussion	Addictions vs. Pain Management
September 14 <sup>th</sup> , 2017	Dube Center Room 1010	Dube Center room 1010	MHAS Family Programmer Role In-Service
May 17 <sup>th</sup> , 2017	Dube Center Room 1010	Interactive Discussion	Sleep & Sleep medications
November 4 <sup>th</sup> , 2016	RUH-East lecture theatre	Presentation	Lithium: A Scary Movie? ...Or Do We Need A Better Sponsor?
October 7 <sup>th</sup> , 2016	RUH-East lecture theatre	Presentation	Dr. Derryck H. Smith, MD, FRCP© "Review of the Supreme Court of Canada Decision Concerning Physician-Assisted Dying"
January 20 <sup>th</sup> , 2016	Dube Center Room 1010	Interactive Discussion	Competency by Dr. Thorpe
October 7 <sup>th</sup> , 2015	University of Saskatchewan	Panel Discussion	Shameful Legacies of Injustice: Wrongful Convictions in Canada
October 2 <sup>nd</sup> , 2015	Dube Center Room 1010	Presentation	"Achieving Functional Recovery in MDD by Helping Patients Focus: Examining the Evidence"
October 2015	Ellis Hall	Documentary	"A Chance to Speak" stories of people living in Poverty in Saskatoon, from homelessness to gangs and the sexual exploitation of children.
September 18 <sup>th</sup> , 2015	RUH-East lecture theatre	Psychiatry Rounds	Reconstructing Depression
September 12 <sup>th</sup> , 2015	Radisson Hotel Saskatoon	Education	Saskatchewan HIV HCV Nursing Education Organization: Face 2 Face
July 21 <sup>st</sup> , 2015	Dube Center	Education	"Abilify Maintena"- Certificate of proper administration
July 24 <sup>th</sup> , 2014	Saskatoon Health Region	Education	ECG Monitoring and Rhythm Interpretation Certification
May 6-7 2014	Calder Center, Saskatoon	Workshop	ASIS (Applied Suicide Intervention Skills raining)
April 29 <sup>th</sup> 2014	Saskatoon City Hospital	Workshop	Pacific Institute: thought Patterns for High Performance
March 18 <sup>th</sup> , 2014	RUH Dube Center	In-service	Anxiety Disorders

\*conference, workshop, lecture, etc.

## Curriculum Vitae

### SARAH TEKATCH

Instructor III

Faculty of Nursing, University of Regina  
306 664 7377; sarah.tekatch@uregina.ca

#### EDUCATION

Degree/Certificate	Area of Study	Institution	Year completed
Mater of Nursing	Nursing	University of Saskatchewan	2009
Bachelor of Science in Nursing with Great Distinction	Nursing	University of Saskatchewan/Saskatchewan Institutes of Applied Sciences and Technology	2006
Canadian Certified Nurse Educator (CCNE)	Nursing Education	Canadian Nurse Educator Institute (CNEI)	2021

#### HONORS AND AWARDS

Name of Award	Institution	Date
UR <sup>2</sup> Fellow-Teaching Fellow	University of Regina	2022-23
Myrtle Crawford Award	University of Saskatchewan	2009
Saskatchewan Nurses Foundation	Saskatchewan Nurses Foundation	2008, 2009
Conexus Credit Union Bursary	University of Saskatchewan	2008
Muriel Kavagnah Scholarship	University of Saskatchewan	2007
Lucy D. Willis Scholarship	University of Saskatchewan	2006
Undergraduate Great Distinction	University of Saskatchewan	2006
Undergraduate Scholarship	University of Saskatchewan	2005
President's Travel Bursary	University of Saskatchewan	2005
Campus Achievement Scholarship	Saskatchewan Institute of Applied Science and Technology	2002
Dean's Honor Roll	York University	2001
Entrance Scholarship	York University	2001

#### LICENSURE

Jurisdiction
College of Registered Nurses of Saskatchewan

**ACADEMIC APPOINTMENTS**

<b>Year of Appointment</b>	<b>Institution</b>	<b>Academic Rank</b>
July 2020-Present	University of Regina-Faculty of Nursing	Tenured Instructor III
July 2014	University of Regina-Faculty of Nursing	Tenure-Track Instructor III
Jan – July 2014	University of Saskatchewan	Clinical Instructor
Nov – Dec 2013	University of Saskatchewan	Marking Assistance
July 2012-June 2013	University of Regina-Faculty of Nursing	Undergraduate Adjunct Professor
July 2011 – June 2013	Saskatchewan Institute of Applied Science and Technology	Instructor

**ATTENDANCE AT TEACHING IMPROVEMENT WORKSHOPS AND CONFERENCES**

<b>2022</b>	
May 24 <sup>th</sup>	National League for Nursing (NLN) Taking Aim: Beyond Diversity & Between Equity and Inclusion
May 15 <sup>th</sup>	SCBScN & Saskatchewan Polytechnic: Wise Practices for Fostering Safety, Equity & Inclusion Throughout Our Learning Community
March 16th-30 <sup>th</sup>	Canadian Association of Schools of Nursing- Canadian Nurse Educator Institute: Designing Inclusive Courses for Diverse Learners: Using Universal Design for Learning Principles
March 17 <sup>th</sup>	U of R OER Program & the CTL: Panel discussion on Universal Design for Learning (UDL)
March 7 <sup>th</sup>	SCBScN Collaborative Presentation with the Canadian Centre for Diversity and Inclusion: Unconscious Bias Training
Jan-March	Anti-Racism Network: Anti-Racism Education
Feb 23 <sup>rd</sup>	Canadian Association of Schools of Nursing- Canadian Nurse Educator Institute: Violence in Nursing Education: Promoting Respectful Interactions
Feb 16 <sup>th</sup>	Elsevier Nursing & Health Education: How to Approach Next Generation NCLEX (NGN) Test Item Writing
Jan 10 <sup>th</sup>	College of Registered Nurses of Saskatchewan and NCSBN: NextGEN NCLEX, Clinical Judgment Measurement Model Webinar

<b>2021</b>	
	Coursera: University of Michigan: Leading for Equity, Diversity and Inclusion in Higher Education
Nov 26 <sup>th</sup>	University of Regina Centre for Teaching and Learning: Finding & Keeping Joy in Teaching with Dr. Jason Donev
Sept 28 <sup>th</sup>	Unbound Medicine: Pathways to Inclusive Nursing: The 5 Ws of inclusive nursing, role of the nurse educator in DEI and strategies to enhance curriculum and practice.
June 14 <sup>th</sup>	NurseTim: Beyond Incivility: Fostering a Healthy Learning Environment Featuring Dr. Susan Luparell
<b>2020</b>	
October 13 <sup>th</sup>	Johnson Shoyama OnEd Monthly Workshop Series: Potential of Virtual Reality in Higher Education
Sept 15 <sup>th</sup>	CASN Lunch & Learn Nursing Education during COVID 19- How to ensure high quality education
August 5 <sup>th</sup>	Livestream of Fall Teaching Plans: OBS vs. Zoom and finding the perfect A/Synchrnoous Hybrid
July 9 <sup>th</sup>	Johnson Shoyama OnEd Monthly Workshop Series: Where do we go from here? Tough questions facing online education in Saskatchewan
Aired June 11 <sup>th</sup> - viewed July 8 <sup>th</sup>	Johnson Shoyama OnEd Monthly Workshop Series: Bringing Case Studies into the Online Classroom
Aired May 14 <sup>th</sup> - viewed July 7 <sup>th</sup>	Johnson Shoyama OnEd Monthly Workshop Series: Tech is good, relationships are better. The importance of building student teacher rapport in online teaching
May 12 <sup>th</sup>	Flexible Learning Instructional Design Team (FL ID), Centre for Continuing Education, University of Regina with Dr. Gavin Simpson: Using Zoom Effectively for Remote Delivered Classes.
May 8 <sup>th</sup>	Saskatchewan Health Quality Council, Quality Improvement Power Hour Webinar: Working remotely series: Moving from in-person to remote learning
April 28 <sup>th</sup>	F.A. Davis Webinar with Ruth Eckenstein: Actionable Tips & Strategies for distance education success.
April 16	Flexible Learning Instructional Design Team (FL ID), Centre for Continuing Education, University of Regina: Teach So They Can Reach •Adapting your instruction for distant/remote teaching, Webinar #3.
April 15	Flexible Learning Instructional Design Team (FL ID), Centre for Continuing Education, University of Regina: Assessing for Objective Success •Choosing assessments that will work for you. Webinar #2.
April 14 <sup>th</sup>	Flexible Learning Instructional Design Team (FL ID), Centre for Continuing Education, University of Regina: Rethinking Course Design for Remote Teaching



	•Using backward design to shift your course from face-face to remote teaching. Webinar #1.
April 14 <sup>th</sup>	Wolters Kluwer Webinar: vSim for Nursing
April 10 <sup>th</sup>	Wolters Kluwer Nursing Education Speaker Series: Simulations and Other Strategies to Replace Clinical Hours
April 9 <sup>th</sup>	Johnson Shoyama OnEd Monthly Workshop Series: Teaching and Learning and Ownership
March 12 <sup>th</sup>	Johnson Shoyama OnEd Monthly Workshop Series: Integrating Tools for Effective online learning
Jan 23 <sup>rd</sup> - March 12 <sup>th</sup>	Canadian Association of Schools of Nursing- Canadian Nurse Educator Institute- Canadian Nurse Educator Certification Program, Module 2
<b>2019</b>	
April 18 <sup>th</sup> -June 6 <sup>th</sup>	Canadian Association of Schools of Nursing- Canadian Nurse Educator Institute- Canadian Nurse Educator Certification Program, Module 3
May 14 <sup>th</sup>	Faculty Development Workshop Part 3: Facilitating and Developing IPE Activities and Experiences
May 8 <sup>th</sup>	NCLEX Education Canada: Faculty Exam Writing Workshop
May 3 <sup>rd</sup>	Wolters Kluwer Nursing Education Speaker Series: Applying Clinical Judgement to NCLEX Item Writing
April 4 <sup>th</sup>	Faculty Development IPE Workshop Part 2: Exploring Toolkits & Resources
April 1 <sup>st</sup> – May 17 <sup>th</sup>	UBCx: IndEdu200x: Reconciliation Through Indigenous Education
<b>2017</b>	
April 3 <sup>rd</sup> -May 15 <sup>th</sup>	Nurse Tim E Course: Evidence-Based E-Learning for Nurse Educators
May 2 <sup>nd</sup>	Canadian Association of Schools of Nursing Mental Health Interest Group Webinar: The Recovery Narrative Assignment: Connecting Lived Experience and the Undergraduate Mental Health & Addiction Competencies
March 7 <sup>th</sup>	Centre for Teaching and Learning, University of Regina: Exam Design: Developing Assessments to Promote Learning and Evaluate Students
March 1 <sup>st</sup>	Centre for Teaching and Learning, University of Regina: Student Engagement in Large Classes
February 15 <sup>th</sup> - 17 <sup>th</sup>	Western and North-Western Region Canadian Association of Schools of Nursing (WNRCSN) Conference: The Edge of Tomorrow: Perspectives, Pedagogy, and Possibilities for Nursing Education
January 26 <sup>th</sup>	Nursing Exemplars, Instructional Design Session: Lesson Learned, Best Practices, and Innovations

January 25 <sup>th</sup>	Nursing Exemplars, Instructional Design Session: Pedagogical research related to online/blended learning
<b>2016</b>	
December 6 <sup>th</sup>	Gwenna Moss Centre for Teaching Excellence- Reflective Teaching Portfolio Short Course: Reflecting on Feedback from Your Teaching Practice
December 1 <sup>st</sup>	The Successful Academic: Key approaches, tools and resources.
November 22 <sup>nd</sup>	Gwenna Moss Centre for Teaching Excellence- Reflective Teaching Portfolio Short Course: Selecting Best Evidence from Your Teaching Practice
October 18 <sup>th</sup>	Gwenna Moss Centre for Teaching Excellence- Reflective Teaching Portfolio Short Course: Developing a Teaching Philosophy Statement
September 26 <sup>th</sup>	University of Regina, Copyright Workshop
September 20 <sup>th</sup>	Gwenna Moss Centre for Teaching Excellence- Reflective Teaching Portfolio Short Course: Reflecting on Your Teaching Practice
August 26 <sup>th</sup>	Gwenna Moss Centre for Teaching Excellence- Giving & Receiving Effective Feedback
August 24 <sup>th</sup>	Gwenna Moss Centre for Teaching Excellence- Teaching Perspectives Inventory
June 30 <sup>th</sup>	5 Summer Secrets for Stress Free Fall- Teaching Coaching Webinar
April 8 <sup>th</sup>	University of Saskatchewan, University of Regina, Saskatchewan Polytechnic, and the Saskatchewan Registered Nurses Association present NCSBN NCLEX Regional Workshop
Jan 14 <sup>th</sup>	Innovation, Research & Scholarship Speaker Series. Innovation: Disrupting your teaching by design with Dr. Sandra Bassendowski
<b>2015</b>	
Nov 18 <sup>th</sup>	University of Regina, Centre for Teaching and Learning, How to Write and Use Learning Goals
Nov 5 <sup>th</sup>	University of Regina, Centre for Teaching and Learning, Exam Invigilation - Online Webinar
October 27 <sup>th</sup>	University of Regina, Centre for Teaching and Learning, Turnitin Training
October 22 <sup>nd</sup>	Centre for Teaching and Learning, Improving Student Performance by Addressing Student and Teacher Misconceptions about Learning
June 9 <sup>th</sup>	Nurse Educator Symposium: Teaching Excellence in Nursing Education hosted by Saskatchewan Polytechnic School of Nursing-
April 27	University of Regina, Flexible learning- online course show and tell
April 30 <sup>th</sup>	University of Regina, Round-Table and Workshop re: Online Teaching and Learning

March 13 <sup>th</sup>	Saskatchewan Polytechnic- International Students and YOU: How you can help and what resources are available
<b>2014</b>	
December 18 <sup>th</sup>	Saskatchewan Polytechnic- Indigenizing the Academy
November 26 <sup>th</sup>	University of Regina, Instructional Designers Best Practices for Effective and Efficient Online Teaching
November 6 <sup>th</sup>	Webinar Wolters Kluwer Health– Teaching Nursing Online
Nov 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup>	Canadian Association of Schools of Nursing Webinar on NCLEX
Oct 26 <sup>th</sup> and 27 <sup>th</sup>	COHERE Conference at University of Regina on Online Learning
October 24 <sup>th</sup>	University of Regina, URCourses Level 1 with Corey Kalynuk,
October 14 <sup>th</sup>	Webinar Wolters Kluwer Health Introduction to Canadian Fundamentals: What's the Latest to Help with your Fundamentals Course?
Oct 8 <sup>th</sup>	URCool- Online learning J.X. Seaton Presentation: Online Instructors at the University of Regina
Aug 19 <sup>th</sup>	University of Regina, Centre for teaching and learning new faculty training
<b>2013</b>	
May 12-15 <sup>th</sup>	Prairie Region Great Teachers Seminar, Great Teachers Movement

## CONTINUING EDUCATION

<b>Date</b>	<b>Agency</b>	<b>Type</b>
<b>2022</b>		
May 20 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds: How quetiapine became king of the bipolar hill and if he deserves to stay there Amy Soubolsky, BSP, MSc Katelyn Halpape, BSP, ACPR, PharmD, BCPP
March 31 <sup>st</sup>	University of Regina Office of the Vice President (Research), the Faculty of Science, the Faculty of Engineering and Applied Science, the University of Regina Queer Initiative (URQI) and the Humanities Research Institute (HRI)	Trans Day of Visibility: My Journey so Far. Veronica Merryfield

March 28 <sup>th</sup>	University of Regina Faculty of Nursing	Beyond Burnout: Coping with Trauma, Grief, and Loss as Health Professionals in a Global Pandemic
March 21 <sup>st</sup>	University of Regina	International Day for the Elimination of Racial Discrimination Town Hall
March 7 <sup>th</sup>	Canadian Centre for Diversity and Inclusion	Unconscious Bias Training
Feb 18 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds: Eating Disorder Myths and Implications for Treatment Amy Pickering, B.Sc(Nutr.), RD, CEDRD
Feb	Saskatchewan Health Authority	Trauma Informed Practice: Growing Awareness
Jan-Feb	University of Minnesota Center for Spirituality & Healing	Wellbeing & Resilience for Health Professionals
<b>2021</b>		
Dec 7	Canadian Centre for Diversity and Inclusion	Addressing Racism at work
Nov 25	Canadian Centre for Diversity and Inclusion	Coaching as a tool to support inclusive environments
Nov 22	Saskatchewan Health Authority	Pediatric Immunization
Oct 28	Canadian Centre for Diversity and Inclusion	Addressing microaggressions - How to micro-affirm effectively
Oct 27	Canadian Centre for Diversity and Inclusion	Indigenous inclusion 2.0 session
October 18–22 & 25–29	Canadian Federation of Mental Health Nurses	Bi-Annual Conference: Human Rights and Mental Health Nursing: Equity and Inclusion
Oct 19 <sup>th</sup>	Centre for Integrative Medicine, Community Health & Epidemiology, University of Saskatchewan College of Medicine	Direct-To-Consumer Genetic Testing: What Patients & Healthcare Providers Need to Know
October 7 <sup>th</sup>	Saskatchewan Health Authority	Seasonal Influenza Certification
September 26 <sup>th</sup>	Canadian Red Cross	Basic Life Support Recertification
Sept 23 <sup>rd</sup>	Public Health Agency of Canada	Introduction to Case Interviewing
Sept 21 <sup>st</sup>	Centre for Integrative Medicine, Community Health & Epidemiology, University of Saskatchewan College of Medicine	Harnessing Hope - A Biopsychosocial Approach to Community Based Eating Disorder Recovery
August-September	Coursera: University of Virginia	Foundations of Diversity and Inclusion at Work TeachOut
July 14 <sup>th</sup>	Nurse Tim	Nurses Leading the Way with Self-Care Featuring Dr. Dawn Bowker

July 2 <sup>nd</sup>	Nurses Month 2021 Series Lippincott Nursing Center	Nurse Author: Who Me? Yes, You!
May 31 <sup>st</sup>	Nurses Month 2021 Series Lippincott Nursing Center	Moral Distress: A Catalyst in Building Moral Resilience
May 10 <sup>th</sup>	Nurses Month 2021 Series Lippincott Nursing Center	Striving for Social Justice & Ethics The Role of Nurses as Allies Against Racism and Discrimination: An Analysis of Key Resistance Movements of Our Time
May 10 <sup>th</sup>	Nurses Month 2021 Series Lippincott Nursing Center	Using Science to Support Practice A Looming Threat within a Pandemic: Vaccine Hesitancy and Refusal Clinical Nurse Specialist
May 3 <sup>rd</sup>	Saskatchewan Health Authority	Vaccine Hesitancy
April 16 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds: Breaking Bad: Methamphetamine Induced Psychosis vs Permanent Psychotic Disorders, A Forensic Perspective
March 31 <sup>st</sup>	University of Regina: Equity, Diversity & Inclusion Office for Research	Bias versus Implicit Bias
March 25 <sup>th</sup>	Canadian Centre for Diversity and Inclusion	Managing Unconscious Bias in Recruitment and Selection
March 10 <sup>th</sup>	University of Regina: Equity, Diversity & Inclusion Office for Research	Introduction to Inclusion
March 2 <sup>nd</sup>	University of Regina: Equity, Diversity & Inclusion Office for Research	Introduction to Equity and Diversity
March 6 <sup>th</sup>	Saskatchewan Health Authority	Base Learning for Covid-19 Immunizations Vaccine Education: <ul style="list-style-type: none"> <li>• AstraZeneca,</li> <li>• Johnson &amp; Johnson,</li> <li>• Pfizer-Biotech,</li> <li>• Moderna</li> </ul>
Feb 27 <sup>th</sup>	Saskatchewan Health Authority	<ul style="list-style-type: none"> <li>• Anaphylaxis,</li> <li>• Intra muscular Injection,</li> <li>• WHIMIS 2015,</li> <li>• Workplace Assessment Violence Education (WAVE)</li> </ul>
<b>2020</b>		
October 8 <sup>th</sup>	University of Regina: Equity, Diversity & Inclusion Office for Research	EDI and Conflict Related Differences

Sept. 4 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds: Vulnerability, Discrimination, and Clinical Practice Ethics
June 19 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds: Beginning with the End in Mind: Palliation in Psychiatry
June 5 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds: Optimizing Internet-delivered cognitive behaviour therapy in Saskatchewan
May 1 <sup>st</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds: A matter of urgency: developing an interdisciplinary urgent care clinic for child and adolescent psychiatry during the COVID pandemic.
April 3 <sup>rd</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds: Medical assistance in dying (MAID) for primary mental illness: rising to the challenge of changing legislation
Jan 20 <sup>th</sup>	Saskatchewan Polytechnic School of Nursing	Cannabinoid Research Initiative of Saskatchewan
<b>2019</b>		
December 6 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds: Machine learning for suicide prevention in Norway and Saskatoon
December 2 <sup>nd</sup>	Johnson Shoyama Graduate School of Public Policy	2019 Houston Lecture: Canada's Mental Health and Addictions Crisis & What They Tell Us About The Need To Build A True Health System
October 18 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds: How do I know if I can trust my resident? Utilizing EPAs to assess competence
August 22 <sup>nd</sup>	University of British Columbia: ICP on the Run	Online Competency Based Modules
July 17 <sup>th</sup>	Status of Women Canada	Gender Based Analysis Plus
July 12 <sup>th</sup>	Fraser Health Authority	Help Don't Hinder: Human Trafficking Online Module
June 26 <sup>th</sup>	Andree Cazabon & University of Regina	4 Seasons of Reconciliation
June 21 <sup>st</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
June 10 <sup>th</sup> & 21 <sup>st</sup>	Saskatchewan Association for Safe Workplaces in Health & Saskatchewan Polytechnic	Professional Assault Response Training
April 1 <sup>st</sup> -May 22 <sup>nd</sup>	UBCx: IndEdu200x	Reconciliation Through Indigenous Education Online Course

May 17 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
May 9 <sup>th</sup>	Saskatchewan Health Authority	Tour of Saskatchewan Hospital
April 17 <sup>th</sup>	Canadian Nurses Protective Society	Legal Risk Management for Nurses Practicing in Mental Health Environments: Medical Cannabis: What every nurse needs to know.
<b>2017</b>		
Recordings viewed June 27 <sup>th</sup>	Canadian Nurses Association	5 Part Webinar Series Substance use trends in Canada <ul style="list-style-type: none"> <li>• Opioid overdose prevention basics for nurses — March 7</li> <li>• An evidence-based review of opioid agonist treatments and what they mean for nursing practice — April 4</li> <li>• Supervised consumption sites: Where are we now? — May 2</li> <li>• Creating safe spaces in health care for people who use drugs — May 30</li> <li>• Cannabis in Canada: Implications for nursing in a changing legal and health-care landscape — June 27</li> </ul>
June 16 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
May 2 <sup>nd</sup>	Canadian Association of Schools of Nursing Mental Health Interest Group	Webinar: The Recovery Narrative Assignment: Connecting Lived Experience and the Undergraduate Mental Health & Addiction Competencies
April 7 <sup>th</sup>	University of Regina	Bystander Training
March 15 <sup>th</sup>	University of Saskatchewan	Health Innovation and Public Policy: Beyond the Bedside Conference
February 3 <sup>rd</sup>	Saskatoon Health Region and University of Saskatchewan, College of Medicine	Psychiatry Grand Rounds
<b>2016</b>		
December 2 <sup>nd</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
November 4 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds

September 23 <sup>rd</sup>	Hillcrest Hutterite Colony	Tour of Hillcrest Hutterite Colony by Dundurn
September 16 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
July 6 <sup>th</sup>	Canadian Nurses Protective Society	Webinar: Medical Assistance in Dying
June 3 <sup>rd</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
May 6 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
April 25 <sup>th</sup> and 26 <sup>th</sup>	Jack Hirose & Associates Inc. Quality Workshops and Community Resources.	Mindfulness-Integrated Cognitive Behaviour Therapy Training: For Crisis Intervention & Relapse Prevention   Bruno Cayoun, D. Psych
March 7 <sup>th</sup>	Crisis and Trauma Resource Institute	Refugees and Trauma
February 19 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
January 15 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
<b>2015</b>		
October 8 <sup>th</sup>	Saskatchewan Ministry of Health	HIPA and the Mental Health Services Act
June 5 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
April 17 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
April 8 <sup>th</sup>	Government of Saskatchewan	Trauma Informed Practice Webinar
April 6 <sup>th</sup> (Recorded on October 15 2014)	Johnson-Shoyama Graduate School of Public Policy	You can't just be a little bit pregnant: A System's View of Midwifery Policy and Practice in Canada
March 30 <sup>th</sup>	Dakota-Whitecap First Nation	First Nation's Ceremonial Sweat
March 26 <sup>th</sup>	Saskatchewan Union of Nurses Local 75	5 <sup>th</sup> Annual Professional Practice Workshop Nursing Safely - Managing risks related to the delivery of nursing care & Dependency Awareness in the workplace
March 19 <sup>th</sup>	Saskatchewan Ministry of Health	3D's Dementia, Delirium and Depression- E learning event



Jan 28 <sup>th</sup>	Community Saskatchewan Polytechnic Equity Committee with Avenue Community Centre	Understanding Sexual Diversity and Creating
<b>2014</b>		
Nov 7 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
Nov 3 and 4 <sup>th</sup>	Saskatchewan Association of Social Workers	DSM V in Action Workshop
October 29 <sup>th</sup>	Saskatoon Health Region and University of Saskatchewan College of Medicine	Psychiatry Grand Rounds
October 17 <sup>th</sup>	Webinar Wolters Kluwer Health	Nursing Psych News and Updates: DSM-5 and Psychiatric-Mental Health Nursing Scope & Standards
<b>2010</b>		
June 21 <sup>st</sup> - 25 <sup>th</sup>	McMaster University & Nexient	Project Management Boot Camp
June 6 <sup>th</sup>	Canadian Nurses Association	Leadership in Global Health Nursing: Making the Connections
<b>2009</b>		
December 9 <sup>th</sup>	Canadian Institute for Health Information	Applying a Population Perspective to Health Planning & Decision Making
<b>2008</b>		
November 24 <sup>th</sup> & 25 <sup>th</sup>	Canadian Nurses Association	Influencing Public Policy: Strategies and Tactics

**PROFESSIONAL EXPERIENCE**

<b>Years of Employment</b>	<b>Agency</b>	<b>Role</b>
Feb 2021- present	Saskatchewan Health Authority	Casual- Public and Population Health Immunizations, Contact Tracing and Case Investigation
May 2015 –Oct 2020	Saskatoon Health Region	Casual- Community Mental Health Nurse
Dec 2011	Canadian Nurses Association	Nursing Consultant: Community Development and Regulatory Advocacy: Indonesia

Dec 2010	Canadian Nurses Association	Nursing Consultant: Community Development and Regulatory Advocacy: Indonesia
Mar 2011- July 2011	Saskatchewan Registered Nurses' Association (SRNA)	Project Manager, Policy and Communications
Sept 2007 – Mar 2011	Saskatchewan Registered Nurses' Association (SRNA)	Policy Advisor, Executive Office
Sept 2007 – Dec 2007	Canadian International Development Agency	Governance Internship: Community Development, Nairobi, Kenya
May – Sept 2007	Saskatchewan Registered Nurses' Association (SRNA)	Research Officer, Executive Office
Jan – May 2007	Saskatchewan Registered Nurses' Association (SRNA)	Graduate Intern
Jan - May 2007	University of Saskatchewan	Research Assistant
Jan 2007- March 2007	Hospira HealthCare Corporation	PlumA+ In-Service Trainer
Oct 2006- Aug 2007	Saskatoon Health Region	Nursing Services- Acute Psychiatry
March 2006- Sept 2006	Vancouver Coastal Health Authority	Nursing Services- Community Transitional Care Team, Insite & Street Nurse

## TEACHING HISTORY

Institution	Title of Course(s) Taught	Level	Dates
University of Regina	Foundations of Care I: A Developing Professional	102	Sept- Dec 2020, Sept- Dec 2019, Sept-Dec 2015 & Sept-Dec 2014
University of Regina	Theory & Practice Education: Population Health & Community Partnership	401	Sept- Dec 2020, Sept- Dec 2019, Jan-April 2017, Sept-Dec 2016, Jan- April 2016, Sept – Dec 2015 & Jan – April 2015 & Sept – Dec 2014
University of Regina	Theory & Practice Education: Mental Health Partnerships	304	Jan- April 2021, Jan- April 2020, Sept- Dec 2016, Sept 2015-Dec 2015 & Jan – April 2015
University of Regina/ Saskatchewan Polytechnic	Health & Education Across the Lifespan	106	Jan- April 2021, Jan- April 2020, Jan- April 2017, Jan-April 2016, Jan – April 2015 & Jan – April 2013
University of Regina/Saskatchewan Polytechnic	Counseling and Therapeutic Use of Groups	201	Sept-Dec 2016, Sept –Dec 2015 & Sept- Dec 2012

University of Regina	Social, Political and Economic Perspectives in Nursing	400	Sept-Dec 2014
University of Saskatchewan	Integrating Mental Health Nursing within Practice	308	Jan - July 2014
Saskatchewan Institute of Applied Science and Technology	Practice Education: Stable Populations	101	Jan –April 2013
Saskatchewan Institute of Applied Science and Technology	Alternations in Health and Advanced Assessment	203	Sept – Dec 2012
Saskatchewan Institute of Applied Science and Technology	Practice Education: Community Partnerships	100	Sept – Dec 2012
Saskatchewan Institute of Applied Science and Technology	Practicum I	233	May – June 2012
Saskatchewan Institute of Applied Science and Technology	Health Challenges II: Clinical	294	Jan – April 2012
Saskatchewan Institute of Applied Science and Technology	NEPS Individual Assessment	221	Jan – April 2012
Saskatchewan Institute of Applied Science and Technology	NEPS Individual Assessment	220	Sept – Dec 2011
Saskatchewan Institute of Applied Science and Technology	Health Challenges I: Clinical	292	Sept – Dec 2011
Saskatchewan Institute of Applied Science and Technology	Counseling in Nursing Practice	211	Sept – Dec 2011

## GUEST LECTURES

Guest Lecture: SCBScN, Saskatchewan Polytechnic Harm Reduction and Substance Use	2021
Guest Lecture: SCBScN, Saskatchewan Polytechnic Eating Disorders and Substance Use Disorders	2020
Guest Lecture: College of Nursing, University of Saskatchewan Harm Reduction in Nursing Practice	2008, 2009, 2010, 2011, 2012
Guest Lecture: College of Nursing, University of Saskatchewan Appreciating Appreciative Inquiry	2009
Guest Lecture: College of Nursing, University of Saskatchewan Environmentally Responsible Health Education	2008

Guest Lecture: College of Nursing, University of Saskatchewan Globalization and Global Health	2008
Guest Lecture: Faculty of Social Work, University of Regina, Practice of Harm Reduction with Vulnerable Populations.	2007

### TEACHING MATERIALS DEVELOPED OR AUTHORED

Date	Developed Activities
Winter 2021	<p>CNUR 106: Reading Annotations and Fill In the Blank to support student reading</p> <p>CNUR 106: Created new assignments with CNUR 106 Saskatoon course team and adapted for my section including supportive considerations for online group work.</p> <p>CNUR 106: Weekly Kahoots, case studies, discussion questions for engagement activities during zoom classes.</p> <p>CNUR 106: Open Book Midterm</p> <p>CNUR 106: Proctored Final Exam</p> <p>CNUR 304: MC questions and case studies for engagement via Zoom classes.</p> <p>CNUR 304: Knowledge Translation Quiz- Unfolding Case study quiz</p> <p>CNUR 304: Recorded lecture on Crisis, Recovery, Mental Health Act, Integrative Approaches to Psychiatry.</p> <p>CNUR 304: revamped course page to make more engaging for online/zoom delivered course.</p> <p>CNUR 304: Online IPE Activity with Pharmacy: Psychosis Case Study.</p>
Fall 2020	<p>CNUR 102: Redevelopment of PowerPoints to reflect current practice realities and examples of concepts as well as breakout room discussions and practice quiz questions</p> <p>CNUR 102: Communication Foundations Concept Synthesis Case study for lecture Breakout Discussions</p> <p>CNUR 102: Therapeutic Communication, Boundaries and Self Disclosure Case Studies and review questions for lecture Breakout Discussions</p> <p>CNUR 102: Asynchronous IPE activity with Faculty of Social Work. Developed a case study, discussion questions, and debriefing activity for nursing students integrating SCBScN IPE guidelines.</p> <p>CNUR 102: Expanded Cultural Safety content in lecture and added new discussion and application activities in lab including a Truth and Reconciliation Activity in Lab 3 and a cultural safety and Indigenous Ally activity in Unit 7.</p> <p>CNUR 102: Mock Midterm Quiz</p> <p>CNUR 102: Midterm Review Session.</p> <p>CNUR 102: Reading Guides- Developed for second half of term after positive midterm feedback.</p>

	<p>CNUR 102: Redeveloped module on Self-Care and Assessment to include a strong emphasis on Fitness to Practice. Includes new readings and lab activities.</p> <p>CNUR 102: New Pledge Ceremony, redesigned as a small lab activity.</p> <p>CNUR 304: Developed Eating Disorder Unfolding Case study as a practice assignment for the new graded evaluative component: Unfolding Case Study.</p>
Spring/Summer 2020	<p>CNUR 401 Learning Artifact Assignment description and rubric developed</p> <p>CNUR 401 Redeveloped Intersectionality and compressed to one unit</p> <p>CNUR 401 Developed two quizzes in collaboration with SP course coordinator to deal with Exam integrity &amp; Covid 19 considerations.</p> <p>CNUR 102 Redeveloped course to move to online delivery including increasing content on course page through more detailed objectives, and more resources and student supports. Seminar activities and lectures were adapted for online delivery including more engagement activities. Technology such as Jamboards, Mentimeter, OBS software, and Zoom polls were integrated into lectures and labs.</p> <p>CNUR 102 Redeveloped Reading Guides and expanded number to cover content up to midterm to help students match new detailed objectives and assigned readings following Best Practices for Student Readings (Ryerson University).</p> <p>CNUR 102 Developed lecture as well as a 3 hour lab on conflict resolution and disruptive behaviors.</p> <p>CNUR 304 worked with Saskatchewan Polytechnic course coordinator to develop new evaluative components including an Unfolding Case Study and a Medication Quiz.</p>
Winter 2020	<p>CNUR 106 Class worksheets- content review based on objectives using required readings</p> <p>CNUR 304 Exam Review Activities</p>
Fall 2019	<p>CNUR 401 Module 7 Intersectionality</p> <p>CNUR 401 Module 8 Intersectionality in Communities</p> <p>CNUR 401 Module 12 Concept Synthesis</p> <p>CNUR 102 Reading Guides</p> <p>CNUR 102 Academic Paper</p> <p>CNUR 102 Active Learning Activities for lecture: Word Cloud, Practice Questions, Hurricane Katrina Case Study</p>
Winter 2015-Ongoing	<p>NCLEX style exams in all courses</p>
Spring 2017	<p>CNUR 106 Guidelines and rubrics updated and new assignment added to Assignment 2: Capstone Assignment: Annotated Bibliography</p>
Winter 2017	<p>CNUR 401 Practice Quiz: Module 1: Introduction and Module 2: Population Health Promotion</p>
Winter 2017	<p>CNUR 106 Kahoot Review Questions</p>

Fall 2016	Guest Speaker invited to new module on Violence, Assault and Abuse in CNUR 304 Speaker is from the Saskatoon Sexual Assault Centre
Summer 2016	CNUR 401 Online Quiz for Module 3: Community Development
Winter 2016	Guest Speaker on Death Care from Acadia Funeral Home in CNUR 106- Death, dying and spirituality
Winter 2016	CNUR 106 Final Exam
Winter 2016	CNUR 401 Online Quizzes (2) for Public Health Content: Epidemiology and Immunization and Communicable Diseases
Winter 2016	Updated CNUR 401 Aboriginal and Immigrant Population module to reflect The Truth and Reconciliation Report
Fall 2015	CNUR 401 Seminar Day Developed
Fall 2015	Midterm Review for CNUR 201 and CNUR 102
Fall 2014 & Fall 2015	CNUR 102 Health Quality Council Speakers to address Canadian Association of Schools of Nursing gap
Fall 2014	Added in podcasts into required readings into multiple CNUR courses: 201, 102, 304, etc.
Winter 2015	Added in Clinical Case studies to lectures for CNUR 304
Winter 2015	CNUR 401 Developed Guest Speakers Videos from Transgender person, Avenue Community Centre, Open Door Society and Aboriginal Health Liaison Nurse
Winter 2015	CNUR 304 Module on Recovery, Redeveloped the Course Page with further electronic resources
Winter 2015	Redeveloped CNUR 400 Legal and Ethical Module. Added readings and video presentation

#### PUBLICATIONS/PRESENTATIONS/ REVIEWER

<b>REVIEWER</b>	Reviewer (Summer 2020)for new edition of Astle, B & Duggleby, W (Eds.). (2017). Canadian Fundamentals of Nursing (6 <sup>th</sup> ed.). Elsevier.
<b>PEER-REVIEWED PUBLICATIONS</b>	Tekatch, S. (2022, May). Innovative Strategies for Engaging Overwhelmed Students. Nurse Educator. (In press- May 2022)  Lieberman, S. (2007). Critical Social Theory and Harm Reduction: The Problem of Public Policy Infringing on Public Health. <i>CanadaRN</i> , 4(32), 6-14.
<b>NON PEER-REVIEWED PUBLICATIONS &amp; PRESENTATIONS</b>	Tekatch, S. (2021). Syllabus Selections: Teaching Intersectionality online. (preprint)  Tekatch, S. (2021). Supporting Equity through the use of Reading Guides. (preprint)  Tekatch, S. (2021). Using Google Docs to support Interprofessional Education. Nurse Educator. (preprint)  Tekatch, S. (2020, May 25-27). <i>Impact and perceptions of online IPE on pre-established learning objectives</i> . CASN Nursing Education Conference, Calgary, Alberta. (Conference Canceled)

- Tekatch, S., & Hodson, A. (2020, April 26-29). *Intersectionality: Integrating a new approach to vulnerability in community health*. NETNEP 2020, Stiges, Barcelona, Spain. (Conference Canceled)
- Liberman, S. (2014). Mini mental assessment workshop for Calder Centre, Saskatoon Health Region, Saskatoon, Sask.
- Liberman, S. (2013). *Therapeutic Use of Self*. Saskatchewan Registered Nurses' Association Newsbulletin, Winter.
- Liberman, S. (2013). *Nursing: A leading force for change*. National Nurses Week Panel for the Saskatchewan Registered Nurses' Association, Regina, Sask.
- Liberman, S. (2012-2013). Ninja Nutrition, Columnist, *Saskatoon Well-Being Magazine*.
- Liberman, S. (2013). Collaborative Integrated Care: The Basis of Nursing Practice, the Key to Poverty Elimination. Saskatchewan Registered Nurses' Association Newsbulletin, Winter
- Liberman, S. (2007- 2011). Policy in Action Column, *Saskatchewan Registered Nurses' Association Newsbulletin*
- Liberman, S. (2011). *Evidence-Informed Practice Presentation*. Saskatchewan Registered Nurses' Association Workplace Representative Education Day, Regina, Sask.
- Liberman, S. (2010). Always pack white underwear. In Nancy Leigh Harless (Eds.), *Nurses Beyond Borders: Stories of Heroism and Healing Around the World*. (pp 16-22) New York: Kaplan Publishing
- Liberman, S. (2010). *The Practice of Policy Presentation*. For the Saskatchewan Registered Nurses' Association Regional Workshops, North Battleford, Sask.
- Liberman, S. (2009). *Population Health in the Global Environment*. International Council of Nurses 24<sup>TH</sup> Quadrennial Congress, Durban, SA.
- Liberman, S. (2009). *Nursing Care with Vulnerable Populations*. Professional Development Days for the Regina Qu'Appelle Health Region. Regina, Sask.
- Liberman, S. (2007-2008). Online Nursing Journal, Monthly Nursing Activism Column, *CanadaRN*
- Liberman, S. (2008). *Green is the New Black: Environmental Leadership*. Saskatchewan Senior Nursing Leadership Forum, Regina, Sask.
- Liberman, S. (2008). *Successes of Saskatchewan Registered Nurse Activists in Building Equity Through Practice. Community and Population Health Research Training Program*, Saskatchewan Population Health and Evaluation Research, Regina, Sask.
- Liberman, S. (2008). *Citizen Engagement: Policy and Practice*. Saskatchewan Registered Nurses' Association. Regina, Sask.
- Liberman, S. (2008). *It's Easy Being Green! Environmentally Responsible Nursing Practice*. Saskatchewan Operating Room Nursing Group. Regina, Sask.

	<p>Liberman, S. (2008). <i>Citizen Engagement: A Toolbox Approach</i>. Saskatchewan Interdisciplinary Conference: Saskatchewan Registered Nurses' Association, Saskatchewan College of Pharmacists, College of Physicians and Surgeons of Saskatchewan, Regina, Sask.</p> <p>Liberman, S. (2008). <i>Population Health in the Global Environment: Community Development and Governance</i>. University of Saskatchewan, Saskatoon, Sask.</p> <p>Liberman, S. (2008). <i>Appreciative Inquiry: Research for Social Change</i>. University of Saskatchewan. Saskatoon, Sask.</p> <p>Liberman, S. (2008). <i>Registered Nurses as Partners in an Environmentally Responsible Society</i>. Regional Centre of Expertise, Conference of the Americas. Regina, Sask.</p> <p>Liberman, S. (2008). <i>Building a Youth Advisory Committee into Local Governance</i>. University of Saskatchewan, Saskatoon, Sask.</p> <p>Liberman, S. (2007). <i>Applying Harm Reduction Principles</i>. HIV/AIDS/HCV Nursing Education Organization. Saskatoon, Sask.</p> <p>Liberman, S. (2006). <i>Health and Human Rights</i>. World AIDS Day: Day Without Art. University of Regina. Regina, Sask.</p> <p>Liberman, S. (2006). <i>The Safer Fix: Harm Reduction for Injection Drug Use</i>. AIDS Program Southern Saskatchewan and All Nations Hope. Saskatoon, Sask.</p> <p>Liberman, S. (2005). <i>Intercultural Mentorship: A Student Experience</i>. Arcada Polytechnic, Helsinki, Finland</p>
--	---

## UNIVERSITY SERVICE

Dates	Institution/Committee	Position
July 2020-2021	Undergraduate Student Appeals Committee	Alternate
2019- 2021	Curriculum Committee	Saskatoon U of R Rep
October 2019 –January 2020	Instructor Research Capacity and Involvement: Research Self Study Report, Faculty of Nursing.	Completed Faculty Survey and compiled final report.
2019-present & 2015-September 2017	SCBScN Program Council	Member
Sept 2015-present	University of Regina, Meeting of the Academy	Member
Sept 2015-present	University of Regina, Nursing Programs Council	Member
Sept 2015-present	University of Regina, Nursing Faculty Council	Member
July 2014-present	University of Regina, Consultation in Committee	Member



Sept 2015-September 2017	SCBScN Collaborative Evaluation Committee	Saskatoon U of R Rep
August 2016-September 2017	University of Regina, Faculty of Nursing, Peer Review Committee	Alternate
Jan 2016-September 2017	University of Regina, Faculty of Nursing, Criteria Document Working Group.	Member
June-July 2017	University of Regina, Faculty of Nursing, Search Advisory Committee- Curriculum Liaison	Member
July 2016-Sept 2016	University of Regina, Faculty of Nursing, Advisory Search Committee: Associate Dean-Student Affairs	Member
Sept 2015-Sept 2016	University of Regina, Faculty of Social Work	Faculty of Nursing Representative
Sept 18 <sup>th</sup> 2015	University of Regina, Student Appeals Ad Hoc Committee	Member
2014- 2015	University of Regina, Working Committee, Structure Document	Member
April 2015-Sept 2015	University of Regina & Saskatchewan Polytechnic, Working Committee, Leveling Papers	Member
2014- Sept 2015	University of Regina, Interim Faculty Council	Member
2012-2013	Saskatchewan Polytechnic, Internationalization Committee	Member
2011-2012	Saskatchewan Polytechnic, Respectful Workplace Champions	Member

#### PROFESSIONAL/NON-PROFESSIONAL SERVICE TO THE COMMUNITY

Dates	Group or Committee	Organization	Role
2019-Present	Mental Health Professional Practice Group	College of Registered Nurses of Saskatchewan	Member
2014 - Present	Partnership Program	Schizophrenia Society of Saskatchewan	Health Professional Presenter
2015-2021	Council	Saskatchewan Association of Social Workers	Government Appointed Public Representative
2014 - 2016	Saskatoon Chapter	Schizophrenia Society of Saskatchewan	Vice President, Board of Directors
2014 - 2015	Social Justice Coalition	Saskatchewan Association of Social Workers	Nursing Representative from the Saskatchewan Registered Nurses' Association
2011 – 2014	Saskatchewan Partnership of Professions for Social Justice: SRNA, STF, RPNAS, CPS, SCP, & SASW	Saskatchewan Partnership of Professions for Social Justice	Nursing Representative from the Saskatchewan Registered Nurses' Association

2008-2014	Environmental Health Professional Practice Group	Saskatchewan Registered Nurses' Association	Member (2008-2010) Vice President (2011-2013) President (2013-2014)
2008-2013	Global Professional Practice Group	Saskatchewan Registered Nurses' Association	Member
2008-2012	Room for Improvement	Youth Development Incorporated	Member
2011-2012	Steering Committee	PovertyFree Saskatchewan	Communications Chair
2010-2011	Rainbow Wellness Coalition Board	Rainbow Wellness Coalition	Executive Board Member
2007-2011	Social Justice Coalition	Saskatchewan Registered Nurses' Association and Saskatchewan Association of Social Workers	Nursing Lead
2008- 2010	Environmental Health Reference Group	Canadian Nurses Association	Member
2008-2009	National Leadership Team	Campaign to Control Cancer (C2CC)	Member
2008-2009	Search Committee: Associate Dean: Research, Innovations, and Global Initiatives	University of Saskatchewan	Student Representative
2008-2009	National Leadership Team	Campaign to Control Cancer	Member
2006-2009	Global Health Research Interest Group	University of Saskatchewan	Member
2005-2009	Logistical Support for International Health Aid	University of Saskatchewan	Member
2007	Centennial Celebration	University of Saskatchewan	Member
2006	Community Resource	Royal Canadian Mounted Police	Member

## SARAH TODD

• stodd1082@gmail.com • (306) 331-8828 •

### SUMMARY

---

<b>TEACH EXPERIENCE</b>	Eight years of experience teaching undergraduate nursing courses in classroom, lab, and clinical settings in Saskatchewan. Designed course content on mental health, addictions, and community health and built relationships in several new clinical environments. Served as a clinical instructor and lecturer at the University of Saskatchewan and Saskatchewan Polytechnic. Quickly pivoted to provide online instruction to meet the competencies for the course and created a faculty seminar guide tied to course outcomes to establish consistency and support among clinical instructors to ensure students continued to receive the mandatory teaching. Integrated trauma informed and culturally sensitive methods of teaching to improve students' self-awareness and interactions with clients from marginalized communities. Student feedback has been that the teaching and learning they receive has been meaningful and transformative in their practice.
<b>COMMUNITY ENGAGEMENT AND LEADERSHIP</b>	10 years working in community settings, including 8 years serving Indigenous communities, including the 11 bands within the File Hills Tribal Council. I have designed and implemented a successful harm reduction and infectious disease program that was strongly rooted in community engagement and looked to people with lived experience to help guide supportive care. My community practice model is rooted in a strength based, anti-oppressive approach that emphasizes the importance of relational practice, social justice, and health equity.
<b>WORK EXPERIENCE</b>	16-year career nursing experience, including 8 years of undergraduate nursing instruction. Currently, I hold a position as a faculty member in the Saskatchewan Collaborative Bachelor of Science in Nursing, as well as a casual position in Saskatchewan Health Authority as a Site Manager working between both hospitals. In both these roles, excellent communication skills and collaborative practice is required. I am a graduate prepared registered psychiatric nurse who has had the opportunity to work in a variety of clinical settings, ranging from rural emergency rooms and acute care to infectious disease and mental health care.

### EDUCATION

---

**University of Regina**

## **SARAH TODD**

• stodd1082@gmail.com • (306) 331-8828 •

Master of Nursing, Clinical Nurse Specialist (CNS)  
2021

**Regina Qu'Appelle Health Region/SIAST**  
Sexual Assault Nurse Examiner Certification (SANE)  
2008

**Brandon University**  
Bachelor of Science, Psychiatric Nursing (BScPN)  
2006

### **WORK EXPERIENCE**

---

**Instructor - Saskatchewan Collaborative Bachelor of Science in Nursing** 2017-Present  
Saskatchewan Polytechnic, Regina

In this role, I provide classroom and clinical teaching supervision. I developed course material in accordance with organizational guidelines. I seek to mentor and foster student learning and provide supportive feedback. The primary focus of my teaching is creating and delivering the mental health and addictions content within the nursing program. I strive to provide the most up-to-date and relevant material in this specialized area, while ensuring to incorporate a trauma informed and culturally sensitive method of teaching so that students can be mindful of this approach in their interactions with clients.

Responsibilities:

- Teach, coach and supervise nursing students in classroom, lab and clinical settings.
- Evaluate student progress and provide feedback on ongoing basis
- Participate in the development, maintenance and revision of curriculum.
- Participate in program, institute, industry and professional or other stakeholder activities.

**Site Manager, Regina General Hospital and Pasqua Hospital**  
2019-Present

Saskatchewan Health Authority, Regina

I promote quality, client-centered care in partnership with the healthcare team and the clients we serve. I am responsible for the physical, financial, and human resource management during off hours or when regular managers are not present. I act in a supportive role to staff and managers, ensuring that directives continue to be carried out during off hours. In the absence of regular director and management staff, I have the responsibility

## **SARAH TODD**

• stodd1082@gmail.com • (306) 331-8828 •

to supervise, support and direct SHA staff working in the acute care setting and collaborate with staff working in the community setting to promote safe care. I work collaboratively with unit and managerial staff to promote a consistent approach. I am responsible for communicating, navigating, and resolving conflict, problem solving and mediating care related situations that arise. I am responsible for making decisions in the moment with careful consideration of all mitigating factors. I practice with a client centered, trauma informed approach in aiding both clients and their families in navigating and communicating their care needs. This role allows for me to support clients and families in their healthcare journey and often lends itself to me be able to provide informal counseling and ensuring the care that is being provided is considerate and responsive to their cultural needs. In this role I am required to function independently and with a high level of autonomy to make decisions around healthcare related situations that present that are often not standardized.

### **Nursing Clinical Instructor - University of Saskatchewan** 2014-2021

Assess student progress and performance, using both formative (ongoing) and summative evaluations, taking into consideration input from agency staff and student. Document student progress, evaluate/mark assignments and objective skills clinical evaluation related to the course. Select suitable clinical learning experiences for students and maintain a positive relationship with the clinical agency and staff. Promote student learning in the psychomotor, cognitive, and attitudinal domains. Consult with the course coordinator/primary teacher if any student performance concerns arise. Provide ongoing teaching and promote research based and practical learning.

### **Community Outreach Nurse - All Nations Healing Hospital and** 2015- 2017 Fort Qu'Appelle, SK **Woman's Health Center**

In this position, I focused on providing mental health, addictions and communicable/infectious disease treatment and prevention by providing education, counselling and case management. I provided sexual health counseling and assistance with sexual health care needs in this role. I also created a harm reduction program with a focus on disease prevention and linkage to care.

#### Responsibilities:

- Provide FHQTC communities, staff and schools with education and information on mental health, addictions, sexual health and harm reduction activities as requested.
- Provide sexual and reproductive trauma informed care. Providing Sexual Assault Nursing Care, examination and follow to clients.

## **SARAH TODD**

• stodd1082@gmail.com • (306) 331-8828 •

- Providing crisis intervention and ongoing mental health counseling to clients. Working collaboratively with their primary health care provider, and or psychiatrist
- Providing ongoing substance use counseling to clients. Completing treatment referrals and follow up care post treatment. Liaising with OAT providers and connecting clients to care providers.
- Support communities interested in pursuing harm reduction programs in their communities. Coordinate and carry out harm reduction services.
- Case manage and support high risk prenatal clients (substance use and infectious disease related) in partnership with Nurse Practitioner, Midwife and Obstetrician.
- Mental health and addictions counseling; work closely with clients and families living with HIV/Hep C in a case management role to support treatment care options and connect them with specialist and support services.
- Follow up and case management services for clients newly diagnosed with HIV/Hep C
- Coordinate outreach Infectious disease clinics and provide ongoing care to clients to address all of their health and social needs.
- Coordinate the annual Women's Wellness Day.
- Assist with care and coordination of patients presenting in Emergency department with acute mental health and addictions needs.
- Complete yearly work plan and provide statistics on care provided.

### **Assistant Facility Manager - Jubilee Home**

June 2014-

Aug 2015

Lloydminster, Sk

Responsible for holding family/interdisciplinary case conference and ensuring follow up is completed. Medication reviews quarterly. Responsible for reviewing and follow up of all client incidents. Supervising and coaching staff and managing unit scheduling. Co-Chair of Occupational Health and Safety Committee, which entails organizing quarterly meetings, investigating incidents, and making recommendations, documenting, reporting to Sask Labor and ensuring appropriate follow up. Overseeing the daily functioning of facility and providing support to residents and staff as needed. Providing the Gentle Persuasive Approach in Dementia Care training to staff throughout the health region. Submitting monthly Statistics, reviewing, and implementing care plans.

### **Staff Nurse - Naude MediSpa**

Dec 2014-

Aug 2015

Lloydminster, Sk

Assisting Physician as needed with minor surgeries, administering medication, and assisting with sclerotherapy. Providing medical-esthetic

## **SARAH TODD**

• stodd1082@gmail.com • (306) 331-8828 •

services as ordered by physician. General nursing care as applicable to procedure. Disinfecting and sterilizing of instruments.

### **General Duty RPN/Therapist (FT/Casual) - All Nations Healing Hospital/Woman's Health Center**

Fort Qu'Appelle, SK  
April 2015

Dec 2011-

Responsible for general duty nursing care for both the acute care and emergency services. Providing general nursing care to Woman's Health Center clients including providing birth control, prenatal assessments, and supportive mental health counselling. Completing Sexual Assault Examinations and collaborating with RCMP.

### **Clinical Coordinator - Adolescent Psychiatry Unit (FT)**

June 2010

- December 2011  
Regina General Hospital

Responsible for overall daily function of unit programming, including primary liaison with Psychiatry, Psychology and Social Work. Development of individual care plans in conjunction with multi disciplinary team. Review and assess scheduling needs for the unit. Ensuring effective referral processes to community agencies. Ongoing daily nursing assessment and counseling. Accountable to provide families with progress and updates, including facilitating family meetings. Processing and follow up of Physician orders. Facilitate group therapy and provide educational presentations. Involved with overall unit programming and implementation of changes. General Health teaching and provision of supportive mental health services.

### **Wellness Support Nurse (FT) - File Hills Qu'Appelle Tribal Council**

Sept. 2008-June 2010  
Fort Qu'Appelle, SK

Responsible for intake, assessment, coordination and provision of mental health supportive services for health services clients. Psychiatric emergency response, assessment, counseling and consults in the All Nations Healing Hospital Emergency Dept. Sexual Assault examination, provision of medical care, emotional support and follow up to patients in Emergency Dept. Intake, coordination, response and counseling to Critical Incident Stress Management calls in the community. Individual supportive counseling. Diabetes teaching and presentations in the community. General nursing duty coverage provided to homecare clients (i.e.: foot care, wound management). Providing immunizations to staff and clients. Providing PART training and

## **SARAH TODD**

• stodd1082@gmail.com • (306) 331-8828 •

certification to all FHQ and ANHH staff. Facilitating Grief Recovery, Sexual Assault and Craving Change workshops. General health teaching.

### **Other Experience**

**General Duty RPN (Casual) - All Nations Healing Hospital** Dec.  
2006-August 2017  
Fort Qu'Appelle, SK

General nursing care in a 15 bed acute care hospital and active Outpatient Emergency Department

**Psychiatric Nurse (Casual) - Adolescent Psychiatry**  
Mar 2007-Present  
Regina General Hospital

Providing psychiatric nursing care to inpatients in accordance to unit policy, procedure and clients' individual care plans.

**Senior Mental Health Therapist - Regina Qu'Appelle Health Region**  
April 2008-Sept. 2009  
Fort Qu'Appelle. SK

Responsible to intake, assessment, coordination and provision for Mental Health Services to clients within the health region. To provide ongoing mental health counseling and health teaching to clients. Liaison with General Practitioners and Psychiatrists and referrals to other community services and groups.

**Home Health Nurse (0.8eft) - File Hills Qu'Appelle Tribal Council**  
Dec. 2006-Feb. 2008  
Fort Qu'Appelle, SK

Responsible or assessment, coordination and provision of nursing care to clients living in their own homes. Assisting in the supervision of home health aides and participating in activities which promote the holistic health of individuals and the community. In addition, to aiding in enhancing and developing the Home and Community Care delivery of service.

**Psychiatric Nurse (0.3eft) - Leading Thunderbird Lodge** Dec.  
2006-Oct. 2007  
Fort Qu'Appelle, SK

Initial intake assessment and review of medical status of youth entering treatment. Providing individual counseling to youth, combined with mental health assessments and recommendations. Overseeing the youth's health



## **SARAH TODD**

• stodd1082@gmail.com • (306) 331-8828 •

status and providing health education, group counseling and medication management.

### **Certificates & Continuing Education**

Critical Incident Stress Management	Group Crisis Intervention (CISM) (2day)
Advanced Individual and Group PART Trainer Certification (current)	CPR and First Aid
CASN IPE Course	Inoculist Certification (exam completion)
HIV POCT	Perinatal Loss Seminar (8hrs)
OH&S Level 1 certification	Applied Suicide Intervention Training (2day)
Gentle Persuasive Approach in Dementia Care (basic and coach)	ACLS
Palliative Care	NRP
TLR	Nonviolent Crisis Intervention (2day)
Medication Management	Phlebotomy certification
Introduction to coaching (8hrs)	Foot Care Modules for the Elderly (2 day+exam completion)
Overcoming the 5 dysfunctions of a team (8hrs)	IV/Blood and Blood Products (SIASST) (20hs+exam completion)
Sexual Health (2 day course)	Fundamentals of Wound Management
MDS (16hrs)	12 Lead ECG Interpretation certification
Level 1 Solution-Focused Counseling certification (16hrs)	Risk Identification of the Foot in Diabetes and introduction to Vascular Dopplers, ABPI & Lower Leg Assessments
PART Train the Trainer (Advanced) (3 day)	
Grief Recovery Specialist Certification (4 day)	
Combined CTAS providers course (8hrs)	



July 6, 2023

Dr. C Pollard  
Dean, Faculty of Nursing  
University of Regina  
3737 Wascana Pkwy  
Regina, SK S4S 0A2

Dear Dean Pollard:

The Saskatchewan Health Authority (SHA) is pleased to provide you a letter of support for the expansion of Nursing Graduate Program at the University of Regina.

The SHA is the Province of Saskatchewan's largest employer and benefits from a highly trained and skilled work force of nurses that come from Saskatchewan-based Schools of Nursing. The ability for nurses to receive post-graduate training prepares them for the complexities of the work environment that most careers in nursing experience.

As the SHA's Chief Nursing Officer, I am strongly supportive of the University of Regina desire to enhance their post-graduate programming by offering graduate certificates, Masters programs, and Ph.D. thesis based programs. The investment in the education and skill development of nurses participating in these program will ensure we have the best possible workforce to deliver care, enhance services to patients, and meet the population health needs across Saskatchewan.

The increased research capacity from enhanced education will also contribute to nursing research in Saskatchewan that will enhance the quality of patient care, improve our ability to provide best practice services, and improve policy development in the Province.

The Saskatchewan Health Authority strongly supports the request for the expansion of Nursing Graduate Program at the University of Regina.

Yours truly,

A handwritten signature in black ink, appearing to read "AS".

Andrew McLetchie  
Vice President of Integrated Northern Health & Chief Nursing Officer

cc Shelly Lofstrom, ED Workforce Planning & Employment Services; Dr. B. Winquist, ED Academics & Learning.



Ministry of Health  
3475 Albert Street  
Regina, Canada S4S 6X6

June 22, 2023.

Cheryl Pollard, RPN, RN, ANEF, PhD  
Dean, Faculty of Nursing  
University of Regina

Re: Expanded Graduate Nursing Education

Dear Cheryl,

I am writing this letter to enthusiastically support the expansion of the graduate nursing education at the University of Regina. As a Provincial Chief Nursing Officer and a passionate advocate for advancing nursing education, I firmly believe that the proposed expansion will have profound impact on the nursing profession and the overall health of Saskatchewan people and beyond.

The importance of graduate programming in nursing cannot be overstated. Best said by Patricia Benner "Graduate nursing education plays a vital role in developing the next generation of nurse leaders, researchers, and educators. By expanding these programs, we ensure that nurses have the necessary expertise to shape healthcare policies, advance the profession, and improve health outcomes."

By offering expanded graduate programming that encompass education, advocacy, leadership, coordination, collaboration, communication and professionalism, your institution will be equipping nurses with necessary tools to make significant positive contributions in diverse care settings.

One of the key benefits of an expanded graduate nursing education program is the ability to cultivate nursing leaders who possess a comprehensive understanding of healthcare dynamics and possess the skills necessary to navigate complex systems. Leadership roles within the nursing profession are crucial for driving change, implementing evidence-based practices, and improving patient outcomes. By expanding the programming, you will provide nurses with the opportunity to acquire advanced knowledge and competencies that are essential for assuming such leadership positions.

In addition to academic and clinical settings, graduate nursing programs empower nurses to explore emerging roles in healthcare organizations. The healthcare landscape is continuously evolving, and nurses need to be prepared to adapt to new challenges and opportunities. By offering specialized tracks or concentrations within the program, your institution can address the changing needs of the healthcare industry and provide nurses with the necessary knowledge and skills to excel in these emerging roles.

---

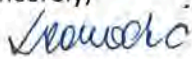
Page 2

---

As a renowned institution with a strong commitment to excellence in nursing education, University of Regina and Faculty of Nursing is well-positioned to take on this important endeavor.

In conclusion, I wholeheartedly support the expansion of the graduate nursing program at the University of Regina. I am confident the new offerings will be met with great enthusiasm and will attract highly motivated individuals who are dedicated to advancing nursing profession.

Sincerely,



Liliana Canadic  
Chief Nursing Officer  
Ministry of Health



September 15, 2023

Dr. Cheryl Pollard  
Dean, Faculty of Nursing  
University of Regina  
Regina, SK S4S 0A2

RE: Master of Nursing at the University of Regina

Dear Dr. Pollard,

During the International Council of Nurses (ICN) Congress 2023 held this past July in Montreal, a faculty member of the University of Regina Faculty of Nursing, Dr. Laurie Clune discussed the faculty's proposed online Master of Nursing, which would be open to all nursing categories. This is an innovative approach for increasing access to graduate level studies in nursing.

In Canada, there are four nursing categories: licensed practical nurses (LPNs) (registered practical nurses in Ontario), registered nurses (RNs), nurse practitioners (NPs), and registered psychiatric nurses (RPNs). All nurses are essential to our health system, and many assume leadership roles in management and education.

A Master of Nursing open to all nurse applicants who meet the admission criteria is a novel approach for promoting unity within the profession. Having access to diversified pathways to graduate level education in nursing can only enhance our profession and increase career opportunities, while also preparing the next generation of nurse leaders.

I support the proposed Master of Nursing and wish you success with implementing this program.

Sincerely,

Leigh Chapman, RN PhD  
Chief Nursing Officer  
Health Canada

## Appendix 12.3.2 Grad Program Survey - Employer Employer Survey Summary Report

**Q1 - As an employer in the health sector, please rank the following aspects of advanced nursing knowledge in order of importance for nursing leaders within your organization.**

Question	1	2	3	4	5	Total
Health Policy	8.33% 1	8.33% 1	50.00% 6	8.33% 1	25.00% 3	12
Health Systems Management	33.33% 4	33.33% 4	0.00% 0	16.67% 2	16.67% 2	12
Nursing Education	41.67% 5	0.00% 0	8.33% 1	50.00% 6	0.00% 0	12
Nursing and Health Administration	16.67% 2	50.00% 6	25.00% 3	8.33% 1	0.00% 0	12
Nursing Research	0.00% 0	8.33% 1	16.67% 2	16.67% 2	58.33% 7	12

**Q2 - Are there other topics of advanced nursing knowledge we might have missed? If so, please list them here (optional question).**

Epidemiology and Population Health.

---

Increased clinical practice hours are needed per course for NP stream. 114 is inadequate for a comprehensive clinical experience.

---

Advanced clinical practice

---

Nursing informatics

---

Health quality

---

Advocacy, equity/diversity and inclusion, clinical practice

---

Health systems management and administration

**Q7 - The graduate certificates, Master of Nursing and Ph.D. programs will be applicable to many practice settings and will create opportunities for registered nurses (RNs) and registered psychiatric nurses (RPNs) to address current and emerging issues in healthcare and nursing practice. The programs will explore expanding student research competencies. Is there a need in your organization for personnel with the knowledge, training and skills by those who complete graduate work in Nursing? This question includes students who are enrolled in, or have completed a Graduate Certificate, a Master of Nursing or a Ph.D. of Nursing?**

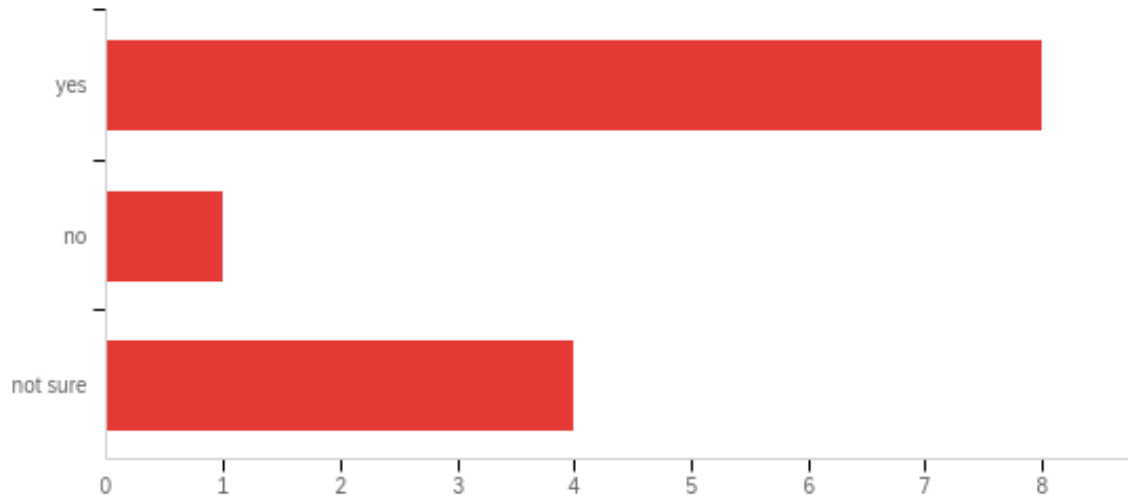
<b>Answer</b>	<b>%</b>	<b>Count</b>
Yes	76.92%	10
No	7.69%	1
Not sure	15.38%	2
Total	100%	13



**Q4 - The Graduate Certificate courses will be transferable into the course-based Master of Nursing. All of the programs, Graduate Certificates, Master of Nursing, and Ph.D. programs can be completed at a distance using online and blended course delivery methods, as well as face-face, on-campus. Graduate Certificates can be completed in as little as one term, although students can take up to 4 years to complete. Master of Nursing programs can be completed within 5 - 6 years, however can be completed within 2 years. Maximum completion time for the Ph.D. of Nursing is six years. Specifically which graduate credential might be of interest when considering career advancement or recruiting new hires for your organization? Please select all that apply.**

<b>Answer</b>	<b>%</b>	<b>Count</b>
Master of Nursing Course-based program	30.77%	4
Graduate Certificate of Nursing Education	0.00%	0
Graduate Certificate of Leadership	23.08%	3
Master of Nursing Thesis-based program	7.69%	1
Ph.D. of Nursing	15.38%	2
Not sure	15.38%	2
Other	7.69%	1
Total	100%	13

**Q3 - Is this need expected to increase over the next 5-10 years?**



Answer	%	Count
Yes	61.54%	8
No	7.69%	1
Not sure	30.77%	4
Total	100%	13

**Q5 - Thinking about your experience with new hires, select (3) of the following items that you believe are the main gaps in knowledge or skills that you encounter.**

<b>Answer</b>	<b>%</b>	<b>Count</b>
Expanded roles in care coordination	17.95%	7
Team leadership	25.64%	10
Change management	25.64%	10
Advocacy	10.26%	4
Education	7.69%	3
Research	5.13%	2
Scholarship	7.69%	3
Total	100%	39

**Q6 - If there are other nursing topics of importance, please list them here (optional question).**

Availability of training for different EMR systems. This does not need to be curricula, although students should have access to at least a video orientation of how to use the software programs before they enter the clinical setting. I would like to see a DNP program in Sask. Expand the clinical role of the NP that enters a specialty area.

---

Advanced clinical practice

---

Interpersonal communication skills

**Q9 - If you had a vacant position in your organization, how likely are you to prioritize applicants who have completed graduate programs in Nursing?**

<b>Answer</b>	<b>%</b>	<b>Count</b>
Very likely	53.85%	7
Somewhat likely	7.69%	1
Likely	15.38%	2
Somewhat unlikely	23.08%	3
Very unlikely	0.00%	0
Total	100%	13

**Q8 - Specifically, which candidate qualifications would you prefer? Select all that apply.**

<b>Answer</b>	<b>%</b>	<b>Count</b>
Graduate Certificate (three graduate courses), with no plans to complete further graduate education	0.00%	0
Graduate Certificate, with plans to complete further graduate education	37.50%	6
Master of Nursing	43.75%	7
Ph.D. of Nursing	12.50%	2
Other	6.25%	1
Not sure	0.00%	0
Total	100%	16

**Q10 - Would you consider providing some level of funding for a current employee to complete one or more of these programs?**

<b>Answer</b>	<b>%</b>	<b>Count</b>
Yes	30.77%	4
No	38.46%	5
Not sure	30.77%	4
Total	100%	13

**Q11 - Please elaborate on your response (optional question).**

Because we are now one health authority, I believe the support would have to come from our HR department not from an individual program budget.

---

We don't have specific budgets for this education typically, but there may be options for high need situations to support funding (ie. NPs in hard to recruit locations).

---

I am not the personelle responsible for payroll.

---

Currently provide professional development funding for employees to use as they see fit

---

Would depend on the position full time vs part time and whether in scope or out of scope.

---

I think offering financial support improves the relationship bw employee/employer and encourages other staff members to achieve the same. This brings more knowledge and experience to your clinic/business/area of nursing.

---

There is no funding available

---

Continuing education has not been funded thus far



**2 - How important are the proposed graduate Nursing program offerings to your organization?**

<b>Answer</b>	<b>%</b>	<b>Count</b>
An applicant who completes one or more of these programs would have an excellent chance of finding employment in this sector	46.15%	6
An applicant who completes one or more of these programs would have an advantage in finding employment in this sector over otherwise similarly-qualified applicants who have not completed	30.77%	4
An applicant who completes one or more of these programs would not be much more likely to find employment in this sector than otherwise similarly-qualified applicants who have not completed	23.08%	3
One or more of these programs is not likely to provide the skills and competencies necessary to find employment in this sector	0.00%	0
Total	100%	13

**Q13 - Would you recommend the proposed University of Regina graduate Nursing programs to your employees?**

<b>Answer</b>	<b>%</b>	<b>Count</b>
Yes	53.85%	7
No	0.00%	0
Not sure	46.15%	6
Total	100%	13

**Q15 - Graduates of the Graduate Certificates of Nursing, Master of Nursing or Ph.D. of Nursing would be of great value to our organization.**

<b>Answer</b>	<b>%</b>	<b>Count</b>
Strongly agree	38.46%	5
Somewhat agree	7.69%	1
Agree	30.77%	4
Somewhat disagree	15.38%	2
Strongly disagree	0.00%	0
Not sure	7.69%	1
Total	100%	13

**Q14 - Any final comments? This is an optional question. (Once you finish this question you will have an opportunity to provide contact information if you wish to receive information about ongoing program developments, while also protecting your anonymity for these survey questions.)**

There is a need for NP to PhD programs. As far as I am aware there is no specific NP PhD program in Canada, and it is gap in clinical practice and research.

---

Doctoral level preparation in specific content areas is least useful at the clinical level. Whether or not completion of a program improves hiring will depend on the qualifications of a posted position as many positions are within the scope of the SUN agreement

---

It is difficult to answer these questions without knowledge of the quality of the program/specifics

---

Focus needs to be in undergraduate professional needs in our health system right now. Graduate nursing education employment demands are low.

---

As we continue to focus on integrated teams, emphasis on nursing leadership is of less importance than general leadership and management (unless in a clinical education position)

## **Appendix 12.3.3 Needs Assessment Report - Student Survey Needs Assessment of Potential Students Nursing Graduate Certificates, MN, Ph.D.**

### CNPP students/applicants/graduates

- All CNPP graduates
- Current CNPP students
- CNPP students who left or never started the program

### SCBScN Students/applicants/graduates

- Three years of SCBScN graduates
- Regular 4 year admits - in year 3 or 4 of the program
- Upper year LPN admits – all
- ADNPs – all
- Bilingual students - in year 3 or 4 of the program

Total surveys distributed: 1541

Total responses received: 84 (19% response rate)

Total number of questions asked: 23

## **Needs Assessment for Nursing Graduate Programs – Potential Students**

Thanks for taking a moment to complete this survey.

In addition to the current graduate Collaborative Nurse Practitioner Program, the Faculty of Nursing (FON) at the University of Regina (U of R) is exploring the need for expanded graduate programming to meet the healthcare needs of Saskatchewan. The programs are planned to be available in multiple delivery formats, online, blended and face-face for people who live outside of Regina to also participate, as well as on-campus. The Ph.D. program is planned as an on-campus program. The programs include:

### **Launch: September 2024**

**Graduate Certificate of Nursing Leadership (transferable to Master of Nursing)**  
**Graduate Certificate of Nursing Education (transferable to Master of Nursing)**  
**Course-based Master of Nursing (MN)**

### **Launch: September 2025**

**Thesis-based Master of Nursing (MN), and,**  
**A Doctoral program (Ph.D.) in Nursing**

To explore this need, the FON requests your input as a prospective student to gather evidence about the need for these programs. Your feedback is valued and needed in the planning of the proposed programs.

Data from this survey will be used to inform program and resource planning. Your participation in this survey is completely voluntary. All your responses will be kept confidential: survey results will be presented as compiled data without any identifying information. If you change your mind and wish to stop taking the survey, the data collected from your responses will be removed from the survey analysis. You are not required to complete the survey in one sitting. You can revisit your saved responses and complete the survey over several sessions. The survey should take 15-20 minutes to complete.

The deadline to submit the survey is Monday January 16, 2023.

We look forward to your participation in this survey. Thank you very much for helping to plan expanded graduate Nursing education at the University of Regina.

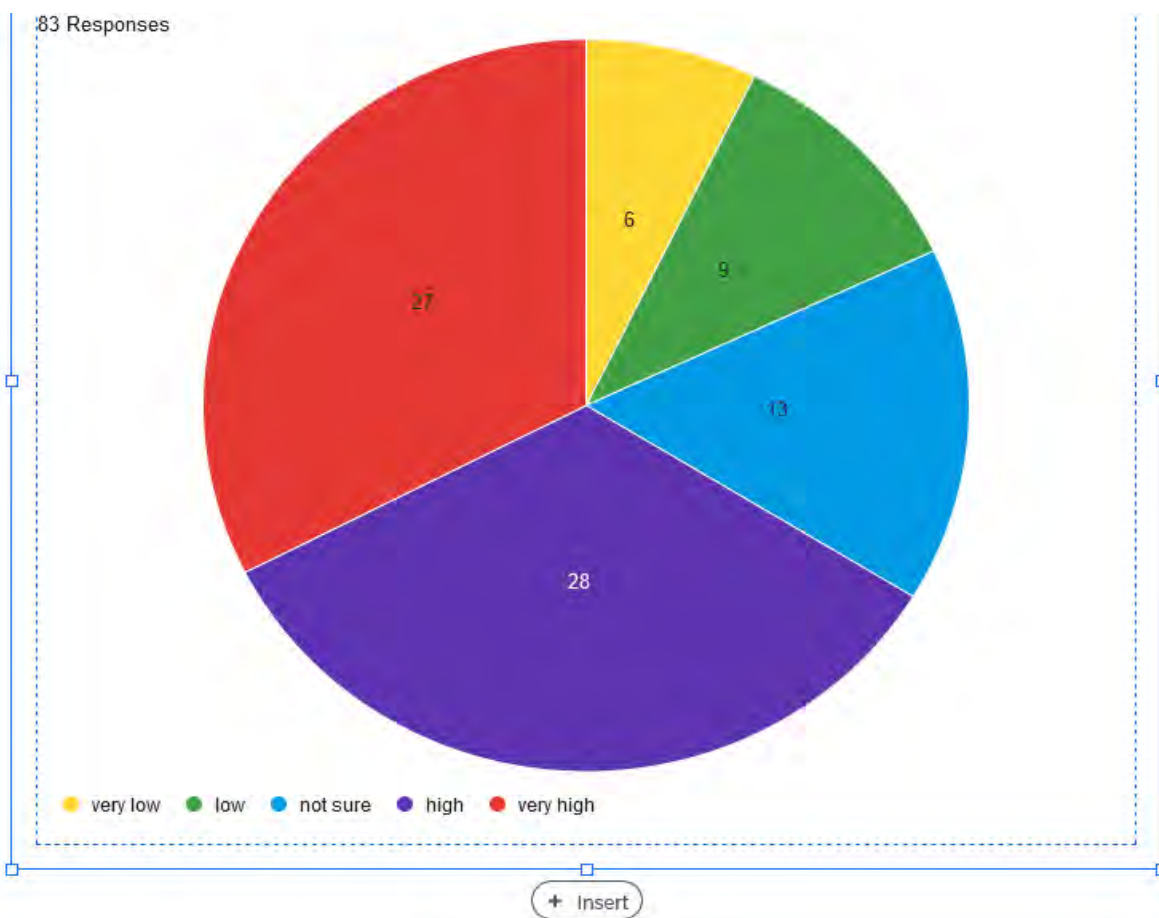
## Survey results

**Q1.** Interest in Graduate Nursing education. The next 4 questions relate to a general interest in studying at the graduate Nursing level.

At the moment, please rate your level of interest in Graduate Nursing programs.

**Figure 1**

*Level of students interests in the program*



**Q2.** The graduate certificates and a course-based Master of Nursing will be applicable to many practice settings and will create opportunities for registered nurses (RNs) and registered psychiatric nurses (RPNs) to address current and emerging issues in healthcare and nursing practice. The thesis-based MN and Ph.D programs will explore expanding student research competencies. The Graduate Certificates can be completed concurrently with a Master's Degree or separately as a post-master's certificate. Graduate Certificate courses will be transferable into the course-based Master of Nursing. The Graduate Certificates and Master of Nursing programs can be completed at a distance using online and blended course delivery methods, as well as face-face. The Ph.D. program is an on-campus program.

Specifically which graduate credential would you be interested in pursuing? Please select all that apply.

**Table 1**

*Students interests in graduate credentials of their choice*

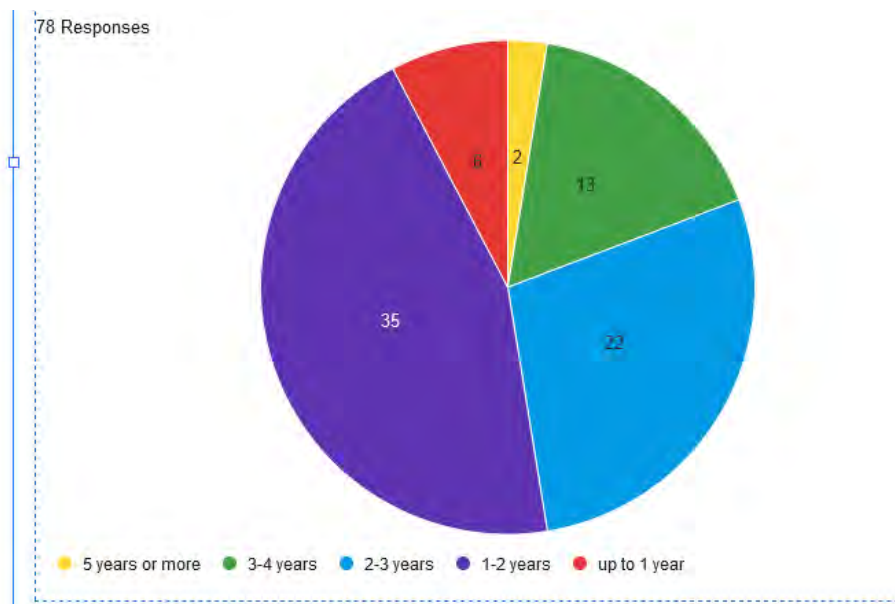
Response	Count	Percentage (%)
Graduate Certificate of Nursing Education	21	16.8
Graduate Certificate of Nursing Leadership	19	15.2
Course-based Master of Nursing	38	30.4
Thesis-based Master of Nursing	5	4.0
Ph.D. of Nursing	25	20.0
Other	6	4.8
Not sure	11	8.8
<b>Total</b>	<b>125</b>	<b>100</b>



**Q3.** Graduate certificates can be completed in as little as one term (maximum 4 years to complete). Students may be most interested in completing within one year. The course-based Master of Nursing can be completed in 1 - 6 years. (Future program development plans include the thesis-based Master of Nursing, to be completed within 5 years, and the Ph.D. of Nursing, maximum completion time, six years).  
Ideally how many years would you invest in completing your program of choice?

**Figure 2**

*Years of investment in completing the program*



**Table 2**

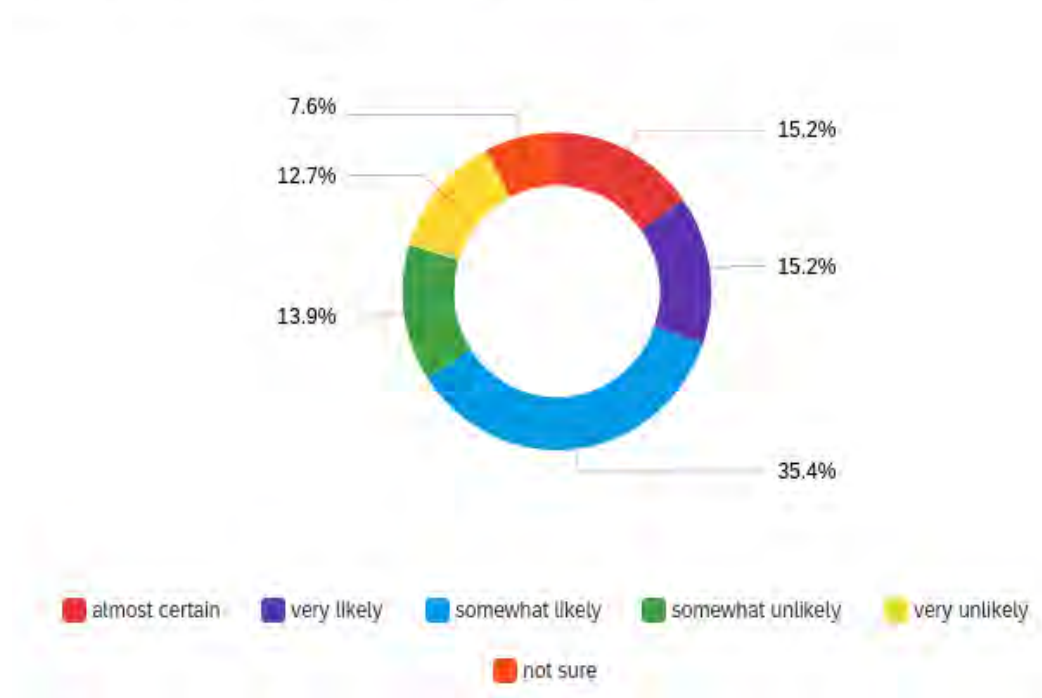
*Years of investment in completing the program*

Response	Count	Percentage (%)
Up to 1 year	6	7.7
1-2 years	35	44.9
2-3 years	22	28.2
3-4 years	13	16.7
5 years or more	2	2.6
<b>Total</b>	<b>78</b>	<b>100</b>

**Q4.** How likely are you to submit an application for admission to the proposed programs if they are launched within the next 1-2 years?

**Figure 3**

Students' interest in submitting the program application



**Table 3**

*Students interests in submitting the program application*

Response	Count	Percentage (%)
Almost certain	12	15.2
Very likely	12	15.2
Somewhat likely	28	35.4
Somewhat unlikely	11	13.9
Very unlikely	10	12.7
Not sure	6	7.6
<b>Total</b>	<b>79</b>	<b>100</b>

**Q5.** Enhancing your career. The next 8 questions are related to your thoughts about the knowledge and skills required to advance in the Nursing profession.

What are some essential attributes (skills or specialized knowledge) needed for work within your profession? This is an optional question.

- Critical thinking, collaboration, and self-reflection
- Nurse skills
- Communication, collaboration and the ability to complete research to advance the nursing profession and discipline.
- Determination, smarts, patience.
- Hands on learning
- A commitment to both excellence and learning, and a decision to improve lives with available knowledge and appropriate systems.
- Time management, critical thinking, performing under pressure, work life balance, patient centred care, the ability to connect and communicate with patients, families, and members of the healthcare team.
- Critical thinking
- Compassion, empathy, time management, critical thinking
- Patience's do kindness
- Leadership skills, teaching and mentoring, additional authorized practice if applicable, people centric care
- I think that having "people skills" is needed for work in this profession. The ability to create relationships where the patient or client can express their needs without fear of judgement or misunderstanding is very important along with the knowledge to practice in a clinical setting safely.
- Assessments Documentation Informatics Professionalism Communication
- Logical and critical thinking High EQ Integrity Dedication
- Mental health and addictions require specialized knowledge and skill related to essential communication skills to talk to people in distress this also can be transferred into acute care nursing and has shown to be beneficial in both nursing fields.
- You need clinical experience, not just book smarts.
- Good team member -good communication -empathy -work ethic -open minded

**Q6.** To what extent do you believe that the proposed graduate Nursing programs would enhance your career opportunities?

**Table 4**

*Students' perspectives on the proposed Nursing programs*

Response	Count	Percentage (%)
My career would be greatly enhanced	24	38.1
My career would be somewhat enhanced	25	39.7
I am not sure would be enhanced	12	19.0
My career wouldn't be enhanced	2	3.2
N/A	0	0
<b>Total</b>	<b>63</b>	<b>100</b>

**Q7.** As someone who may be interested in graduate education, please rank the following aspects of advanced nursing knowledge in order of importance for nursing leaders?

**Table 5**

*The ranking order of advanced nursing knowledge for nursing leaders*

Response	Ranking order										Total
	1		2		3		4		5		
	Count	%	Count	%	Count	%	Count	%	Count	%	
Health Policy	9	15.3	11	18.6	16	27.1	12	20.3	11	18.6	59
Health System Management	8	13.8	17	29.3	10	17.2	10	17.2	13	22.4	58
Nursing Education	12	19.7	10	16.4	9	14.8	12	19.7	18	29.5	61
Nursing and Health Administration	10	17.2	11	19.0	13	22.4	16	27.6	8	13.8	58
Nursing Research	20	33.3	9	15.0	11	18.3	9	15.0	11	18.3	60

**Q8.** Please rank in order of importance the aspects of advanced nursing knowledge that you believe are critical to include in planning for graduate Nursing programs.

**Table 6**

*The ranking order of advanced nursing knowledge to include in planning for Nursing programs*

Response	Ranking order												Total
	1		2		3		4		5		6		
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
Expanded roles in care coordination	10	16.9	9	15.3	9	15.3	12	20.3	5	8.5	14	23.7	59
Team leadership	3	5.3	11	19.3	9	15.8	9	15.8	16	28.1	9	15.8	57
Change management	9	15.3	7	11.9	13	22.0	10	16.9	11	18.6	9	15.3	59
Advocacy	8	13.3	7	11.7	14	23.3	14	23.3	12	20.0	5	8.3	60
Education	9	15.0	18	30.0	6	10.0	6	10.0	11	18.3	10	16.7	60
Research	21	34.4	7	11.5	8	13.1	8	13.1	5	8.2	12	19.7	61

**Q9.** Please explain. This is an optional question.

- Nothing moves forward and makes the required change needed without high quality evidence producing research.
- I feel like the healthcare field is in dire need of innovation and progression from its current modalities. I believe with masters level courses in nursing are able to help progress and change some of the current issues within the nursing profession and healthcare sector through advocacy, politics, and conducting research.
- It is well known that there are so many areas of nursing that one can branch out to, a big flaw with the bachelors of nursing degree is it only shows bedside, with a touch of community, and nothing else. Even if we were given an opportunity to attend a workshop or 'career day' regarding different areas of nursing and what steps to take to get there, would be of great benefit. It is also well-known that the opportunities for NPs are extremely limited, causing great hesitation to advance our education as we don't want to spend an extra amount of time and money to not have an opportunity to utilize it in something we're passionate about in the future. Expanded roles in care coordination I believe is of utmost importance to emphasize what NPs can do but also going bigger than the program to advocate for increased utilization of NPs.
- I believe nurses are called to be leaders and this helps with navigating resources and might help with nursing shortage
- I would be interested in a PhD program only if there was a distance option, I am not interested in a fully on campus program as i am a working professional. It would be detrimental to leave my career for the time required for completion of a PhD

**Q10.** Please select which of these statements are true for your circumstances. Feel free to choose any that apply.

**Table 7**

*Students' perspectives on the completion of the program*

Response	Count	Percentage (%)
I would like to achieve a graduate credential, regardless of how long it takes to complete	16	11.2
I would be willing to complete a Graduate Certificate of Nursing Education within one year	17	11.9
I would be willing to complete a Graduate Certificate of Nursing Leadership within one year	18	12.6
I would need more than one year to complete a Graduate Certificate	7	4.9
I would like my Graduate Certificate to count as credit towards a course-based Master of Nursing	19	13.3
I would like to register directly into the course-based Master of Nursing	25	17.5
I would be interested in the thesis-based Master of Nursing	2	1.4
I would be interested in the Ph.D. of Nursing	22	15.4
I am not sure or my plans but would like to be informed of program developments (if you select this option, we'll provide a space to leave contact information at the end of the survey.)	13	9.1
I'm not interested in graduate education at this time	4	2.8
<b>Total</b>	<b>143</b>	<b>100</b>



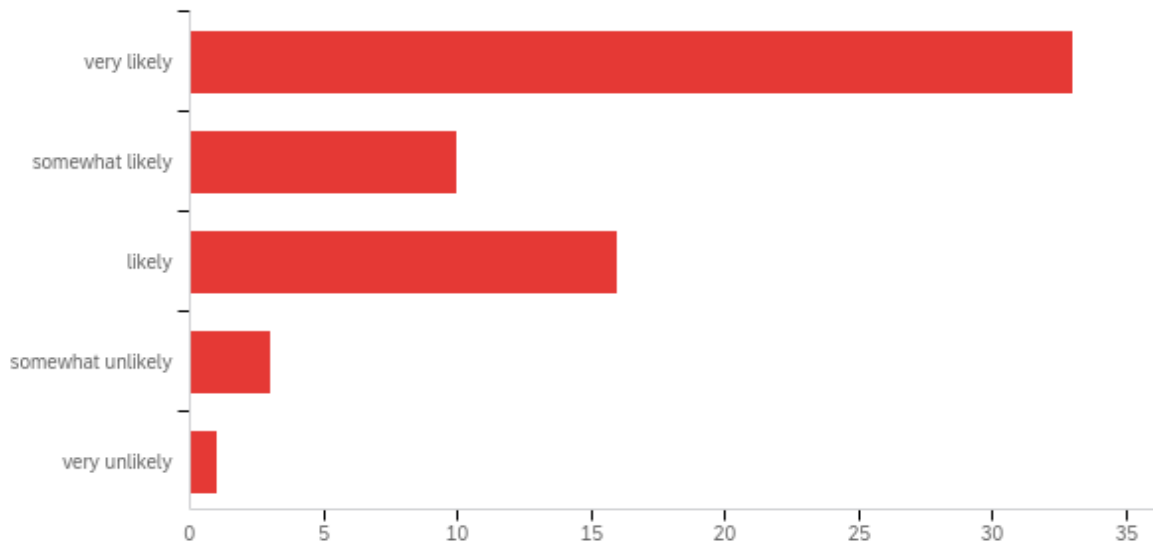
**Q11.** If there are other nursing education topics of importance, please list them here. This is an optional question.

- I would like to see a Masters of Nursing NP program that is geared more towards psychiatry and mental health or additional education programming for those who have already completed their NP - like dermatology courses, etc.
- There are a multitude of graduate course based and thesis MN option. What exactly are the certificates offering that an actual MN is not? Also, are these addition of 'certificates' only diluting the quality what the achievement of a MN is. Who is actually going to recognize a 'certificate' in graduate studies when looking to advance in certain areas that require an actual MN. I am very skeptical for the reasoning of developing a 'certificate' MN without it compromising the integrity of the discipline of nursing to start with.
- I would like to be informed on the scopes and practices of certificates, masters, and PhD degrees and what jobs can be obtained with such credentials . I would also like information on what and how nursing is doing to try and revolutionize the health care sector as a whole. As a person with a strong interest of biology, physiology, I would also like to see how nurses are contributing to the medical field sector in ground breaking research.
- I am hoping that the university will also look into offering Doctor of Nursing Practice. A lot of NPs who are clinically inclined are interested in having a doctorate degree that is more clinical and practice focus. That said, a lot of NPs are taking the DNP programs in the state. I am hoping that we will have our own Canadian DNP program. There is no university offering DNP programs yet in Canada and that is something to be worked on as not everybody are interested to get a PhD or are interested in having a career in the academia.
- None
- Teaching Nurse practitioner
- Health economica
- Change leadership within health authorities and government unsure if a PhD in nursing if the right direction, I may benefit from a MBA in health instead
- Informatics
- Expanding a nurse practitioner scope of practice to include psychiatric nurse practitioner

**Q12.** If you were to receive one or more of the above graduate Nursing credentials, how likely are you to pursue new job opportunities?

**Figure 4**

*Students' likelihood of pursuing new job opportunities after receiving Nursing credentials*



**Table 8**

*Students' likelihood of pursuing new job opportunities after receiving Nursing credentials*

Response	Count	Percentage (%)
Very likely	33	52.4
Somewhat likely	10	15.9
Likely	16	25.4
Somewhat unlikely	3	4.8
Very unlikely	1	1.6
<b>Total</b>	<b>63</b>	<b>100</b>

**Q13. Program Planning.** The next 9 questions will help in planning program delivery options. Please consider how the following attributes could influence your decision to enroll. Please select one answer per row on the following table.

**Table 9**

*Students views on the planning program delivery*

<b>Response</b>	<b>Not important at all (%)</b>	<b>Not very important (%)</b>	<b>Not sure if important (%)</b>	<b>Very Important (%)</b>	<b>Essential (%)</b>	<b>Total</b>
Part-time registration available	1 (1.7)	1 (1.7)	7 (11.9)	33 (55.9)	17 (28.8)	<b>59</b>
Full-time registration available	4 (6.8)	7 (11.9)	13 (22.0)	26 (44.1)	9 (15.3)	<b>59</b>
Program available partially or fully online	0 (0.0)	1 (1.7)	10 (16.7)	28 (46.7)	21 (35.0)	<b>60</b>
Rapid completion options	2 (3.4)	2 (3.4)	14 (23.7)	29 (49.2)	12 (20.3)	<b>59</b>
Affordable tuition	0 (0.0)	3 (5.0)	2 (3.3)	14 (23.3)	41 (68.3)	<b>60</b>
Opportunities to transfer Graduate Certificates credit to course-based Masters of Nursing	2 (3.3)	0 (0.0)	13 (21.7)	25 (41.7)	20 (33.3)	<b>60</b>
Availability of funding support	0 (0.0)	2 (3.4)	7 (11.7)	20 (33.3)	31 (51.7)	<b>60</b>
Ability to earn multiple credentials	1 (1.7)	2 (3.4)	15 (25.0)	26 (43.3)	16 (26.7)	<b>60</b>
Freedom to choose course and/or research topics	0 (0.0)	2 (3.4)	5 (8.3)	30 (50.0)	23 (38.3)	<b>60</b>
Multiple modes of delivery: online, blended, web, on-campus	1 (1.7)	3 (5.0)	4 (6.7)	26 (43.3)	26 (43.3)	<b>60</b>

**Q14.** The following are some of the reasons that people choose to pursue graduate studies. Please select one answer per row in the following table.

**Table 10**

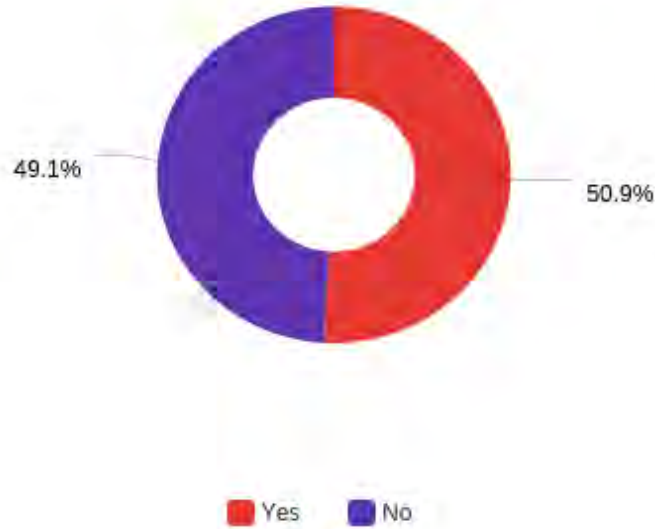
*Students' reasons for choosing to pursue graduate studies*

Response	Not true for me		A little true for me		True for me		Very true for me		Total
	(%)	Count	(%)	Count	(%)	Count	(%)	Count	
Graduate studies will allow me to start or change my career	14.0	8	42.1	24	29.8	17	14.0	8	<b>57</b>
Graduate studies will allow me to advance in my current career	8.5	5	15.3	9	42.4	25	33.9	20	<b>59</b>
Graduate studies will enhance my current skill set	3.4	2	10.2	6	50.8	30	35.6	21	<b>59</b>
Graduate studies will allow me to explore a personal interest	8.5	5	18.6	11	40.7	24	32.2	19	<b>59</b>
Graduate studies will allow me to achieve a personal goal	6.8	4	20.3	12	39.0	23	33.9	20	<b>59</b>

**Q15.** Have you actively searched for any of the graduate Nursing programs proposed?

**Figure 5**

Students search for the proposed graduate programs



**Table 11**

*Students search for the proposed graduate program*

Response	Percentage (%)	Count
<b>Yes</b>	50.9	28
<b>No</b>	49.1	27
<b>Total</b>	100	55

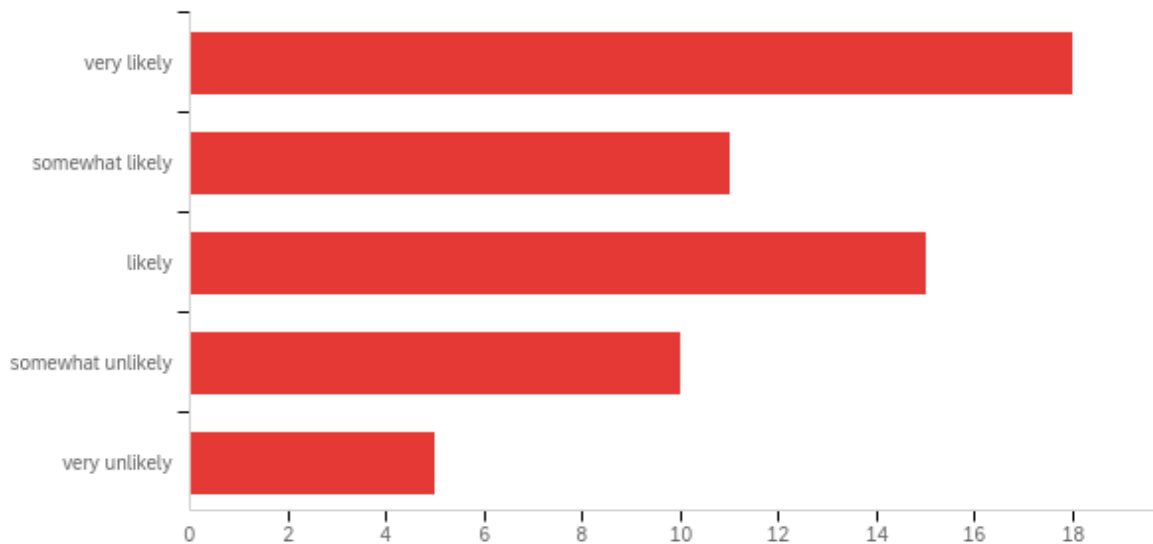
**Q16.** If so, which programs have you investigated? This is an optional question.

- Master of Nursing from the University of Manitoba
- Masters of Nursing
- CNPP through the University of Regina
- At the time all U of R offered was the NP program. Thus, I have no wish to waste time on a mere certificate that will not produce positive advancement in my profession while addressing pressing issue within the nursing profession. Furthermore, I think it is a wise step for the U of R to offer what other Universities do with the MN thesis and course based along with the PhD of nursing. This will allow the U of R to remain competitive and relevant as a healthcare education provider.
- Nursing education Course based masters of nursing, preferably all online delivery
- Np
- Masters of Nursing (thesis and NP)
- PhD
- Master of nursing, nurse practitioner program does need a lot of improvement and to choose the right teachers that have experience and know how to deal with students more honest and understand how to deal with students not just put them down or just there to look for any mistakes
- PhD for NP
- CNPP
- Course- and rhesus-based MN
- Masters courses
- Nursing leadership
- CNPP
- NP program
- Nurse practitioner program But was disappointed when I found out I would not be able to work as a psychiatric nurse practitioner
- I have started a similar course though the university of Calgary as we did not offer anything similar to this. They have multiple offerings of graduate certificates in many streams- leadership, education, innovation and health care design, palliative, etc

**Q17.** If the graduate programs: Graduate Certificate of Nursing Education; Graduate Certificate of Nursing Leadership; Master of Nursing, or the Ph.D. of Nursing do not become available at the University of Regina, how likely would you be to pursue similar graduate programs elsewhere?

**Figure 6**

*Students interests in pursuing similar graduate programs elsewhere*



**Table 12**

*Students interests in pursuing similar graduate programs elsewhere*

Response	Percentage (%)	Count
Very likely	30.5	18
Somewhat likely	18.6	11
Likely	25.4	15
Somewhat unlikely	16.9	10
Very unlikely	8.5	5
<b>Total</b>	<b>100</b>	<b>59</b>

**Q18.** How important are the proposed graduate Nursing program offerings to your career advancement?

**Table 13**

*Students' perspectives on the proposed graduate Nursing programs in terms of their career advancement*

Response	Percentage (%)	Count
An applicant who completes one or more of these programs would have an excellent chance of quickly finding employment in this sector	22.4	13
An applicant who completes one or more of these programs would have an advantage in quickly finding employment in this sector over otherwise similarly-qualified applicants who have not completed	55.2	32
An applicant who completes would not be more likely to find employment than similarly-qualified applicants who have not completed graduate Nursing programs	17.2	10
As structured, one or more of these programs is not likely to provide the skills and competencies necessary to find employment in this sector	5.2	3
<b>Total</b>	<b>100</b>	<b>58</b>



**Q19.** How likely are you to recommend the proposed graduate Nursing programs to others?

**Table 14**

*Students' likelihood of recommending Nursing programs to others*

Response	Percentage (%)	Count
Very likely	16.9	10
Somewhat likely	10.2	6
Likely	49.2	29
Somewhat unlikely	16.9	10
Very unlikely	6.8	4
<b>Total</b>	<b>100</b>	<b>59</b>

**Q20.** What do you like about the proposed graduate Nursing programs? (Optional)

- Online format
- The certificate options for nursing leadership and education
- The ability to have variety and options in how the course material is completed and can be personalized to each individual situation
- I like the fact the U of R is attempting to remain relevant and current with graduate and PhD level education within nursing. I do not support masters ‘certificates’ when there are no current opportunities to support achieving a mere ‘certificate’.
- Graduate nursing program, needs to be more organized and cooperative with the students without any double standards and make sure teachers understand teaching and to be more open minded not a double standards
- Flexibility and part time options
- Expanding the scope of practice and having more opportunities that aren’t bedside nursing.
- Everything

**Q21.** Which do you prefer? Select all that apply.

**Table 15**

*Students’ preference in terms of delivery of the programs*

Response	Percentage (%)	Count
Full-time studies	12.7	26
Part-time studies	18.1	37
Ability to take courses while continuing to work	21.1	43
Ability to take courses while remaining in my home community	20.1	41
Opportunity to study on-campus part-time	5.9	12
Opportunity to study on-campus full-time	3.4	7
Multiple delivery formats, including online, blended and face-face	18.6	38
<b>Total</b>	<b>100</b>	<b>204</b>

**Q22.** Impressions of Nursing graduate education, post-completion of this survey (2 questions). Having completed this survey, has your level of interest in Graduate Nursing programs increased or decreased?

**Table 16**

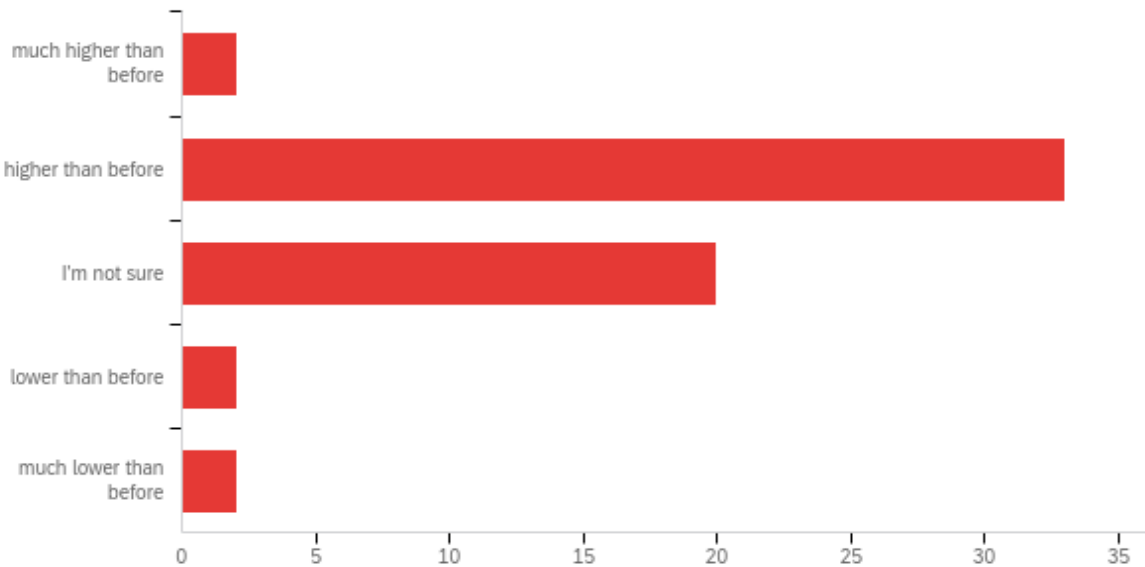
*Students' interest in the graduate Nursing programs after completing the survey*

Response	Percentage (%)	Count
Yes	64.4	38
No	18.6	11
N/A	16.9	10
<b>Total</b>	<b>100</b>	<b>59</b>

**Q23.** How has your level of interest in Graduate Nursing programs changed?

**Figure 7**

*Students change of interest in the Nursing program post-completion of survey*



**Table 17***Students change of interest in the Nursing program post-completion of survey*

<b>Response</b>	<b>Percentage (%)</b>	<b>Count</b>
Much higher than before	3.4	2
Higher than before	55.9	33
I'm not sure	33.9	20
Lower than before	3.4	2
Much lower than before	3.4	2
<b>Total</b>	<b>100</b>	<b>59</b>

---

**END OF SURVEY RESULTS**

## Appendix 12.3.4

### Phase I Faculty of Nursing Graduate Programs Communications Plan

#### Purpose

The objective of this communications plan is to reach potential program participants with benefit messages that will encourage them to take the new programs. These programs include:

- Graduate Certificate in Nursing Education (GCNE)
- Graduate Certificate in Nursing Leadership (GCNL)
- Master of Nursing, course-based stream (MN)

The communications plan incorporates a variety of strategies to reach potential participants, including:

- print and digital communications
- stakeholder relations
- media relations
- paid advertising

Potential students will receive messages through multiple channels to encourage them to seek more information on the University of Regina Faculty of Graduate Studies and Faculty of Nursing websites and to make contact with academic advisors. Once potential students review the information and receive consultation in program planning and the application process, their applications are reviewed for acceptance into one of the programs. Once students are accepted into their program, online registration is available.

The Graduate Certificate and Master of Nursing Programs all appeal to the same target audiences:

- Registered Nurses (RN)
- Registered Psychiatric Nurses (RPN)
- Licensed Practical Nurses with any baccalaureate degree (LPN), and
- Upper-year undergraduate nursing students within the Faculty as well as from other degree Nursing programs at other universities

High school students will be considered as part of the target audience later when the programs are more firmly established.

Careful attention will be paid to ensure that the existing graduate programs: the Collaborative Nurse Practitioner Program (CNPP) and the Special Case PhD are mentioned in the communications plan.

## **Key Messages**

The key message for potential students will focus on changing healthcare needs and that nurses must gain the knowledge and skills that will enable them to assist with these changes. The acquired knowledge and skills will enable them to become better nurses and to become more strategically positioned to help create an enhanced healthcare system in the future. A secondary message will inform the public, government, and other healthcare stakeholders that the Faculty of Nursing is developing programs to address the current and future challenges in the healthcare system.

As well as the Graduate Certificate Programs and the course-based Master of Nursing, additional programs are planned for later delivery (2025). Program development is occurring in two phases. The communications campaign will occur over 2 Phases and will follow the launch dates of implementation of the various programs.

### ***Phase I – Desired Launch September 2024***

Phase I will launch the Certificate Program in Nursing Leadership and Certificate Program in Nursing Education as well as the course-Based Master of Nursing Program.

- The Phase I Communications Plan can only proceed once University of Regina Senate approval occurs

### ***Phase II – Desired Launch September 2025***

Program approval for the thesis-based Master of Nursing Program and Doctoral Program will begin in 2023 for desired launch in 2025.

- The Phase II Communications Plan can only proceed once University of Regina Senate approval occurs

## **Media Campaign**

All Phase I programs will be officially launched with a media campaign to inform the general public and key stakeholders of the programs and to position the University of Regina, Faculty of Nursing as a leader and provider of solutions to the current challenges in the healthcare field.

Media releases will outline the programs and the benefits accruing to the health care system, and in particular, nurses. Media approaches will follow the media releases so trained spokespeople can answer questions about the program and promote it through various media outlets. Spokespeople will receive sample questions and answers, media backgrounders, and key messages for communications. Media monitoring will review the success of this campaign and address any misinterpretations that may result due to the reporting.

## Marketing Collateral

Before the Phase I campaign is officially launched, all supporting materials will be prepared in advance with a consistent brand or look. Key components of the marketing materials include:

### *Printed Materials*

- Rack cards with information on each program
- Folders to hold printed materials
- Brochures/booklets on each program for placement inside the folder.

### *Digital Materials*

- Website Copy (including Frequently Asked Questions and Student/Stakeholder testimonials)
- Social Media Images
- Videos

Marketing materials will include updates to the Faculty website, such as program details, registration information, frequently asked questions (FAQ), and additional relevant information. Social media can be used to draw the target audiences to the website. Images will be created that can be shared through the Faculty's social media sites and direct users back to the website. The objective is for healthcare stakeholders to share these messages. The Faculty posts could be boosted (paid advertising) to increase awareness among the target audiences since the current followers of the Faculty sites are relatively low.

Short video messages will play on social media and on the Faculty's website. Videos could include clips from prospective students on what the program means to them, the Dean on why the programs are important, and from nurses or healthcare organizations who encourage nurses to participate in these programs. These video messages will change periodically, to focus on students who have taken the program and the impact it has had on their careers.

All existing University of Regina nursing students would receive digital information via email. Printed materials can be distributed at stakeholder events.

Printed rack cards and other handout materials will be provided for the Phase I programs. A detailed booklet on each program will be housed in a folder available for distribution to potential applicants with an interest in these programs.

## Stakeholder Relations

The Faculty will leverage existing stakeholder relations to extend the reach of this campaign. The largest stakeholder is the university itself. Collaboration with University Advancement and Communications (UAC) will maximize existing resources. Tools include the university's website, feature stories, podcasts, articles and excerpts in the *'Degrees'* magazine and posts on the university's social media channels.

External stakeholders:

- College of Registered Nurses of Saskatchewan (CRNS)
- Registered Psychiatric Nurses Association of Saskatchewan (RPNAS)
- Saskatchewan Association of Licensed Practical Nurses (SALPN)
- University of Regina Nursing Students Society (URNSS)
- Ministry of Advanced Education
- Saskatchewan Health Authority

- Saskatchewan Union of Nurses (SUN)
- Related health care organizations both public and non-profit in Saskatchewan and Canada
- Post-secondary institutions in Saskatchewan and Western Canada

These stakeholders will receive articles outlining the new programs; digital marketing tools including social media images, FAQs, student and faculty testimonials; and, video links. These tools will be utilized when attending stakeholder conferences and other special events. We will attend their conferences and network with other healthcare professionals about the new programs. We will purchase booth space at trade shows and meet directly with interested individuals to share our information packages.

With the rollout of the public campaign, there will be a need for presentations on the new program. A core presentation with accompanying slides will be developed for use by Faculty spokespeople. Announcements to stakeholders that presentations are available are planned.

### **Advertising**

Paid advertising is considered for Phase I. Collaboration with University Advancement and Communications (UAC) will determine if there are any opportunities for shared media buys.

Since the multiple audiences largely fall within a younger demographic, age-appropriate social media such as Facebook, Instagram, X, LinkedIn, and Spotify are used. Paid advertising efforts will be evaluated and adapted for Phase II.

### **Initial Advertising Blurb**

Begin your journey with our specialized Graduate Certificates in Nursing Education and Nursing Leadership at the Faculty of Nursing! The Graduate Certificate Program in Nursing Education equips you to impact both clinical and academic realms of education in significant ways. With a focus on innovative teaching strategies and curriculum development, this Certificate expands your professional capabilities, positioning you to optimize patient care outcomes and shape future healthcare professionals.

The Graduate Certificate Program in Nursing Leadership prepares you to drive organizational change by honing your strategic planning, visionary thinking, and strategic decision-making skills. As you exercise leadership skills across diverse settings, this Certificate provides the advanced tools necessary to inspire teams, improve healthcare quality, and influence healthcare policy.

Our Graduate Certificate Programs, available in both in-person and online format, offer an exceptional opportunity for nursing professionals and other health-focused practitioners seeking to enhance their careers. Your journey will be made compelling by our welcoming faculty, who are dedicated to providing an enriching learning experience, and by the diverse and motivated cohort of peers you will be part of, all of whom share common ambitions and a commitment to lifelong learning. Join us today in our pursuit to enhance health for all!