



UNIVERSITY OF
CALGARY

FACULTY OF NURSING



Report to Community

Year in Review 2012-2013

MESSAGE FROM THE DEAN



Dianne Tapp, RN, PhD

In 2012-2013, our faculty launched an ambitious strategic plan that mirrors the University of Calgary's *Eyes High*™ strategic direction and promises to propel us toward recognition as a top five Canadian nursing school by 2016. This report to community demonstrates our commitment to this vision and offers examples of initiatives that are building capacity and prominence in key areas.

The health care system does not look at all like the practice settings where most nurses began their careers 40+ years ago. Our curriculum and research have shifted dramatically throughout our history as we have responded to system change. Our students are impatient to contribute to the transformation necessary to ensure sustainable health care for Canadians in the future. As we approach the university's 50th anniversary (in three years), our faculty and students are leading and collaborating on the evolutions in nursing practice and health system processes through partnership with key collaborators in Alberta Health Services and other service agencies. We are very proud to offer you these highlights of our achievements in the past year.

OUR VISION

Advancing the practice of nursing and promoting human health through research and learning.

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Creating a Culture of Community

Building a stronger teaching environment

In 2011, the faculty introduced an innovative teaching model designed to strengthen collaboration between practice settings and education. As a result, the role of the Nursing Practice Instructor (NPI) is fertile ground for the development of a mentorship program. And that's exactly what Lorelli Nowell has been focused on, with great success, for almost a year. Now a sessional instructor and a new doctoral student, Nowell not only has the teaching experience, but is also pursuing doctoral studies that support her leadership in this initiative.

Nowell has been with the faculty as both a student and educator since 2003 and saw a need early on for orientation and support of new instructors in a more formalized way. "Mentoring is relevant across the entire career continuum and has the added benefits of providing a sense of collegiality within a team," she says. After completing her Masters in Nursing in 2012 with a thesis that explored how mentorship plays a role in NPI development, she was tapped for a more formal position under the faculty's newly created teaching and learning portfolio.

NPIs are clinically current and experienced RNs who are becoming clinical teaching experts, with emphasis on integration of classroom and clinical learning. Many have not taught before

and require orientation and support which Nowell offers in several ways.

"At the beginning of each term I try to perform a needs assessment of the NPIs who will be teaching for the upcoming term and then create workshops in response to their stated needs. I also aim to get out to see all of the new NPIs at their practice sites, simply to say hello and offer any support that I can," Nowell says, adding that she often meets them again throughout the term to help with specific challenges they may be facing such as daily organization, relational communication skills with students, and evaluations.

"When I started teaching in May 2012, I had very little experience in nursing education," says NPI Carina Zhu, who also benefited from Nowell's expertise when she was a student in the faculty (BN'06). "Lorelli oriented me to the new curriculum, listened patiently while

I recounted the challenges I was facing and suggested strategies on how to effectively facilitate student learning at the practice site." But the informal check-ins made the biggest difference in Zhu's increased confidence in her role. "Despite providing mentorship to the entire cohort of NPIs, Lorelli always made time to listen and offer practical suggestions."

Nowell is also a certified Instructor Skills Workshop (ISW) facilitator. The ISW is a 24-

(From left) NPIs Kim Hellmer, Tammy Hnatyshyn, Merilee Brockway, Lorelli Nowell, Julia Wigmore and Carina Zhu



hour internationally recognized program, offered on campus by the university's Teaching and Learning Centre, that examines teaching concepts and builds on existing abilities.

"When I took the ISW, it helped me improve my classroom teaching skills and encouraged me to reflect and examine my own teaching practices," Nowell explains. The knowledge gained through completing the ISW helps NPIs transition into teaching roles, she continues. "In June — in conjunction with the Teaching and Learning Center — I was pleased to coordinate and facilitate three ISWs for 17 members of the Faculty of Nursing."

Tammy Hnatyshyn, who has been a sessional instructor for 10 years and is currently a NPI, says the ISW was immensely helpful. "Being with other nurse educator colleagues in the ISW exposed me to different ways of teaching. The ISW also provided me with a deeper understanding of learning preferences. The skills and knowledge I gained will enable me to teach all students effectively and to better appreciate their preferred learning styles."

While Nowell begins her PhD studies centred on examining and implementing a sustainable mentorship program for the faculty, she will continue mentoring and supporting NPIs on a part-time basis.

Mentoring, partnering and continuing professional development targeted to both NPIs and the development of teaching competencies for all play a role in supporting faculty growth and maintaining a culture of excellence.

Recognizing our accomplishments

It was another remarkable year for recognition across the entire Faculty of Nursing community. We celebrated six **Queen Elizabeth II Diamond Jubilee medal recipients** between June 2012 and February 28, 2013, the date on which the Diamond Jubilee Medal program closed.

They included:

- Graduate student **Katherine Bright**
- Alumna **Sheri Ewing** (MN'08)
- Associate professor **Sandi Hirst**
- Associate professor **Sandra Reilly**
- Professor emerita **Lorraine Wright**
- Former faculty member and adjunct professor **Ardene Vollman**

The medal was created to mark the 2012 celebrations of the 60th anniversary of Her Majesty Queen Elizabeth II's accession to the throne as Queen of Canada and honours significant contributions and achievements by Canadians.

Other awards included:

October 2012 - **Kathryn King-Shier**, professor: Canadian Association of Schools of Nursing 2012 Award of Excellence in Nursing Research

April 2013 - **Aaron Li**, NPI: Students' Union Teaching Excellence Award and **Diana Mansell**, instructor: Students' Union Teaching Excellence Award Honourable Mention

May 2013 - **Karen Benzies**, professor: the Alberta Centre for Child, Family and Community Research 2012/2013 Westbury Legacy Award

May 2013 - **Karen Cook**, senior manager (communications): the University of Calgary U Make a Difference Award

June 2013 - **Nancy Moules**, professor: Order of the University of Calgary

June 2013 - **Tyler Hume**, undergraduate student: President's Award of Excellence in Student Leadership

Our annual **Faculty of Nursing Covenant Health Awards**, celebrated during Nursing Week in May, recognized:

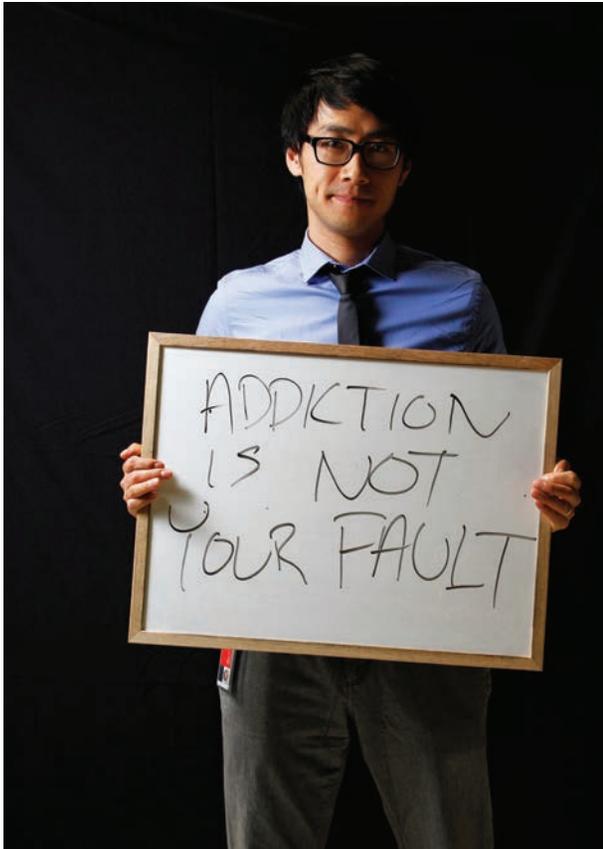
- Excellence in the Advancement of Nursing Research Award: **Theresa Green**
- Outstanding Nursing Graduate Student Award: **Catherine Laing** (Doctoral)
- Teaching Excellence Award: **Andrew Estefan**
- Team Award: **Clinical Simulation Learning Centre** (CSLC)
- Outstanding Nursing Undergraduate Student Award: **Tyler Hume**
- ASPIRE Award: **Karen Chance**



Responding to community needs

Addressing mental health issues is increasingly seen as part of every university's responsibilities. In fact, in January of this year, the Alberta government announced a \$10.5-million investment to expand student mental health services. It was a natural fit for a nursing faculty to offer expertise in this area. This spring, a group of nursing students worked to bring increased awareness about addictions and mental health to everyone — students, faculty,

Nursing Practice Instructor Derek Luk



staff and visitors — who passed through the University of Calgary's McEwan Student Centre.

"The goal was to increase understanding of self-help behaviours and resiliency," explains nursing practice instructor Derek Luk, who, along with two additional faculty, guided 21 nursing students as they led *Addictions 101: the Science behind Mental Health and Addictions*.

A collaboration with the Wellness Centre, Women's Resource Centre and Students' Union, the awareness campaign took place over three days. Fourth-year student Bikram Sekhon, who intends to work in the area of mental health, took on a leadership role, helping with advertising, creating a brochure for distribution, taking minutes at the group's meetings and orchestrating a photobooth, where people expressed their feelings on addictions and stress on a whiteboard. While it was challenging because of the extra time added to an already busy school and work schedule, Sekhon says it was extremely rewarding.

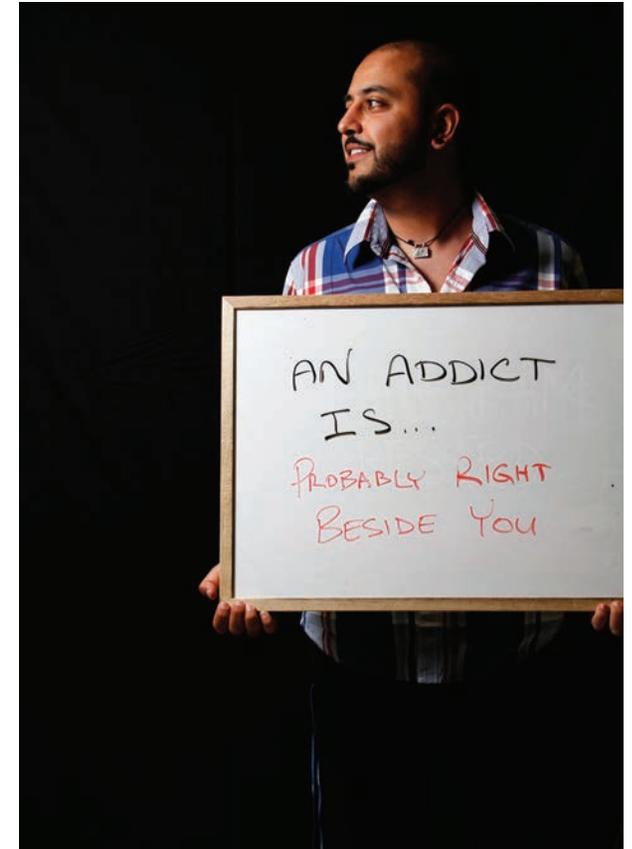
"The final outcome was absolutely amazing. It was one of the times in my life that really sticks out, where I put in extra work but it felt like fun," he says.

Fun — and very revealing to many who stopped by. "When we talk about addictions, most people think of drugs and alcohol," says Lauren Denhartog, who also participated in the campaign as part of her mental health rotation.

"But there are addictions to gambling, working, shopping and they can be just as damaging to your mental health."

"Quite a few people were surprised by the information we were presenting," Sekhon adds. "I personally had a long conversation with one student who was convinced that addiction is the addict's fault and they should just abstain by using their willpower. He was very surprised to

Student Bikram Sekhon



learn that the brain has complex processes that contribute to the addiction phenomenon.

“Others were touched because they had people in their lives who were suffering from addiction,” he continues. “One gentleman opened up that his son is a university student suffering with addiction and we were able to provide him with resources.”

This kind of engagement with various levels of the public signals the faculty’s commitment to sharing expertise in a responsive and generative way, beginning right at the student level.

“It gives me pride to be able to say that my educational program is the only nursing/medical program that has gone so in-depth about addictions processes, treatments, stigma and social justice initiatives,” Sekhon comments. “The education I received has empowered me to better assist these individuals in the future.”

Addictions 101 student team with NPI Derek Luk (upper right corner)



Answering the call: Flood 2013

“This is Calgary, folks. This is the spirit of this community,” said Calgary mayor Naheed Nenshi a few days after the catastrophic flood of June hit the city of Calgary and surrounding areas. The spirit of our community shone through as students, faculty, staff and friends came together to assist wherever they could. From students — on their placements in High River and Okotoks — helping as the waters rose around them to a team of staff and faculty who took a day to stock apartments and build furniture in the East Village of Calgary, we all felt part of the collective.

THE DAY OF

As the word starts to get out around the city about the rapidly-rising river, staff at the university are urged to leave work. Student Paul Sumpton is heading back to the Okotoks Wellness Centre after a home visit and crosses a bridge over the Sheep River; 45 minutes later that bridge would be closed. Nearby in Turner Valley a hydrogen sulphide gas leak throws the Centre into an emergency Code Orange state. Sumpton is asked to research the effects of hydrogen sulphide gas poisoning.

TWO DAYS LATER

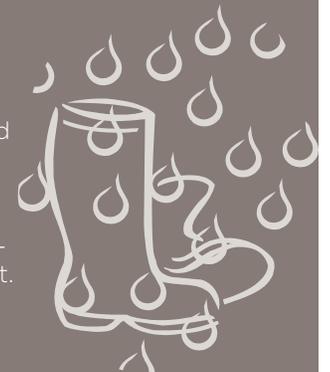
As housing grows more scarce for evacuees and the university opens up its residences, Nursing joins the faculties of social work and medicine and partners from Alberta Health Services and Wood’s Homes to pitch in. Students conduct needs assessments on guests and discover a high risk pregnancy, people without needed medications, clothing and even toothbrushes, and those who cannot cope effectively with their sudden change in circumstance.

ONE WEEK LATER

Alberta Health Services makes a call for students from nursing and medicine to volunteer at the province’s Fund Distribution Centres. In less than 12 hours, 49 students and alumni respond to the request and are soon delivering water to people waiting in line to receive financial aid, watching for signs of heat stroke and generally checking in on everyone to ensure their wellbeing.

ONE MONTH LATER

A team of five staff, four faculty and three willing accomplices meet at the Golden Age Centre in downtown Calgary to assist LINKages, an organization that creates opportunity for interaction between youth and seniors, and the Red Cross in preparing apartments for the return of their occupants. Trucks are unloaded with dishes, linens, futons, kitchen tables and chairs which the group, working with volunteers from other agencies, moves quickly to apartments. It is a great internal community-building exercise with an equally strong external community component.



Excelling in Scholarship of Teaching, Learning and Practice

Supporting teaching development

The Faculty of Nursing's plan to excel in the scholarship of teaching and learning already had a significant vehicle before the strategic plan was launched. Established over ten years ago, the Teaching Development Unit (TDU)'s mission remains to "develop, coordinate and evaluate strategies that enhance the quality of teaching and learning in nursing education," but, according to new chairperson, Tracey Clancy, changes in the undergraduate curriculum have mandated a more proactive and energized approach. TDU kicked off that new approach in style in May with a full day workshop facilitated by health care leader Dr Tim Porter-O'Grady.

"We experienced a significant shift in our framework when we made the transition to our new curriculum," Clancy explains. "We now teach in teams and that creates a vulnerability in people, whether you are brand new or have been teaching for 30 years. We wanted Dr Porter-O'Grady to talk to us about the courage we need to enact, sustain and remain committed to our curriculum."

Porter-O'Grady, noted for his work on shared governance models, clinical leadership, conflict, innovation, complex systems and health futures, titled the workshop *Constructing the Future*

of Nursing Practice: Partnering for Education and Leadership. This focus was based on conversations Clancy and others had around the desire to honour faculty members' differences and discover common ground in those differences, and in the process, continue the work as innovators in nursing education and practice.

"Our faculty is leading change; we are in that five percent that Porter-O'Grady describes as innovators in terms of transformational leadership and so we have a role to play — an example to set; our outcomes will be observed as we grow into this future," Clancy says. "And as innovators, we are leaders that work to realize a vision, and determine our own unique direction. Growth can be challenging, but what we are creating is profound."

Shelley Raffin Bouchal, associate dean (graduate programs), saw great value in the workshop, particularly as the graduate curriculum committee and faculty prepare to launch revisions to the Masters curriculum this fall. "Porter-O'Grady spoke about 'knowledge as utility,'" she says. "Those foundational principles — of knowledge transfer and application — resonate with the new practicum courses in our revised MN program. We will respond to

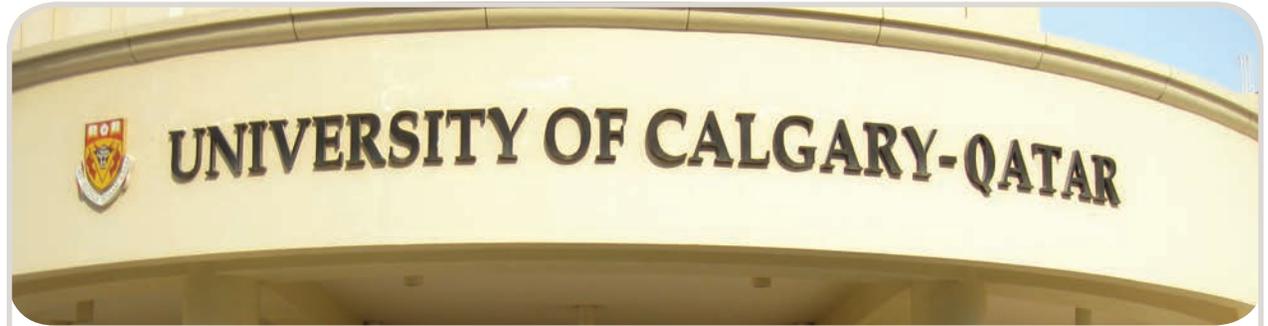
(From left) Members of the TDU team: Rita Lisella, Pat Morgan, Carla Ferreira and chairperson Tracey Clancy



the identified needs and problems of practice settings, contribute to the transfer of new knowledge and skills and foster community engagement and collaboration with mutual benefit for practice partners, students and faculty.”

Within a week of the workshop, Clancy says the hard work began of putting words to action at the curriculum review day (which included faculty from Nursing’s partner campus, Medicine Hat College). “Porter-O’Grady left us with very positive feelings about our direction and with tools to help us work toward a common ground — a ‘safe’ environment where all perspectives and experience are respected.”

TDU’s planning meeting in June lays out a roadmap to create a culture of teaching development that is open to the ongoing needs of the faculty. “We will continue to have a Distinguished Scholar Series and two Reading Circles per term where we can engage in scholarly discussions and grow in our understanding of what constitutes quality teaching and learning in nursing education,” adds Clancy. “We will also facilitate teaching development through a ‘Lessons Learned’ forum where we will debrief and celebrate our own teaching development. That’s why we are here: we need to continue to be the best nurse educators, researchers and practitioners that we can be for our students and ultimately, for our profession and the people we serve.”



Offering international exchanges to Doha

“My stomach was tied up in knots with excitement, that I would be visiting a piece of home while being so far away.” So wrote then 4th-year student, Tyler Hume, upon his arrival at University of Calgary — Qatar (UC—Q) in January of 2013, part of the third group of University of Calgary nursing students who travelled to Doha as part of their final practicum.

Hume spent the next month fully immersed not only in the clinical practice of his assigned unit — the Coronary Intensive Care Unit at Hamad Medical Corporation’s “Heart Hospital” — but in the culture of Qatar. The collaborative partnership between the Faculty of Nursing and the nursing program at UC—Q offers students — as well as the faculty member who accompanies them — a unique opportunity to experience all the sights, sounds and smells of a major middle eastern city while observing international health care in a safe environment.

“We are delighted to be able to offer this experience to our undergraduate students as part of their final practice practicum,” says Rita Lisella, Nursing Practice Placement Coordinator. “They are able to complete practice hours in an area of interest with an RN preceptor, have observation days in various areas of practice

where they may encounter surgeries and procedures they wouldn’t otherwise see, and attend lectures with UC—Q students.”

The students also immerse themselves in the culture by visiting local sights of interest, connecting with the UC—Q students and reflecting on the experiences individually and as a collective.

Nine more students will be heading to Doha in the fall 2013 for this experience of a lifetime. Travelling with them will be nursing practice instructor Diana Snell, who, in addition to providing students with support, will have the opportunity to increase faculty engagement across the two sites.

For Hume, the differences — and the surprising similarities — in acute care were eye-opening. Most importantly, he was grateful for an international exchange that was facilitated, in large part, by his own faculty. “When I stepped out of our driver Abbas’s car, I looked up to see the ‘University of Calgary — Qatar’ sign, with the Qatari, Canadian and university flags flying above. The moment seemed to hang still in a very surreal way — that I was home in a far off land.”

Encouraging student leadership

Perhaps the most important two buzzwords in all of post-secondary education are the “student experience.” Research shows that various forms of engagement are likely to lead to more learning and greater student success. From academics to school volunteerism and studying abroad, all universities want their students to get the most from their years with them. That’s why the Faculty of Nursing is investing in initiatives to ensure students do just that.

Brenda Bui (left) and Mia-Bernadine Torres arrive at Harvard University



Brenda Bui and Mia-Bernadine Torres, both in their third year, are executive members of the Calgary Healthcare Improvement Network (CHIN*), a student-run chapter (one of 600) of the Institute for Healthcare Improvement in Cambridge Massachusetts, led and directed by Harvard University’s School of Public Health. In June, thanks in part to financial support from the faculty, they beat some stiff competition to become part of a six person Canadian contingent (three nursing students and three medical students) at the two-day Student Quality Leadership Academy (SQLA), designed to build leadership competencies within all health professions.

Over the two days of the conference, Bui and Torres — together with 150 other students from around the world — discussed what it means to be a leader who implements change in health care systems, the power of connecting and networking with other professionals and the importance of understanding the system so that they, as future practitioners, can attempt to improve it.

Torres, who is CHIN’s vice-president internal, was honored to be invited to present her perspective on the Canadian health care system. She was selected as a panelist for a session titled *Moving Forward: A Panel on Applying the Learning*. She spoke alongside a Harvard University medical student, an engineering student from Clemson University and two physicians, one from Brown University and one from Boston Medical Center.

“I saw a little of how we each can, theoretically, help each other,” she comments. “It really showed me that there is power in collaboration and the sharing of ideas.”

Both women enjoyed the opportunity to explain their own nursing education to other attendees. “I was proud to talk about how my clinical practice and theory courses gave me a taste for thinking innovatively, collaboratively and as a leader in order to provide the best care to Calgary’s vulnerable population,” Torres says.

The students were also able to see some of the sites of Boston, including a trip to the location of the Boston Marathon bombing. “It really gave our conference more depth and allowed for more perspective in the context of leadership,” Bui says.

“It is such an exciting time to make change as a nursing student,” summarizes Torres. “Along with the students around me, I’ll inherit both the strengths and the pitfalls of the health care system. But after attending SQLA and making so many connections, I found an immense surge of motivation to make positive change. I returned to Canada with a new sense of direction and focus to share with other health care professional students in my Chapter.”

**CHIN aims to delegate, promote and provide opportunities for students to become engaged in current health care issues within the city.*

Strengthening Research and Knowledge Translation

Implementing knowledge translation initiatives

Fluency in knowledge translation (KT) is fundamental to nursing education, practice and research. Developing adequate capacity in this rapidly expanding field, however, remains a challenge for both academic and health system institutions, but faculty development in KT is a critical factor for success in advancing the Faculty of Nursing's research agenda. The research office has therefore moved quickly to the KT forefront at the University of Calgary with the establishment, in 2012, of the Faculty of Nursing Knowledge Translation Strategic Initiative. Over the past year, this endeavour has introduced and successfully piloted a KT Consult Service and a revenue-neutral, non-credit KT course.

Through the support of the faculty and the Calgary Node of KT Canada* (Knowledge Translation Canada: A National Research Network and Strategic Training Initiative in Health Research), the 13-week course — *Using Knowledge Translation to Advance Your Scholarship in Teaching, Clinical Practice, and Research* — was delivered to 29 faculty members, trainees and staff. The course was given strong reviews by participants who frequently noted the relevance of the course content to their nursing teaching, clinical practice and research.

*KT Canada is a national network of scientists interested in advancing the science and practice of knowledge translation across the country.

The KT Consult Service achieved similar responses, with people accessing outreach for KT education, strategy development, plan development for provincial and federal grants, and for manuscript, project and thesis feedback.

“To our knowledge we are the only nursing faculty across Canada to embrace and implement a strategic initiative to build faculty-wide and graduate student capacity in KT,” says Deb White, associate dean (research) and a member of KT Canada (Calgary Node). “It is an important element of the university's *Eyes High* strategic direction.”

Kelly Mrklas, Project Manager and KT Canada Site Coordinator (Calgary Node) agrees. “Nursing is unique in its vision and operationalization of KT at the University of Calgary. It has embraced KT capacity building with a multi-year financial commitment focused entirely on faculty-wide integration of professional and educational supports. The organizational model being developed is enviable and sets this faculty apart. It will no doubt be taken up in other faculties.”

Next steps for the strategic initiative include a plan to expand both consultative and

educational outreach within Nursing and to other university faculties and to offer seed funding opportunities for nursing faculty and trainees for KT projects.

Dr David Johnson (Faculty of Medicine and Site Leader of the KT Canada – Calgary Node) also expressed his strong support for the nursing initiative. “The Faculty of Nursing is filling an important role on campus in advancing KT within the university.”

Kelly Mrklas (left) and Deb White



Helping bring research to practice

The Faculty of Nursing is accelerating its research momentum with recent hires Shane Sinclair and Catherine Laing (June) and, in 2014, Lorraine Venturato, Chair in Gerontological Nursing. The addition of Sinclair and Laing directly address priority areas identified in the strategic plan, building on the work of others in the faculty.

Taking on the newly created Research Professorship in Cancer Care, Sinclair's area of

Shane Sinclair (left) and Catherine Laing



research explores psychosocial and spiritual issues in oncology and the end-of-life. He is no stranger to the faculty, having completed his doctorate here on the spirituality of palliative and hospice care professionals in 2009.

“Being in the faculty feels like coming home to me,” he says now. “My research is most appreciated here and aligns nicely with the faculty’s strategic plan and *Eyes High*.”

Sinclair has joined the faculty from the Tom Baker Cancer Centre (TBCC) where he was a researcher and Spiritual Care Coordinator. During this time he also completed a Canadian Institutes of Health Research (CIHR) post-doctoral fellowship with the Manitoba Palliative Care Research Unit at the University of Manitoba.

“I was doing the research off the side of my desk at TBCC so I am looking forward to an academic appointment and being fully immersed in that environment,” he says. He currently is working on a number of projects including two where he is principal investigator: a CIHR operating grant investigating palliative care patients’ understanding and experiences of compassion, and a study exploring the spiritual well-being of cancer out-patients. As well, he holds an adjunct appointment within the Faculty of Medicine’s Department of Oncology, providing a formal link to cancer care for the purposes of research. “It is another example of bridging that theory/

practice gap,” explains Sinclair. “And it is further recognition of interdisciplinary teamwork.”

New assistant professor Catherine Laing, also a familiar face in the faculty (completing both her MN and PhD here), brings strength in pediatric oncology that will help build capacity not only within the faculty, but will align with clinical areas identified as priorities with Alberta Health Services, particularly with Alberta Children’s Hospital. Laing, former patient care manager of Alberta Children’s Hospital oncology unit, says being involved with research has completely changed the course of her career.

“Research offers another way for me to contribute to this field I love so much and allows me to feel that I can make a real impact,” she says.

Currently, Laing is involved in research related to understanding the therapeutic value of digital storytelling for pediatric oncology patients, families and nurses. “Stories shape who we are,” she says. “As human beings, we are compelled to tell and listen to stories, and the act of telling one’s story is powerful, often transformative, and fundamentally helpful as we attempt to understand our experiences.”

Laing hypothesizes that the act of creating — and viewing — a digital story has tremendous therapeutic benefit and may lead to new insight, understanding and more generative approaches to the nursing care of these children

and families. Particularly interesting about this research, she continues is that, in a sense, they are their own knowledge translation (KT) strategy.

“The heart of KT is bringing research to practice and what more powerful way to do that than to have accessible and understandable videos created by the kids themselves? They are the experts of their diseases in many ways. They can affect nursing practice more than any article I could write.”

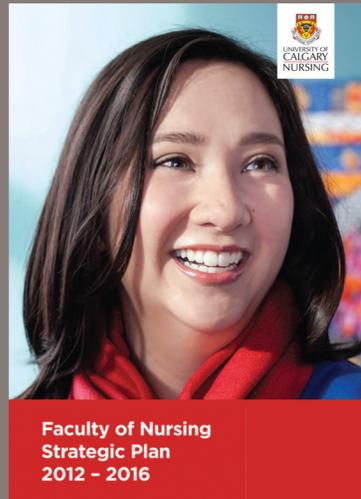
Laing is also teaching a senior undergraduate course, *Exploring Cancer and the Role of the Nurse*.

“I have the opportunity not only to teach about the biology, pathology and pharmacology of cancer, but also to share the results of my research with these students which has been very rewarding.”

Both Laing and Sinclair are impressed with the *Eyes High* strategic direction and the faculty’s plans for the next four years. “When I spoke to the dean and others about coming onboard,” Sinclair says, “I got a clear sense of a shift in the faculty. We are not plugging a hole — we are charting a new direction.”

In addition to Catherine Laing and Shane Sinclair, the following instructors accepted tenure track academic appointments for the upcoming year:

- Kim Hellmer
- Tammy Hnatyshyn
- Marlies Murdoch
- Zahra Shajani
- Diana Snell (*on assignment with International Group Study students at UC—Q, September to December 2013*)
- Carina Zhu (*on 2 year secondment to UC—Q*)



Our strategic plan publication and website were officially launched in January 2013.

View online at:
nursing.ucalgary.ca/stratplan

Making a difference in nursing education, in practice and in the health of our communities.

Contributing to our research capacity

Agnes Cooke is a philanthropic explorer, bent on discovering different and unfunded territory. The lively octogenarian has supported projects from midwifery to music to machinery for the brain that shows not only how the brain is structured, but exactly how it is working — mainly because no one has gone there before. She also funds two undergraduate scholarships* and now a new doctoral award within the Faculty of Nursing.

“I want to help new research and projects where I can; I want to make inroads in the areas where there is real promise, but where people may be struggling because an idea is new and different,” says the former registered nurse.

Her drive for discovery is fueled by a passion for education, a pursuit that has been life-long for

Agnes. An ongoing curiosity of all things brain-related — stem cell imagery really excites her — led her to Alberta Children’s Hospital Foundation (ACHF) where her generosity contributed to the hospital’s acquisition of a 3Tesla Magnetic Resonance Imaging (3T MRI) scanner that will help transform pediatric diagnostic imaging. And that brought her to Nursing’s Karen Benzies, whose program of research involves early childhood development. Benzies’ multi-disciplinary team is working on the second stage of an in-depth early intervention program for children living in very low income families with mental and societal challenges. The comprehensive follow-up of these children will include data from the 3T MRI.

“That’s where we need to start, that’s where the need is the greatest — when children are young,”

says Agnes, whose gift will assist a PhD student, over a three-year period, working with Benzies’ team. Research will include studying the effects of a two-generation preschool program on brain structure as well as cognitive, language and social development at age 15 years.

Agnes say her tours last year of the faculty’s Clinical Simulation Learning Centre gave her insight into how nursing education today can prepare a student for almost any scenario they may see in the real world. “By comparison, we didn’t know boom-all when I was in school. I think the big change from when I was a nurse is that today, students are just so much more prepared than we were.”

In 2008, she received the City of Calgary’s Outstanding Calgary Seniors Award for volunteerism. She has never lost her enthusiasm for the profession or the field of health care, evidenced by the impact her foundation (The Stephanson Cooke Family Foundation) has had with organizations like the ACHF.

“What gets me really excited is going beyond what we know; I want to explore what is different and new. In my position, I am very fortunate to be able to support all the things I am passionate about.”

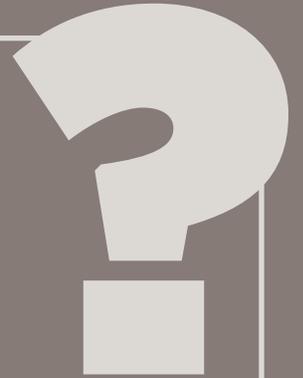
**The Donald and Agnes Cooke Nursing Scholarships, established in August 2012, offers two scholarships of \$1000 each to continuing undergraduate students in the degree holder route.*

The Stephanson Cooke Doctoral Scholarship supports a doctoral student working under the supervision of Dr Karen Benzies, beginning fall 2013.



Agnes Cooke

DID YOU KNOW?



Our undergraduate population reached a total enrolment of 1086 in the 2012-2013 academic year, up from 1013 the previous year. This number includes our Medicine Hat College nursing students.

Our graduate population, across our MN (course- and thesis-based), MN/NP, NP and PhD programs, numbered 123 in 2012-2013.

Our first 109 graduates from the new curriculum walked the stage in June. These students entered the program in September 2010 and January 2011.

Including undergraduate, masters and doctoral graduates, a total of 367 graduates convocated from the Faculty of Nursing in 2012-2013.

Research productivity grew substantially in 2012-2013. A total of 45 grants were submitted, nearly double the amount in 2011-2012, and included nine Tri-council applications. Our success rate reached 42.5%.

Faculty of Nursing has a total of 6903 nursing alumni.

A gift of \$25,000 will create an endowment that will produce an annual \$1000 nursing scholarship in perpetuity.

\$5000 will support a nursing student in an international experience and study abroad.

A gift of \$2000 per year for five years can make nursing education more affordable through student scholarships.

OUR VISION

Advancing the practice of nursing and promoting human health through research and learning.

OUR MISSION

Our graduates are prepared for leadership and practice in varied roles and settings, in local and global contexts, and with diverse populations through integration of nursing education and research. Infused with curiosity and driven by passionate determination, we embrace opportunities for innovation and transform health systems for the future.



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