



UNIVERSITY OF
CALGARY
NURSING



Report to Community

2010-2011 Year in Review

OUR VISION

Nursing leadership in health and wellness through a culture of collaborative inquiry, learning and service.

OUR MISSION

To excel in:

- *Research and educational initiatives that contribute to health and wellness*
- *Education of nurses who are renowned for excellence in practice*
- *Preparation of nurse leaders who contribute to development of emerging health care systems*

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Message from the dean

Dianne Tapp, RN, PhD

THERE IS MUCH that has been accomplished by faculty and students over the past year that is cause for pride and celebration at the Faculty of Nursing!

Building research capacity has been a key objective in recent years. Our research successes in 2010-2011 include establishment of the Faculty's first nursing professorship, a research personnel award, and operating grants received from external funding agencies. Our recruitment efforts to attract three research intensive professoriate appointees were highly successful, resulting in new faculty members who have brought research agendas in parent-infant mental health, pain management and decision-making in renal care. Dr Nicole Letourneau, Dr Eloise Carr and Dr Eleanor Ravenscroft began their appointments during the summer of 2011.

Enhancing the quality of the student experience has motivated the implementation of revisions to the Bachelor of Nursing curriculum in 2010-2011. Following completion of non-nursing course requirements and options (or a previous degree), BN students now launch into six nursing semesters of integrated theory and clinical courses. Faculty members, organized in semester teams, connect

all faculty teaching in both classroom and clinical courses, providing opportunities for team planning and coordination of teaching and learning for students across each semester. Team teaching is a significant shift in faculty teaching culture. Faculty members are learning skills supportive of collaborative teaching and learning environments that are not unlike the complex team environments that we must help our students to navigate in clinical practice. Integration of simulation education experiences continues to be an important complement to students' clinical learning. We believe that these changes will prepare our graduates not only for future nursing roles, but to be capable clinicians and leaders in the ongoing health care re-structuring that is currently underway.

During the past academic year, we have had our largest ever class of BN graduates, with 402 students convocating in November 2010 and in June 2011. This brings to a total of more than 5700 BN degrees awarded by the faculty since 1974 when the first group of BN students crossed the convocation platform. We have also had impressive numbers in our graduate program with 140 students in program as of June 2011; that includes our Master's, Nurse Practitioner and doctoral students.

In this edition of the Faculty of Nursing Year-in-Review, we hope that you will enjoy reading this collection of success stories that highlight the achievements of our faculty and students during the 2010-2011 academic year.

Our Faculty

THE EXCITEMENT OF educating registered nurses for a rewarding future in health care builds on a strong scholarly environment energized by a community of committed faculty, staff and students. Internally we recognized this dedication and hard work in 2010 /2011 and are proud that externally, our efforts were also celebrated.

Most notably, we established our own recognition program to acknowledge the efforts of our faculty. We partnered with Covenant Health, the largest Catholic health care provider in Canada, in what is anticipated to be an ongoing collaboration to heighten morale while genuinely demonstrating our gratitude for work well done.

For the second year in a row, one of our own faculty members received the College and Association of Registered Nurses of Alberta (CARNA) highest honour for nursing research. Dr Nancy Moules was the recipient of CARNA's 2011 Excellence in Nursing Research Award, signifying success in our efforts to increase our research capacity.

Our internal and external communities contribute to the collegial environment of the faculty in many valuable, often unacknowledged ways. We wanted a way to more formally recognize individuals and groups and are delighted that Covenant Health endorsed this initiative with their partnership.

DR DIANNE TAPP

THE NOMINEES AND RECIPIENTS of the 2011 Covenant Health Faculty of Nursing Awards were celebrated at a luncheon during National Nursing Week attended by faculty, family, friends and special guests including university president, Dr Elizabeth Cannon and Sandra Vanderzee, Director of Professional Practice for Covenant Health. The recognition program, announced in November 2010, officially launched in January of 2011 with the opening of nominations.

“Our internal and external communities contribute to the collegial environment of the faculty in many valuable, often unacknowledged ways,” says Dr Dianne Tapp, dean of the faculty. “We wanted a way to more formally recognize individuals and groups and are delighted that Covenant Health endorsed this initiative with their partnership.”

A committee of staff, students, faculty (including adjunct faculty) and alumni developed the criteria for each of six awards: for an undergraduate student, a graduate student, a teacher, a researcher, a team and a ‘community’ award called ASPIRE. ASPIRE (accountability, sustainability, partnership, integrity, responsiveness and excellence) responds directly to the university’s objective to adopt excellence in service by providing focused information, support and solutions to its many constituents.

“The committee’s mandate was to design a program that would encompass the many roles and responsibilities of the faculty’s community,” says committee member Dr Marcia Jenneth Epstein, assistant professor in the Faculty of Arts and adjunct faculty member. “There’s a lot of talk about ‘excellence’ going on at this time,



**Covenant
Health**

*Compassionate care led
by Catholic values*

and a lot of possible concepts of what it means. For us, it’s about service and collaboration as much as individual accomplishment.”

DR SHELI MURPHY, Covenant Health’s Vice-President Rural Health Services and Organizational Lead for Professional Practice, says the organization is proud to be affiliated with the awards program.

“Our team of 9,000 includes 2,600 registered nurses in eleven communities across Alberta,” she says.

“We depend on the critical skills and gifts our nurses bring to our multi-disciplinary care teams. We are so pleased to partner with the University of Calgary to acknowledge and celebrate their tremendous contributions of collaboration, creativity, experience, compassion and resourcefulness.”

Covenant Health Faculty of Nursing Award nominees and recipients:

ADVANCEMENT OF NURSING RESEARCH AWARD

Recipient: Nancy Moules
Nominator: Dr Andrew Estefan

GRADUATE STUDENT AWARD

Recipient: Linda Watson
Nominator: Dr Shelley Raffin Bouchal

TEACHING AWARD

Recipient: Carol Rogers
Nominator: Xu Wang

Nominee: Karen Benzies
Nominator: Heather Sharpe

Nominee: Lorelli Nowell
Nominator: Germaine Miese-Looy

Nominee: Diana Mansell
Nominator: Community Action Team #6

TEAM AWARD

Recipients: Community Action Team #6 (Winter session)

Ana Bonilla
Helen Currie
Christine Fitzpatrick
Michelle Krbavac (instructor)
Audrey LaPierre
Heather Legge

Teresa Poon
Maryheart Principe
Lee Johnston
Patricia Urrutia de Matasol
Nominator: Pat Rosenau

UNDERGRADUATE STUDENT AWARD

Recipient: Ellena Picone
Nominator: Hilary Thomas

Nominee: Holly DeGama-Blanchet
Nominator: Charles Mounga

ASPIRE AWARD

Recipient: Brenda Toth, Director, Undergraduate Programs (support staff)

Co-nominators: Lorraine Watson, Pat Rosenau

Nominee: Suma Joshua, Financial and Administrative Assistant (support staff)
Nominator: Kathy Sieben

Nominee: Michelle Krbavac
Nominator: Rita Lisella

Nominee: Carole-Lynne LeNavenec, Associate Professor (faculty)
Nominator: Charles Mounga



DR NANCY MOULES, Alberta Children's Hospital Foundation Nursing Professor in Child and Family Centred Cancer Care and Professor in the Faculty of Nursing, is the 2011 recipient of the CARNA Award for Excellence in Nursing Research. The award is given annually to an Alberta registered nurse who demonstrates excellence in conducting nursing research and contributes demonstrably to dissemination of nursing knowledge through research.

Dr Moules joined the university as an assistant professor in 2000. Since that time she has developed her program of research in the field of family, relational and psychosocial study in pediatric oncology, has built a team of doctoral students also working in this area and is now considered one of Canada's leading nursing experts on the subject. Her pioneering work on grief has had a far-reaching effect not only on nurses, but on families affected by the loss of a loved one and is respected by researchers and media alike.

"I am so grateful and really humbled to have received acknowledgement for something I love to do in an area that I am completely passionate about," says Moules.

Nominator Kathryn King-Shier, a faculty colleague and herself a recipient of the same award in 2004, says that Moules is one of those rare individuals that excels in all the areas of academia – teaching, research and service. "She really has the whole package. As a researcher however, she has established herself as one of Canada's nursing experts in pediatric oncology and her determined efforts have made family nursing research visible and recognized."

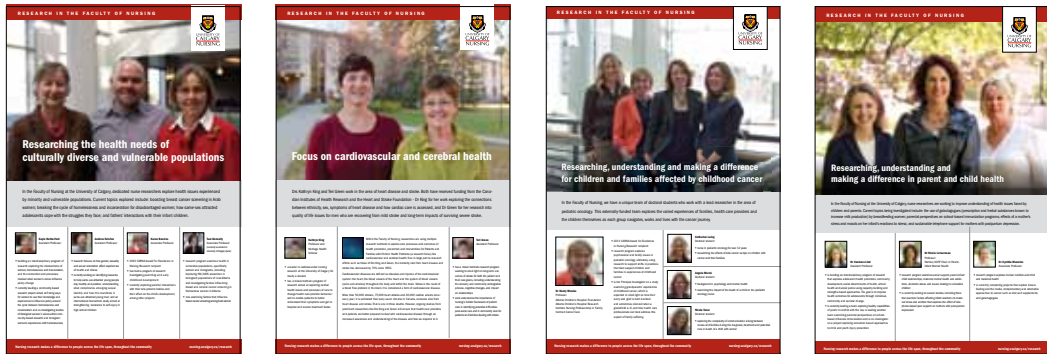
For Moules, the research is a personal crusade to recognize and support the children and families who experience that moment of diagnosis, the ensuing treatment, relapses, remissions and sometimes bereavement. "Although we have made great strides in bench science and reduced the mortality rate of many childhood cancers, there has not been much focus on the fact that cancer affects not just a cell, but a life, a family, a community," she says. "Long-term effects of treatment continue to influence lives and relationships, and research that addresses relational aspects of childhood cancer is an obligation I take seriously."

Our Research

THIS YEAR, we moved even closer to securing our foothold in those research priority areas we established in 2009: health outcomes across multiple populations and settings, and professional education and health services delivery. Two important milestones were reached: in October, we announced the faculty's first ever professorship. In the spring of 2011, Dr Nancy Moules was appointed the Alberta Children's Hospital Foundation/Alberta Children's Hospital Research Institute Nursing Professorship in Child and Family Cancer Care, addressing the care and care processes of patients and families affected by childhood cancer. Also in the spring, Dr Teri Green received a personnel award and operating grant from Heart and Stroke Foundation of Alberta, NWT & Nunavut, the second personnel award in the history of our faculty, for her work in spousal relationships following mild stroke. The personnel award is part of a joint strategic initiative between the Heart and Stroke Foundation and the Canadian Stroke Network to build capacity in stroke research including clinical, health services/policy and/or population health research.

Increasing research intensity enhances the quality of the student experience and supports the recruitment of high quality graduate students. Our masters' and doctoral students are developing rich and diverse research projects that span areas from the teaching knowledge of clinical nurse educators, to mental health for immigrant and refugee women, to caregivers living with children with fetal alcohol spectrum disorder.

CELEBRATING OUR PROGRESS was a key initiative in 2010-2011. We began a poster series highlighting our research expertise and illustrating our successes across the university campus.



DR NANCY MOULES has been appointed the Alberta Children’s Hospital Foundation (ACHF)/ Alberta Children’s Hospital Research Institute (ACHRI) Nursing Professorship in Child and Family Centred Cancer Care, the Faculty’s first professorship in its 40-year history. This four-year appointment aims to advance an interdisciplinary research agenda in support of family and child-centred care at the Faculty of Nursing within the framework of the Childhood Cancer Collaborative, established in 2009.

Dr Moules has committed her academic career to a program of research that seeks to mitigate the pain

and suffering experienced by those confronted with the diagnosis, treatment and sometimes the loss of a child to cancer. She will continue this contribution to pediatric oncology through leadership and participation in scholarly activities in southern Alberta and beyond and through the attraction of outstanding students, research associates and faculty members to the university. This has already begun with the establishment of three new doctoral nursing scholarships. These scholarships, funded by ACHF and ACHRI, will support research exploring topics related to pediatric oncology and clinical support for children and families experiencing cancer.

Simply understanding experiences of children and family who have been affected by childhood cancer is not enough. We hold an obligation to use this understanding, gained through research, to significantly ease some of the distress of children and their families.

“Simply understanding experiences of children and family who have been affected by childhood cancer is not enough,” says Moules. “We hold an obligation to use this understanding, gained through research, to significantly ease some of the distress of children and their families.”

DR NANCY MOULES



Wendi Lokanc-Diluzio, pictured with collaborators, is third from right

WEBSITE HELPS WITH SEXUAL HEALTH OF HIGH-RISK YOUTH

Faculty of Nursing PhD student Wendi Lokanc-Diluzio, in conjunction with interdisciplinary professionals representing Alberta Health Services – Sexual & Reproductive Health (Calgary Zone) and the Alberta Society for the Promotion of Sexual Health, played a lead role in the development of a website addressing the sexual and reproductive health needs of high-risk youth.

In her doctoral research, Lokanc-Diluzio interviewed the service providers who work with this population. “I studied the effectiveness of two workshop training approaches that are used to increase the knowledge of the nurses, social workers and educators who promote positive sexual and reproductive health of street youth,” says Lokanc-Diluzio, a sexual and reproductive health specialist with Alberta Health Services. “As I spoke to those on the frontlines, many of them said they wanted an online ‘toolbox’ to aid them in their work.”

Lokanc-Diluzio approached the Alberta Center for Child, Family and Community Research and received funding to develop Talking About Sexuality in Calgary Communities (www.tascc.ca), an online venue for Calgary area service providers working with high risk/street youth. Visitors to the site can access current resources and information that reflects best practice in sexual health education and promotion. The ultimate goal, says Lokanc-Diluzio, is to enhance learning and networking opportunities.

“A study by the Public Health Agency of Canada in 2008 emphasized the value in building capacity in this group,” she says. “And a Calgary report identified the need for youth-serving agencies to invest in frontline staff who work with street youth. There is a definite knowledge gap that we are hoping to address with the site.”

Our Teaching

OUR AMBITIOUS PLANS to redesign our undergraduate curriculum came to fruition in September 2010. The revised program focuses on integration of classroom and clinical learning in diverse practice settings. Integrated learning shifts the focus from over-emphasis on content-saturated curriculum to a more balanced perspective of facts, relevance, clinical reasoning and nursing action. 168 students taking a traditional four-year BN program route began their first year of non-nursing courses in the fall 2010 (including anatomy and physiology, statistics, philosophy and other arts and science options). Dr Judy Boychuk Duhscher introduced a year one initiative called “YO!” which gathered these first year students at four events throughout the year to introduce them to the Faculty of Nursing and to each other. The purpose of this initiative was to ease the transition into university life and to begin socializing students into nursing.

A total of 119 transfer students and previous degree students were admitted in fall 2010 and winter 2011. These students began studies in the first two semesters of the revised nursing curriculum. Courses in these semesters focus on community health and families in transition across the lifespan. Clinical placements occurred in diverse practice settings including public health clinics, daycares, community influenza clinics, schools, outpatient clinics for children, well senior centres, mental health residential services and primary care networks.



Graham Courtney and Maria Bergos

A STUDENT PERSPECTIVE ON THE NEW CURRICULUM

“I chose to attend the University of Calgary a year ago because it was an accredited and acclaimed school that could offer me an excellent education. Today, I choose to continue my education at the University of Calgary because it’s my HOME. First year is such an exciting, sometimes overwhelming, wealth of new experiences and you not only meet people but you meet friends who become and transform into your (second) family. You will soon see that people in this faculty are here to support you in every possible way, just like a family. For instance in an attempt to ease the high school to postsecondary transition, professor Judy Boychuk Duchscher provides first-year nursing students advice regarding everything from life to school.

The most valuable piece of information that I have taken away Dr Boychuk Duchscher and from my experiences is quite simple: you must always be prepared for endless transformations. You can interpret this in whatever fashion you would like, but apply it to life and school. Waves of transformations are needed in order for the world to move forward and thus people and curriculums can never truly stay the same.

We as nurses are entering into a profession that constantly requires us to be ever-changing, thus it makes complete sense that if the health care system is changing then what we are taught should be changing as well. Therefore embrace the curriculum, the people and the experiences University of Calgary as to offer.”

– *Maria Bergos, Year One*

“The University of Calgary is a vibrant community full of diversity, innovation and amazing individuals. When first arriving here, I felt the excitement of entering a thriving environment of knowledge and success. I knew that the University of Calgary wouldn’t just be a school, but it would be a home away from home.

When I found out about this new nursing curriculum, I was filled with apprehensive feelings as well as feelings of excitement. My apprehensiveness resulted from not having any nursing clinical exposure in my first year - my excitement from the opportunity in gaining new knowledge and learning in a new way that no group has done before. Fortunately, my apprehensive feelings were eased quickly as Dr Judy Boychuk Duchscher and other great faculty members worked hard to not only connect me with other nursing students but connect me to the nursing faculty itself. In March, an educational event was held explaining the purpose of the new curriculum, as well introducing us to new teaching tools first hand. The best part about the members of the faculty is their desire to continue to develop this new curriculum and make it the best it can be.

With the constant evolution of nursing I believe that this new curriculum is revolutionary in impacting not only positive changes for nursing student education, but has a positive impact on the health care system itself. I feel privileged to be involved in this new curriculum to better myself and my nursing career.“

– *Graham J. Courtney, Year One*

“I am interested in how technology works in health care. As I got closer to the end of my first degree (a Bachelor of Science in Biomedical Engineering) and thought about ways I could combine the engineering aspect while interacting with people in a medical environment, I learned more about the range of roles available to me as a registered nurse. I chose the University of Calgary because of the accelerated program for degree holders and thought the new curriculum held opportunity for me to meet the complexity of health care today. Being in the practice setting in a mental illness home and family doctors office was challenging at first because there was a bit of confusion around the competencies of the students. We weren’t the traditional 2nd



Jillann Walker

year students' practice settings were expecting, as our focus began with community and then moved to family. We are learning how to nurse from the outside (community care) in (acute care), instead of the inside out. Being in practice settings having a community and family focus really taught me to see the larger picture – what really happens beyond a simple dressing change or saline flush. I learned about the complexity of health care needs beyond the walls of a hospital, and am beginning to see the potential to combine those needs with new and existing technology. I am excited for the next phase of my nursing education.”

– *Jillann Walker, 3rd year*

OUR TEACHING IS EXCELLENT!

For 25 years, the University of Calgary Students' Union (SU) have invited students to recognize and thank instructors who have had a positive influence on the quality of education at our institution by nominating them for a SU Teaching Excellence Award (TEA). They are instructors who have challenged and inspired students - teachers they will remember and value well into their careers. Once again in 2010-2011, our faculty were among TEA recipients – this time in each of the three categories of the award.

Instructor Tracey Clancy's outstanding teaching contribution was one of 18 TEA winners acknowledged at the gala in April. Among the nine Honourable Mentions was Nursing Practice Instructor Zenaida Roxas and multiple TEA recipient, Nancy Moules,

was one of seven to receive a Hall of Fame Teaching Excellence Award.

The contributions of faculty and staff members who make the University of Calgary a great place to work and learn is also celebrated by the U Make a Difference awards. Sponsored by the associate vice-president (human resources), awards are presented to members of each employee group and this year, thanks to a nomination from faculty members Janet Rankin and Judy Boychuk Duchscher and support staffer Anne Nazareth, Dr Carole Ewashen was cited for her excellence in teaching. U Make a Difference acknowledges the behaviours, outcomes and changes that demonstrate the university's human values including respect for the dignity of all persons, the highest standards of personal integrity and trustworthiness and participation, collaboration and effective teamwork.



Elizabeth Cannon with Carole Ewashen

Our Students

ACHIEVING our enrolment targets naturally must be a goal for the faculty and we are pleased with our success in 2010-2011. For the first time in our Faculty history, enrolment in the Bachelor of Nursing program exceeded 1000 students, including 875 in Calgary, and 130 students in years 3 and 4 of our collaborative program at Medicine Hat College. We also achieved record graduate enrolments in 2010-2011, with 140 graduate students in total in our masters and doctoral programs, bolstered by record admissions, including 53 new admissions to graduate studies.

241 undergraduate students were recipients of a total of \$523,000 in admission scholarships, merit scholarships, and program specific awards made possible by endowments and donations.

For the second time in three years, a Faculty of Nursing undergraduate student won a coveted President's Excellence Award. The President's Award is offered to five graduating students who represent the best in excellent academic achievement combined with outstanding extracurricular contributions to the university at large.

35 graduate students received over \$350,000 in awards from the university and external funders, while many more received professional awards and bursaries from local, provincial and national organizations such as Alberta Health Services, the Canadian Nurses Foundation and the Alberta Registered Nurses Educational Trust.

The faculty initiated its first ever independent Group Study Abroad program in 2010-2011. (In May 2010, a group of 18 Nursing, Bachelor of Health Science and Social Work students travelled to Tanzania on a Group Study Program focused on issues in global health.) Eight students benefitted from the opportunity to experience the realities of delivering frontline health care in a developing country context. Concepts learned in the classroom played out in real life in the Dominican Republic. The trip was so successful that it will be repeated in 2012.



A GROUP OF EIGHT STUDENTS and their instructor, Margot Underwood, went international for the first time in the history of the third-year community health course. The opportunity – a 12-day placement in the Dominican Republic - allowed the students to work within a cultural context distinctly different from Canada. The Dominican Republic has a mixture of Hispanic and Haitian nationalities living in barrios (neighbourhoods) that offer few of the material advantages that Canadians take for granted.

Part of the university's Group Study Abroad Program, the students focused on understanding the foundational concepts of community health including social justice, activism and empowerment, cultural safety, grassroots development and primary health care in the Maria Auxiliadora barrio of La Vega. They had the opportunity to work with non-governmental organizations, faith-based groups, schools (Dominican and Haitian elementary schools and a polytechnical school), clinics and assist at a camp. Guided by a Dominican translator/medical student for the entire 12 days, they also toured a local hospital, linked with a community health nurse working on her PhD, met with the president of the local university as well as the dean of nursing and nursing students, interviewed health teams/teachers/students and, in their last few days, made a key connection with a small health team volunteering at a clinic in Maria Auxiliadora. While away, the students blogged about their experiences and upon their return, shared their adventures with faculty

and students in lunch hour presentations as well as submitting videos to the University of Calgary International Centre's video contest "Where in the world is your classroom?" Hardeep Lidder's video, capturing her learning, won the contest: view it at <http://www.youtube.com/watch?v=uThnNQ8oLHk>

Senior instructor and Community Health Practice course coordinator Sylvia Loewen initiated and developed the study abroad proposal with Underwood. "What the students learned during this global experience is immeasurable," she said. "Canada is a multicultural society and the students brought home very important knowledge that will positively influence their nursing practice throughout their careers."



ELLENA PICONE, BN'11, says she's addicted to volunteering. "I know that I am the type of person who just loves doing things and giving back and being busy," she says. "I am kind of hooked."

Ellena, who was heavily involved in volunteering in high school, admits that when she started at the University of Calgary, she found it all a "little overwhelming." But she settled in and started signing up for a wide variety of volunteer opportunities.

And she's honoured to see her hard work recognized with the President's 2011 Award for Excellence in Student Leadership. "This is a really great way to finish off my university career and mark how much I loved the university and how much I loved volunteering here," she says.

During her time on campus, Ellena served as VP External for the Undergraduate Nursing Society, team lead of the Emerging Leaders Program and team lead at the Fall Orientation Week, an experience she will always remember. "Being at the back of gym during the induction ceremony for first-year students and seeing how excited all of our orientation leaders were was a real highlight for me," she says. "Everyone was smiling and cheering and being awesome."

Not only does volunteering "put a smile on my face," but it's also been a great stress reliever over the years, says Ellena. "Sometimes, when things were falling apart at school, if I had an event that I had to go to or organize even if that was stressful, it was fun and I got to interact with people who were there for the same reasons as me."

Ellena has started a job at the Alberta Children's Hospital. Once she's settled in to her new paid position, she will start looking for new unpaid ones.

(Reprinted from Utoday, 2011 Convocation News)

ANGELA RUSSELL dedicates her nursing career to the betterment of the neuroscience patient population and has the credentials to achieve it. She completed her Bachelor of Nursing degree (with distinction) and then moved on to an Honors Bachelor's degree in Health Science, with a major in biomedical science all the while continuing as a RN within the Department of Clinical Neurosciences at the Foothills Medical Centre. Now, as a new graduate of the Master's of Nursing/Nurse Practitioner program, she is continuing to work with patients with diseases of the brain and spinal cord in her newly acquired position as neurology Nurse Practitioner at the Rockyview General Hospital. She will transition to the South Health Campus within the year.



"I am truly delighted to have the opportunity to serve this community as a nurse practitioner," Angela says now. "Over the course of my career within the Department of Clinical Neurosciences, I had the opportunity to work with a number of incredible NPs. Seeing the value that NPs bring to collaborative health care teams inspired me to pursue graduate studies in this area. I also had a desire to expand my scope of practice and attain greater autonomy in practice so the NP role is a great fit."

Angela credits part of her success in the graduate program with her previous involvement in research initiatives in the area of neuroscience. "I worked under Teri Green on stroke research as well as Dr Clare Gallagher and her studies in advanced neuromonitoring. It was challenging and rewarding so when I entered the graduate program, I was almost ready for what was to come!"

"The program pushed me to reach a higher level of understanding around the tangible and the intangible aspects of health, illness, health care and nursing," she continues. "And I developed many lasting relationships with nursing faculty members and fellow students. The mentorship I received from Jim Rankin and Karen Then was incredibly valuable and integral to my success in the program and now as a practicing NP. I am grateful for having completed the MN/NP program at the University of Calgary."

Alumni and Donors

OUR ALUMNI/DONOR COMMUNITY

contribute significantly to the momentum we feel in all areas of our faculty. When we receive a gift from a generous benefactor and learn about the achievements of an alumnus, the resulting pride in the work we have done and continue to do propels us forward. It also helps us achieve our important goal of building mutually beneficial partnerships with our community.

WHERE ARE THEY NOW?

We track down one of our thousands of successful alum for an update.

In 2006, when Tiffany Fabro (BN 2007) was interviewed for the University of Calgary's *U Magazine*'s story on 40 inspiring students, the now-28-year-old's list of aspirations was concise: experiencing health care systems firsthand at various places around the world, enhancing her education with a master's program and to be living near the ocean. As a Master of Public Health (global health program) student at Simon Fraser University (SFU) who has travelled the world as a registered nurse, she can put a checkmark beside all three objectives and has set her sights even higher. But she still credits her undergraduate education with inspiring her interest in global health.



Tiffany Fabro, third from right

"I was lucky enough to have visited Kagawa University in Japan with other nursing students during my first year of nursing," she says now. "I was intrigued by the cultural differences that influenced nursing practice there and, as I explored other countries overseas, my eyes were really opened to the devastating health impact poverty, political unrest and widespread communicable diseases have on populations."

After a volunteer stint at a rural community hospital in Zimbabwe, Tiffany found her niche in global health and will graduate from SFU this December. Amazing learning opportunities in graduate education have included a three-month internship with the World Health Organization in

Copenhagen, Denmark, which led to a five-month contract with the WHO European Regional Office coordinating data from 53 European countries for a global tobacco report (http://www.who.int/tobacco/global_report/2011/en/index.html). Currently, she is a graduate research assistant on two projects: one, initiated by Fraser Health Authority, called "Medical Makeover: Redesigning Physician Services for Tomorrow's Health System" and the other, a CIHR-funded research project "CIHR Knowledge Synthesis: Unearthing and Communicating Health Implications and Possible Interventions for Aboriginal Communities Experiencing Mine Development."

Future plans for Tiffany include working in public health for a regional or provincial health authority, completing a doctorate degree in health sciences and, personally, building a family and home near the ocean.

HALF MILLION DOLLARS IN NEW SCHOLARSHIPS TO RESEARCH FAMILIES' EXPERIENCES OF CHILDHOOD CANCER

When a child receives a cancer diagnosis, the entire family experiences the illness. And although medical research has resulted in significant improvements in life expectancy for the child, the suffering of those families and ways to relieve some of it has received relatively less attention in the research arena. Three new doctoral nursing scholarships in pediatric oncology, funded by the Alberta Children's Hospital Foundation and the Alberta Children's Hospital Research Institute and centred at the University of Calgary's Faculty of Nursing, will support research exploring families' turmoil with an aim to improving how health care professionals can be most effective in mitigating their suffering.

Award recipients Catherine Laing, Angela Morck and Nicole Toner launched their PhD studies at the university in Fall 2010. Laing, who has worked in pediatric oncology for over 12 years, is researching the effect of childhood cancer on the parental relationship. Morck is examining the impact of

the death of a child on the pediatric oncology nurse while Toner explores the complexity of communication arising between nurses and families during the diagnosis, treatment and potential cure or death of a child with cancer.

“I’ve had the privilege of working with many families going through the unfathomable stress that pediatric cancer brings to relationships,” explains Laing, who says that while many couples grow stronger during this intense time, just as many seem to collapse under the demands of having a child with cancer. “I believe nurses are in an opportune position to address the complex interactions between couples and ultimately support them for their own wellbeing and the wellbeing of their child. I am excited that this scholarship will afford me the freedom to really immerse myself in my studies and this research.”

Morck’s background in psychology and mental health makes her acutely sensitive to her research area. “By the very nature of the trajectories of childhood cancer, relationships form and are sustained over time,” she says. “I am very interested in how nurses navigate, live alongside and experience their own losses when a child they have cared for dies. This extraordinary scholarship, and working with the research team, will allow me to further our knowledge of how relational and family-centred care must encompass not only the family, but also health care professionals and the larger system.”

For Toner, her passion to be involved in the relational aspects of pediatric oncology directed her to the

Nursing research explores the very personal face of childhood cancer. This new team of researchers working under the supervision of Dr. Moules will contribute to a world-class program of research oriented toward child and family-centred cancer care.

KATHY GREENWOOD

Chief Development Officer
Alberta Children’s Hospital Foundation



Nancy Moules with Nicole Toner, Angela Morck and Catherine Laing

examination of the difficult conversations that inevitably occur between families and their health care providers. “This scholarship presents an remarkable opportunity for me to investigate when and how these conversations occur and how they evolve. The end result should be that these conversations are potentially healing for everyone.”

Toner adds that part of the excitement of the research is the benefit of working with a dedicated group of researchers all focused on pediatric oncology. “It can only enhance my own learning as a new researcher as well as those of the other students and move toward improving best practices for all health care professionals.”

“Nursing research explores the very personal face of childhood cancer,” says Kathy Greenwood, Chief Development Officer, Alberta Children’s Hospital Foundation. “This new team of researchers working under the supervision of Dr. Moules will contribute to a world-class program of research oriented toward child and family-centred cancer care.”

Dr. Moules and the scholarship recipients are conducting their research as members of the Alberta Children’s Hospital Research Institute for Child and Maternal Health. The three scholarships hold a value of \$37,500 annually and are renewable each year up to four years.

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