

The Scholar Practitioner Program (SPP)



Fall 2017 / Newsletter

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Table of Contents

Greetings	1
Faculty Announcements	2
Learner Announcements	2
NCLEX News	3
HSP-Net Updates	3
NU SPP Med-West Lending Library	4
Caring Safely	4
A Visit From Mike DeGagne, President & Vice Chancellor of NU	5
We Are Scholars (Poem) – Lily S. M. Liu	6
My Promise to You (Poem) – Rania Naser	7
Knitted Knocker – Laura Petrunka	8
Aesthetic Knowing (Waterfall) – Simone McCarthy	9
Habitat for Humanity Build Day – Cait Faulkner	10
Today's News: Pediatric Nursing – Rania Naser	11
Recipient of the RNAO Halton Chapter Education Fund – Justine Lewis	13
Advance Care Planning and End-of- Life (ACPEL) Conference – Carolyn Wong	14
SPP Carol – Valini Geer	15

Greetings

Greetings on the commencement of the academic year 2017-2018.

Congratulations on the completion of the very active fall semester.

As the 2017 cohort immerses within the steep learning curve of our unique nursing program, you are indeed embodying Generativity and Life on so many levels. The generation of new knowledge and exploration of the health care field is unfolding with each curricular interaction. We hope you have enjoyed the journey thus far and are excited for the upcoming semesters learning opportunities. For our 2016 cohort, you are at the midpoint of your program journey as you near the last few semesters of our program. The excitement towards you consolidating semester in the spring/summer term is palpable! Best wishes for a meaningful experience to your goal!

As 2017 draws to a close, we also acknowledge the dedication of our program faculty in support of your learning experience. They have worked very hard this year in their commitment to the success of each learner and are so proud of your accomplishments.

Wishing you and your families a joyous holiday season,

Baiba Zarins

Faculty

Announcements

Congratulations to Dr. Ping Zou on receiving the 2017 Association for Canadian Studies in China, Best Dissertation Award. Ping also participated in the Association for Canadian Studies in China (ACSC) 17th Biennial Conference and Canadian Studies in Kunming, Yunnan, China. Her podium presentation topics included a panel presentation on Social Gender and Social Welfare, as well as a podium presentation titled “The Effects of a Dietary Intervention on Hypertension Control in Chinese Canadian Community: Lessons Learned”.

Ping was also featured in the Registered Nurse Journal’s summer edition (an RNAO publication), with her narrative of serving Chinese Canadian seniors in community.

Learner

Announcements

Victoria Maich submitted and received a positive acceptance of her conference abstract to the Canadian Nursing Students’ Association Conference: Bridging the Gap, Nursing Vulnerable Populations in vicotria, BC. Although the fiscal costs were prohibitive to attend this conference, non the less, we are very proud of her interest and leadership in this initiative!

Congratulations of our SPP 2017 graduate, Lauren Easton, who was profiled in the NU News earlier this year, in recognition of her SPP achievements. The NU university community is proud to recognize Lauren Easton with a Dave Marshall Leadership Award in the Academic Category.



It is wonderful to start receiving the news that our recent graduates are writing and passing the NCLEX! This is a great testament to the unique learning strategies and attentiveness to individual success in obtaining licensure. Our graduates share that the best advice is to start your individual or group study plans early and utilize various learning strategies to achieve a well rounded approach to the exam content.



Regarding requests for CV's and learning objectives:

As a reminder, please ensure you have an updated CV on file in the event of placement unit request. We have noticed more units are requesting CV's with any placement request. CV's greatly assist unit management in facilitating the best experiential practicum experience in anticipation of your placement. Jesse Arnett is our program lead in the request, process and confirmation of your experiential practicums, therefore she also appreciates your responsiveness in this need. Jesse will be visiting with both cohorts during the January Inquiry phase to share new updates in the experiential practicum request process and HSP-Net.

Lending Library

NU SPP Med-West Lending Library. “Donate a book, loan a book.”

Your continued contributions of books and learning materials are graciously appreciated in sustaining our on-site community of learning resource centre. Please do return books once you are finished using them to ensure others can also utilize them. We also lend out Blood Pressure (BP) cuffs and NU issued Mac book laptops, as available. Please see Baiba to sign these items out for your learning needs.



With the focus on ‘**Caring Safely**’ strategies within our affiliate organizations, the enhanced awareness to safety behaviours is an organizational campaign committed to zero serious safety events of workers, staff, visitors and patients. As learners within each organization, your awareness and commitment to safety is also paramount in contributing to safety behaviours. We are all partners in accountability for, and to speaking up for safety within all aspects of our environment. This includes, but is not limited to:

- > point of care patient/client/family/populations
- > staff/learner/student/employee/preceptor/program faculty
- > visitor/observer/contractor
- > environmental/physical
- > psycho-social

We are all part of the safety journey and sharing our stories is the first step in speaking up for safety and learning from each other. You may already observe and partake in Caring Safely implementation strategies within experiential practicums, but know that focused education of specific communication tools is anticipated to be extended to all students/learners in 2018 in support of **Caring Safely!**

A Visit From



Mike DeGagné

President & Vice Chancellor of Nipissing University

Learners of the SPP were delighted with the recent visit in late November of Dr. Mike DeGagné, President and Vice Chancellor of Nipissing University at our Med-West learning space. Mike shared his vast health care journey, starting from his personal upbringing in Fort Francis which subsequently shaped his professional interests in the fields of Mental Health, Truth & Reconciliation, Law and Health Care. These interests evolved to leadership roles within many provincial and federal agencies.

Amongst questions raised to Mike, learners inquired of the potential of NU in offering post graduate nursing programs as well as of future expansions of the SPP. Mike shared his strong support of the to consider rural and remote placement opportunities in the North and Indigenous communities.



We Are Scholars

Poem & Artwork

by Lily S. M. Liu

“To be a scholar is to be a tree,
with roots in literature and history,
that provide the foundation for the path by which
sustenance,
liquid, oozing knowledge,
is absorbed.

The tree begins with a single shoot,
growing at its own pace
but inevitably into hundreds of single branches,
hardened by events,
each unique in itself,
but made profound by familiarity with a single destination,
the pursuit of knowledge,
ultimately for the purpose of creating a viable future.

The leaves are ever-changing,
surviving through seasons,
striving for the ideal,
reaching for the light,
not afraid of time,
always adapting,
destroying and rebuilding.

The seed is the past,
the leaves are the present,
but the fruits they bear will, in time,
birth more seeds,
ever enlightened,
to become a forest,
a force of nature.”

My promise to you

Poem

by Rania Naser

Artwork "Touch"

by Jacquie Howling



I promise
to always acknowledge you
I know you might be scared
and have many unanswered questions
I know I might seem really busy throughout the day
But when you are my patient,
Just know that;
I promise you will have all my attention
I promise I will answer any questions you might have
I promise I will educate you with everything I can
I promise I won't forget about you when I tell you I'll be back.
I promise I will not do any procedures without knowing everything about it
I promise I won't mess up your medications
I promise I will care for you and advocate for you
I promise you that I am here not only for medical reasons
but for a shoulder to cry on and for a friend,
You are my patient, my top priority, and I will do everything possible
to give you the best care
Lastly, I promise you that while you might have a lot on your mind
with whatever situation you are in,
you never need to worry about the care you will be given,
because I promise you I will do everything in my capabilities
to make your stay a bit easier
than everything else you have going on in your life.



Knitted Knocker

by Laura Petrunka

“This semester, I made a knitted knocker for the purposes of demonstration and facilitation in Reproductive and Infant Health during my Toronto Public Health placement. The pattern was easy to follow, and supports an amazing cause.

Knitted Knockers is an organization that makes special handmade breast prosthesis for women who have undergone mastectomies or other procedures to the breast. They make knitted knockers because traditional breast prosthetics are usually expensive, heavy, sweaty and uncomfortable. If you would like to find out more about the organization, please visit:

>> <https://www.knittedknockers.org/make-a-knocker/>

to check out the above pattern if you'd like to make a knitted knocker of your own!”

“Waterfall”

Aesthetic Knowing

by Simone McCarthy

At the start of my semester I felt as though I was drowning and at a loss of direction. I felt as though I was swimming in a pool of water. I didn't know which way was up or down during my first time navigating Toronto Public Health (TPH) documents, policies and procedures. Public health and public health nursing were foreign to me. It takes someone courageous & curious to jump and swim in a waterfall. Qualities I attributed to my nursing practice on the Chronic Disease and Injury Prevention team. Attempting change, being a leader and trying something new takes courage and curiosity. I wanted to select and create an aesthetic piece that was similar to my newly acquired perception of the health care system in Canada in a unique, creative and insightful way. I chose to create this piece as I whole heartedly believe it signifies the fluidity and transparency of public health services, the upstream approach to health care, and principle skills required by public health nurses to be successful when caring for clients and communities.

Creating this piece allowed me to reflect on my public health placement and identify how art can display lived experiences. Climbing a waterfall signifies a journey, a struggle, a perceived impossible task but when you get to the top it's eye opening, inspiring, breath taking. Just like the current upstream approach to health care displayed in Toronto public health. Upstream nursing interventions focus on societal and policy level changes that help individuals and communities lead healthier lives. Attentiveness to past changes and restructuring throughout public health history enables greater understanding of the progression of public health nursing roles. All around the world there are small and large waterfalls just like the size and grasp of health policy goals and achievements. Some waterfalls flow fast and other flow slowly. Similarly, not all strategies and interventions implemented in public health have a positive effect right away. It takes time for acceptance of the change and display of positive health outcomes and behaviour changes.

In my placement, the CDIP directorate utilizes upstream approaches for adults, which include planning and evaluating evidence-informed health promotion initiatives that utilize an integrated approach to chronic disease and injury prevention. The services and service locations are chosen based upon the accessibility and request of the community or participants. Over this semester I learned It was important to always work to achieve personal, profession and health goals as it is a lifelong process, just like the effort placed on the rocks from the water in the waterfall. The water is constantly flowing and never stops. Smoothing the rocks edges and creating change. Each rock is different just like each person is different. However, it works the best when they come together to achieve a common goal while acknowledging their uniqueness. I believe PHNs must participate in monitoring and evaluation of the outcomes as it relates to population health programs and services. Therefore, my waterfall was created on top of a mirror to signify the constant reflection process that occurs in public health nursing practice.



Overall, I have found TPH to be a friendly and welcoming work environment and would recommend it to any future students considering completing their practicum here. After completing this semester, I truly believe I possess a solid foundation of knowledge and experience that will continue to grow throughout my clinical placements and onward into my future profession as a nurse. I believe it is important for nurses to embrace change. I will continue to remember this as I am exposed to new learning opportunities in my future placements and career. Working as a public health student nurse in CDIP, and creating this aesthetic piece, has allowed me to use self-reflection and narrative inquiry concepts to identify my learning over the semester. This experience has opened the path for continued exploration and anticipation in my journey to becoming an on-going learner and competent registered nurse.

A photograph of three construction workers in white hard hats and orange safety vests, smiling at the camera. The worker on the right has 'MICHAEL' written on his hard hat. They are standing in front of a wooden wall under construction.

Habitat for Humanity

Reflection

by Cait Faulkner

After a night of heavy rainfall, I awoke early the morning of Friday, November 3rd to darkness and uncertainty of what the day would bring. Lily had proposed the idea of a Nipissing SPP build day with Habitat for Humanity, so Lily, Mike and I met up, coffee in hand, to make our journey to Pinery Trail in the Malvern neighbourhood of north-east Scarborough. The Habitat for Humanity model is based on a partnership between the family, community, volunteers, private sector and government. With the Liberal government's recent unveiling of the National Housing Strategy, funds will be allocated to assist the provinces and territories protect and renew existing social housing and build new community-based homes with organizations like Habitat for Humanity, in an endeavor to break the cycle of homelessness and poverty.

As the sun broke from the clouds, I donned my protective gear and grabbed a hammer. We were a small but mighty team and successfully constructed the framing for 4 walls, with only a few thumb casualties in the process. From this site, we had the unique perspective of seeing a neighbouring Habitat community that was completed 11 years ago and now, children from those families are giving back to the community by volunteering with the very organization that provided them with a home to grow from.

My practicum at Toronto Public Health has taught me how influential the Social Determinants of Health (SDOH) are on one's health outcomes and that housing provides the foundation for healthy families. In-depth assessments in the Healthy Babies Healthy Children Program take into account the SDOH and how they interrelate in order to identify high risk clients with diminished capacity to raise healthy children. Public Health Nurses focus on up-stream approaches to break negative health cycles. Our goal is to educate and support parents in raising healthy babies, who will grow to become healthy parents and in turn, raise healthy babies of their own, perpetuating a positive cycle of health. We work collaboratively with individuals in communities to build their capacity, helping them to identify health concerns and assessing their strengths and resources.

Like Habitat for Humanity, we work with our clients to promote self-efficacy. I worked with my preceptor to connect clients to resources within their communities in an effort to mitigate the harmful impacts of their SDOH and improve health equity. Understanding, through volunteer experiences such as this one, the conditions in which people are born, live, work and age will strengthen my emancipatory knowing, helping me to empower my clients in an effort to prevent the revolving door effect in healthcare.

TODAY'S NEWS

The Importance of Knowledge about Growth and Development in Pediatric Nursing

Why is it important?

It is important to have an understanding of where pediatric patients are from both a developmental and a cognitive perspective. This will help enhance your interactions, distraction therapy methods, and decrease frustration on both sides.

Children do not compare to adults; their minds and body work and function in different ways. Children have a less developed body system and immunity when compared to adults. As they grow older, their system matures. That is why when there are any issues or problems concerning their health, it has to be taken care of as early as possible.

Think About It...

Administering medication to a 2 month old versus a 11 year old.

Preparing a 4 year old for a wound dressing versus an 17 year old.

Discussing life goals with a 7 year old versus a 18 year old versus a 70 year old.

Using the same approach with each patient would not be successful, you must stop, think and reflect about where the patient currently is at and try to meet them on that same level.



Developmental Age Periods:

Infancy Period- Birth to 12 Months:

Rapid motor, cognitive, and social development. Infant establishes trust in the world and the foundation for future interpersonal relationships.

Early Childhood- 1 to 6 Years:

This is the time children attain upright locomotion and they enter into the school system. Characterized by intense activity and discovery. There is physical and personality development. They acquire language and wider social relationships, learn role standards, gain self-control, develop self-concept, develop increasing awareness of dependence and independence.

Middle Childhood- 6 to 10 Years:

The child is directed away from the family group and entered into the wider world of peer relationships. Advancement in physical, mental, and social skill competencies develop. Critical period for self-concept.

Later Childhood- 11 to 19 Years:

Rapid maturation and change referred to as adolescence. Biological, physical, and personality maturation. Redefining of the self. This is a transitional period that begins when puberty starts and extends to the start of adulthood.



Distraction Therapy Methods:

Controlled breathing

Can be used for all ages and encompasses telling your patient to blow an imaginary feather or balloon up in the air. Older children will likely just want to concentrate on their breathing.

Books

There are a variety of books that can be used for distraction therapy depending on the patient's age. Example, a younger patient might enjoy a pop-up book or a book that has sounds/music.

Games and puzzles

Suitable for all ages, but keep in mind the game or puzzle should be age appropriate. Younger children might prefer counting or singing games, older children and teenagers could be happier with video games.

Music

Listening and singing along with music can be used successfully with all age groups. Also, there is 'therapeutic' music that can be found on YouTube that uses sounds from nature to give a calming effect.

Touch and feel toys

Suitable for all ages and can work very effectively for children with special needs. Playing with textured toys like squashy balls or your patient's cuddly toys can be useful. Toys that are attractive to look at, such as stethoscopes, kaleidoscopes, mirrors or bubbles tubes can also work well.

Many children love stickers as well.

Messy play

This can be used to distract a child from pain (ex. right after surgery). Manipulating dough is fun and can be calming.

Make believe toys

These can work very well with younger children who can use them to act out a story during the procedure (ex. hand or finger puppets, soft toys, dolls, and toy cars can be used).

Coaching/talking

Older children and teenagers may wish to talk through the procedure step by step as it happens, or just talk about things that interests them. Being concentrated on carrying out a conversation of their interest, their mind might be distracted from the procedure itself.

When caring for children of different ages it is beneficial to keep in mind Piaget's Four Stages of Cognitive Developmentally:

Stage 1: Sensorimotor- Birth to 2 years

- Begins to distinguish self from objects
- Interacts with their environment
- Object permanence and separation anxiety develops.

Stage 2: Pre-Operational- 2 to 7 years

- Learns to use symbols such as images and words. Language progressively develops.
- Their thinking is egocentric - they are unable to see viewpoint of others.
- Imagination and intuition develops.

Stage 3: Concrete Operational- 7 to 11 years

- Able to think logically and to reason through things.
- Able to solve concrete problems. Understands causes and effect relationships.

Stage 4: Formal Operational- 11 years and up

- Can think logically about abstract propositions and test hypotheses systematically. Strategy and planning becomes possible.
- Start to become concerned with the hypothetical future.



Every child develops at their own pace, but having a basic understanding of where he or she is helps you to develop a strong therapeutic relationship with your patient. The stronger the bond you form, the more open and honest your patient will be. This will allow you to discuss their fears and concerns which in the end will allow you to provide them with optimal level of care.



It is with pleasure that I announce that **Justine Lewis** is the recipient of the **Registered Nurses Association of Ontario's (RNAO) Halton Chapter's Pauline Roach Education Fund**. Typically this award is given to a nurse who wants to further her/his education. This year, the Chapter executives decided to give it to a nursing student whose pursuit is to advance her knowledge in nursing.

Pauline Roach, an active and committed member of the Halton Chapter RNAO, inspired the creation of the award. She was a nurse dedicated to the advancement of fellow nurses within the profession. Upon her passing, she bequeathed RNAO Halton Chapter with a generous gift from her estate to establish an educational fund that will financially support nurses with their program of nursing study. In 2016, the original name of the Pauline Roach Educational Fund was changed to Pauline Roach/RNAO Halton Chapter Educational Fund to acknowledge the contributions of the Halton Chapter members to this fund. Justine has also been inducted as the Undergraduate Nursing Student Liaison of the RNAO Halton Chapter for the year 2017-2018.

Congratulations, Justine, for a job well done!



Advance Care Planning & End-of- Life (ACPEL) Conference

Reflection by Carolyn Wong

In September of 2017 I had the privilege of attending the annual Advance Care Planning and End-of- Life (ACPEL) Conference in Banff, Alberta. After working with Katalin Pere on researching, updating her manuscript, and creating an eye catching poster, I was hopping eagerly onto a flight towards the Rocky Mountains. Excitement and nerves all rolled into one as I rehearsed my content on a topic I am very passionate about. I believe advanced care planning (ACP) is essential for nurses to be aware of as it is the process of exploration and documentation of patients' values and goals for future end of life care. Through early and effective communication, the potential for unwanted or unnecessary end of life care can hopefully be avoided in order to ensure maximum comfort and satisfaction for any patient in the end stages of an illness.

My experience with presenting a poster at such a high profile international conference left me humbled yet hungry to learn more. It was inspiring to be surrounded by so many passionate and influential individuals within the field of health care, each one bringing insights from their home country and organizations to further the progress of ACP. The preparation and participation in the conference has left a significant impression on me and my future endeavours as a nursing student and a future registered nurse. The icing on the cake of this experience was camping out in the Rocky Mountains and summiting a mountain or two before hopping on the plane back to Toronto before Monday's classes began!

The SPP Carol

Lyrics by Valini Geer

Note: Sing to the tune of Winter Wonderland

Sleigh Bells ring, are you listening,
At SPP, we're reflecting,
On Neuman and Roy, we're all filled with joy,
Reflecting is an SPP thing!

In the classroom, there is a story,
Analyzed through narrative inquiry,
With the 3 D's, travel with Connelly,
Reflecting is an SPP thing!

Now that we are done the semester,
We can stop the rubrics that pester,
Our minds and our brains, they all feel the strain,
Reflecting is an SPP thing!