

# Scholar Practitioner Program



## Winter 2018 Newsletter

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# Greetings,

...on the transition of seasons!

Congratulations on nearing completion of the very active winter semester. Despite the unusually cold and inclement weather conditions, the energy and determination devoted to your SPP studies is greatly acknowledged and commended.

For the 2016 cohort, the excitement towards your upcoming consolidating semester is fast approaching, as you look beyond to your next milestones of your academic and professional journey. Akin to “A Wrinkle in Time”, it seems the SPP semesters go by with great accomplishment, depth and reflection in your learning.

Congratulations to our 2017 cohort, as you are nearing the mid-point of your SPP journey. Take this time to reflect and acknowledge the growing depth and breadth of your educational journey thus far. Celebrate each accomplishment as you build upon your learning experiences.

As we look ahead to an active spring-summer semester, we also acknowledge the dedication of our SPP faculty in support of your accomplishments and learning experiences. Their tireless dedication, commitment and teamwork is reflected with individual and program level achievements.

— **Baiba Zarins**  
SPP Program Manager



# Faculty Announcements

Congratulations to **Drs. Karey McCullough** and **Louela Manankil-Rankin**, co-chairs of the steering committee representing the NU School of Nursing proposal submission to become an RAO Best Practice Spotlight designation candidate. On behalf of the NU SPP, we look forward to supporting the continued integration of RAO Best Practice Guidelines within our curriculum, professional practice and evaluative measures.

## Hospital for Sick Children's Learner Update

With the implementation of the EPIC documentation processes during upcoming transformative practicums, the learners currently scheduled for transformative practicum placements within Sick Kids are subject to a unit access block-out period during the 9 week clinical phase. In order to accommodate this priority while addressing required placement hour scheduling, this group will have a wonderful opportunity to participate in the Sick Kids high fidelity SIM lab on **Monday, June 4th, 2018**.

Thank you to Sick Kids administration, SIM faculty and **Nicole LeBlanc**, in their support of our learners during the block-out period!



# Learner's Highlights

The Registered Nurses Foundation of Ontario (RNFOO) recently announced the recipients of the Mary Brunning Harkin Scholarship and the Jennifer Award to our SPP learners, **Justine Lewis** and **Victoria Maich**. What wonderful news to receive in acknowledgement of their academic achievements as we look forward to celebrating their success at the RNFOO gala in May.

We also extend congratulations to **Brittany Rosseel** and **Michele Verriet** from the NU RPN-RN Bridging program, who also will receive scholarship awards.

**Victoria Maich**, a 2016 cohort SPP learner and research assistant under Ping's mentorship, also received the Ivan & Joy Clysdale Memorial Achievement Award at Nipissing University.

Congratulations of our 2016 cohort learner, **Rebekah Lindensmith**, who was recently recognized for her academic and research based achievements. The NU university community is proud to award Rebekah with a Dave Marshall Leadership Award in the Academic Category.



*Scholar Practitioners @ Nipissing University's 11th Annual*

# Undergraduate Research Conference

The 11th Annual Nipissing University Undergraduate Research Conference (NUUGRC), on March 23rd / 24th at the North Bay campus continues to be well represented by NU SPP learner abstract submissions! Congratulations to **Elizabeth Cardenas** (*"The Use of Physical or Chemical Restraint in Managing Delirium Symptoms"*) and **Rebekah Lindensmith** (*"Learners' Experience in our Learner-led Nursing Research Club"*) for their podium presentations.

SPP learner panelists of the Health Problems & Solutions topic include **Rebekah Lindensmith** (*"Interventions for Improving the Maternal-Infant Relationships in Mothers with Postpartum Mood Disorders"*), **Victoria Maich** (*"The Tuberculosis Experience: A Narrative Inquiry Self-Study"*) and **Carolyn Wong** (*"Factors Influencing Patients with Heart Failure to Participate in Advance Care Planning"*).

**Elizabeth Cardenas, Rebekah Lindensmith, Victoria Maich and Carolyn Wong** presented posters during the highly acclaimed poster event. This conference is an excellent opportunity for undergraduate students to showcase their work in a professional setting before their peers, faculty, and the public. Great appreciation is extended to their faculty mentors, **Dr. Louela Manakil-Rankin** and **Dr. Ping Zou** in support of this scholarly opportunity!



Health Sciences Placement Network  
Réseau de gestion des stages en sciences de la santé

Great gratitude is extended to Jesse for streamlining the transformative practicum placement process within HSP-Net process in providing learner access to the system as of spring/summer term in access level stages. This access only applies to 2017 cohort learners as a pilot group.

For the spring/summer semester we will only be using HSPnet for you to obtain relevant placement information (i.e. your placement location, preceptor details, orientation, etc.) It is your responsibility to ensure you are checking HSPnet for your placement information (this will not be available until end of March at the very earliest).

Jesse has granted advanced student access, however HSPnet is working on some updates so more information on these features will be forthcoming for the Fall 2019 semester. Please refrain from uploading your resume or any documents directly into HSPnet, as it is currently working on updating this feature. Therefore, we currently house all CV's in a share Google drive for easy access in the event of request by placement agencies.

In summary, we are going to be implementing the use of HSPnet for SPP learners in stages. For this semester, please focus on getting familiar with the system and use to view your relevant placement information. If you have any questions please do not hesitate to ask Jesse. You can also reach out to the HSP-Net support team.

We are all very excited to offer this feature to you as believe it will continually aim to streamline our processes.



As a reminder, please ensure you have an updated CV on file in the event of placement unit request each semester. We have noticed more units are requesting CV's with any semester placement request. CV's greatly assist unit management in facilitating the best experiential practicum experience in anticipation of your placement any semester during your two years of study and evolving point of care experience.

# NCLEX<sup>®</sup>

## EXAMINATIONS

NCLEX preparatory studies must be threaded throughout your learning journey.

Please do not hesitate in planning your independent study approaches. It is wonderful to acknowledge and recognize the high success rate of SPP graduates with NCLEX testing, however, plan ahead and optimize your learning experiences to your study plans, goals and milestones.

As mentioned previously, 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.





# 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 BP cuffs and NU issued Mac book laptops, as available. Please see Baiba to sign these items out for your learning needs.

## SAS Accommodations

A reminder from Kristin Greczko, our NU SPP Student Accessibility Services (SAS) liaison: Students are required to submit a returning student form at the beginning of each term. The form tells SAS that the student is enrolled in classes for the term and requires access to their academic accommodations. The returning student form also provides SAS consent to deliver their Letters of Accommodation to their new faculty mentor each semester.

On our end, when we receive the returning student form, we confirm the student's documentation is still valid prior to sending out the letters. Students are reminded to complete the returning student form via monthly newsletters.



# A Message From Your Nursing Society



Email: [nuns@nipissingu.ca](mailto:nuns@nipissingu.ca)  
Instagram: [/NUNursingSociety](#)  
Facebook: [Nipissing University Nursing Society](#)

The Nipissing University Nursing Society (NUNS) is a student-run group dedicated to advancing the interests of nursing students and providing opportunities to get involved in your future profession. To find out more, please like our Facebook page, follow us on Instagram, or send us an email.

## **INTERESTED IN BECOMING A PROGRAM REPRESENTATIVE?**

We are currently seeking two representatives from your program. This position involves acting as a liaison between NUNS and your peers to help strengthen the university community and have your voices heard. If you are interested, please email us for more details.

Best of luck with your studies!



# LGBTQ Group @ SPP

This semester SPP students launched a LGBTQ group. This interest group was created by the brilliant **Lisa Smith** and **Scott Anderson**. **Laura Petrunka** and **Aunjrya Mctaggart** later joined Lisa and Scott to form the LGBTQ Executive Team.

The interest group was started to offer support and advocacy for those who belong to sexual or gender minorities. This semester, the group has begun to implement action items such as changing the single stall washroom signs at the SPP campus to all gender signs. The group also facilitated an event at Snakes and Lattes for LGBTQ folks and allies to create a fun and safe space to hangout as a larger group away from school.

In addition, the group arranged a LGBTQ cultural competency workshop to be facilitated by **Rainbow Health Ontario** for all students and faculty to help increase knowledge and awareness of some of the issues surrounding caring for LGBTQ patients and families during the spring/summer semester reflection week.

We are looking forward to working on future plans!

If you have any questions or are interested in being part of the executive team (allies welcome), please email Laura Petrunka at: [lpetrunka253@community.nipissingu.ca](mailto:lpetrunka253@community.nipissingu.ca).

"Everyday Is  
Beautiful"

Raeanne  
Moore



*I wake up today to a rainy sky  
Gloomy and grey, I can't help but sigh.  
Cold and wet, as I ride my bike  
The puddles, the road, they all look alike.*

*The early morning, dark as night  
Patient rooms, my only light.  
Did I run through my first hours on the fly?  
When I asked how are you,  
did I hear the reply?*

*Assessments of pain, care plans and goals,  
Listening, talking, observing family roles,  
When my shift was done, I laid in my bed,  
With many special moments  
running through my head.*

*Palliative nursing has taught me anew,  
My beliefs, my values and my worldview.  
The strangers I have met  
have filled my heart,  
Little do they know,  
they played the biggest part.*

*What I have learned is that  
we must dance slower,  
Before our amazing journeys are over.  
Despite knowing we won't be here long  
We must choose to live our brightest song.*

*I have been reminded to change my pace,  
That life is not a trip, life is not a race.  
And as day turns into night, I must gaze,  
On the beauty of even those  
grey and gloomy days.*

*Give a hug or share a smile,  
Spread some love and stay awhile.  
Love your family and love your friends,  
Sing and dance until that song ends.*

*Because no matter the day,  
no matter the time  
The clock will tick and the bell will chime.  
I must watch that sun set;  
the gift of life so colourful,  
And I must say to myself, this:  
That every day is beautiful.*



# Medical Restraints

Elizabeth Cardenas

As a current student in the Scholar practitioner program I was first exposed to the use of mechanical restraints while completing a placement in a geriatric psychiatric unit. The use of restraints not only meant physical restraint but also pharmacological ones, as well, such as Risperidone, Haloperidol etc. I noted that the use of mechanical and pharmacological restraints were predominantly used with older patients. I noticed that the use of both these restraints contribute to delirium in older patient's. I decided to look into the literature to further gain insight on the use of restraints within the elderly population. In particular, I was curious whether the use of mechanical and/or chemical restraints is a better choice for caring for elderly patients, as opposed to other alternatives.

I decided to conduct research on what the literature had to say, and with the support of Dr. Manankil-Rankin I was able to do a systematic review on this topic. I later presented my findings at the Undergraduate Research Conference at Nipissing University. The results from this study were that the use of alternative methods in caring for older patients was inconclusive as most methods included the use of some pharmacology. However, research does show that the use of restraint was proven to increase the incidence of patients developing delirium. Knowledge translation on this topic is essential in order to advocate for patients with delirium.

As I observed in practice there is room to translate this information to help prevent and treat delirium in older adults. This is essential to influence policy. There is a need for further research to substantiate this approach, however.

In conclusion, there are methods that exist to prevent delirium. More research is needed to change practice. Prevention has been shown to be the best method of treatment for older adults at high risk of developing delirium. Although it was not an easy process this experience allowed me to become more confident with presenting in front of other people and in learning the process of a conducting a systematic review.

# Determinants of Health

Anthony Le Fuentes

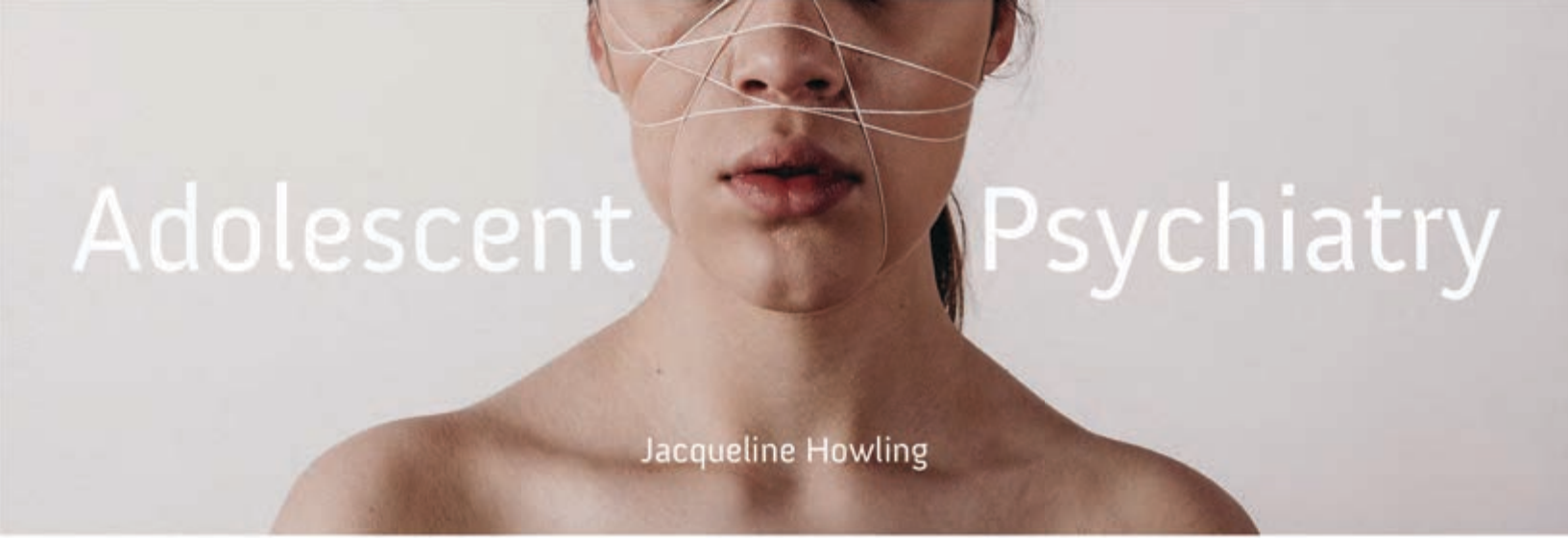
This semester, I was placed in the Chronic Disease and Injury Prevention (CDIP) Child and Youth stream at Toronto Public Health (TPH). One of the most memorable moments during this semester was having the opportunity to attend and participate in an inter-professional workshop offered at TPH. This workshop brought students from various disciplines (i.e. Nursing, Dietetics, Social Work, Health Promotions Specialist) to learn each other's role in public health and explore how the social determinants of health (SDOH) impacted the various services and clients in Toronto.

I was one of the public health nurse (PHN) representatives at our table. I came with a wealth of knowledge and experience in the areas of community health assessments, disease prevention, and capacity building. My body of knowledge and lived experiences came to the forefront when our table went over various community case studies. One such case study was regarding a youth group that viewed individuals who use substances as 'inherently bad' due to living in a low-income neighbourhood rampant with drug use.

As a PHN, I immediately understood the underlying need for facilitating a harm reduction workshop with members of the group. Moreover, I enjoyed understanding how a social worker might approach this case by setting up meetings with student leaders, principals, and parents regarding substance use in nearby schools. Conversely, a health promotion specialist might create campaigns targeted towards positive coping and resilience amongst youth. Overall, it was a great opportunity to see how collaborating with the various professions at TPH can be paramount to achieving the overall goal of advancing population health.



From left to right:  
Meaghan Lee (Master of Public Health, Nutrition and Dietetics, University of Toronto), Anthony LeFuentes (Bachelor of Science in Nursing, Nipissing University), Anya Archer (Master of Public Health, Health Promotion, University of Toronto), Kevin Serrano (Registered Practical Nurse Program, Humber College), Luxshana Premachandran (Bachelor of Science in Nursing, York University), and Utamika Cummings (Masters of Social Work, Wilfred Laurier University).



# Adolescent Psychiatry

Jacqueline Howling

This semester I requested to be placed on the Adolescent Psychiatric Medicine unit at SickKids Hospital and was lucky enough to be given the opportunity to learn there. It has been an really powerful experience for me thus far and I have been able to learn so much. I feel mental health nursing could be the path I am meant to take in life. I have seen things that have really upset or challenged me, but despite these difficult moments I have come to see that I am very well suited to this area of nursing.

Although I have had a prior Psychiatric placement at the Geriatric Psychiatry unit at TRI, I feel as though this has been my first proper exposure to the role of a mental health nurse. I believe that working with patients and clients with Alzheimer's and Dementia is very different than assessing and working with young patients who are presenting with maladaptive cognitive processes resulting in Eating Disorders, Suicide Ideation, Self-Harm Behaviours, Psychosis, Depression, and the list goes on.

It has been a pretty big learning curve but at the same time I have begun to feel that some of the nursing care that is required of me on this unit is so very intuitive to me. It requires a great deal of patience, communication, empathy, and teamwork with the other health care professionals on the unit. For anyone, who feels like those are aspect of you personality that are already present and that you have grown up being competent in then I would encourage you to seek out an opportunity to see what mental health nursing looks like and if it is a good fit for you.

On a medical psychiatric floor the medical directives often take priority and the psychiatric care follows. I hope to find other mental health care environments that will allow me to continue to prioritize my clients psychological wellbeing, as well as, their medical stability. Unfortunately, I crave a working environment where my efforts are appreciated and supported. So, I must ask myself; is it enough for me to be supported by my coworkers? Or will I only be happy when my patients are satisfied with their care too? For now, I will continue to treat my patients with the dignity and respect that every person deserves to be treated with. As well, I will continue to reflect on my life experiences as I anticipate my graduation and entry into the nursing profession.



# “Road To Strength”

Milly Robles

*Life is filled with unexpected turns  
As all of us eventually learn*

*Sometimes we are confused at how much life has changed  
But that does not mean your support will be estranged*

*Remember there are people who will make you stronger  
Because they all want to see you conquer*

*Tell us the thoughts running in your brain  
We want to eliminate your frustrations and pain*

*We will offer our support and suggestions to you  
Because you're strong and hold power too*

*But remember, it won't hurt to listen a bit  
It may give you strength, do not quit!*



# OR Observership

Alexandra D'Agostino

March 13, 2018 started out just like any other day. I arrived on 8C at SickKids Hospital half an hour early and began researching my patient assignment and planning out the day. I noticed that one of my past patients was having a burn dressing change done that morning. My preceptor and the Nurse Practitioner on the unit allowed me to observe this procedure in the OR.

The patient was a toddler who sustained burns to their scalp, face, and chest. This was their last dressing change. When all the healthcare personnel arrived, the patient was already on the operating table and under anaesthesia. A mask was held to patient's mouth to provide them with oxygen. The doctor showed us progress pictures and we could really see the difference that 3 weeks, 4 dressing changes, and a cadaver skin graft had made.

I took in my surroundings. Here was a small toddler lying on a big table, everything completely out of their control, with two huge bright lights beaming down on them. The OR was set up differently than ORs I had seen in pictures or on television. It had more equipment, tubes, and computers. During the procedure there was a radio playing and the doctor and other healthcare professionals hummed along to the music periodically. After the original dressing was cut off, they scrubbed the burns with soap and water, and applied Vaseline. The doctor was impressed with how much the burns had healed, and he decided not to apply another full dressing on the patient's scalp and chest. The doctor applied a small dressing to the patient's scalp, and that was the end of the procedure.

Throughout the entire procedure, I felt very lucky to be able to not only stand in the OR while a procedure was going on, but I never would have imagined I would be able to have a hands-on experience by participating in the procedure! I was also excited that I was able to apply what I had learned about burns, wound care, and dressing changes over the course of the semester and the healthcare professionals were impressed by how much I knew already as a first year Nursing student. Observing a procedure in the OR was one of my Nursing school goals, and that was accomplished that day. I could not be more thankful and excited for the opportunity.



# RNAO Board of Directors Student Placement

Simone McCarthy

Lisa Smith and I have had the unique experience to be students taking part in the RNAO Board of Directors Student Placement. We applied and were selected based on our goals for what we wanted to learn over the 4 days of meetings, events and networking opportunities. We gained insight of RNAO's operations, initiatives, strategic directions, and critical issues that impact nurses and health care. For example some of the many topics discussed were preceptorship, policy development, harm reduction and supervised injection sites, legalization of cannabis, RN replacement, RN prescribing and best practice guidelines.

The other students and I participated in RNAO's 93rd annual general meeting, RNAO Board of Directors meetings, and interest group chair meetings. We also had the unique opportunity to learn from, collaborate with and speak to amazing and inspirational nurses. For example, I had the pleasure to speak with Carol Timmings (Immediate Past-President), Angela Cooper Brathwaite (President), Doris Grinspun (Chief Executive Officer) and members of the Board of Directors. Each and every person I spoke with possessed a strong and influential voice that influences nursing and promotes the development of healthy public policy.





# RNAO

Registered Nurses' Association of Ontario  
L'Association des infirmières et infirmiers  
autorisés de l'Ontario

*Speaking out for nursing. Speaking out for health.*



From left to right: Nicole Baker (Ryerson University), Tessa Barker (Ryerson University), Lisa Smith (Nipissing Scholar Practitioner Program), Parya Mirjani (York University), Simone McCarthy (Nipissing Scholar Practitioner Program), Olaperi Oladitan (Student Representative on RNAO's Board of Directors)

Over the 4 day placement I learned that I am not JUST a nursing student. I AM a nursing student; there is power behind my words, my actions and my mind. I have been exposed to different opportunities where students can influence change within nursing and health care. I strive to utilize my newly acquired knowledge from this weekend to make an impact on health care and delivery of patient care. Doris Grinspun, CEO, said a powerful quote that I will carry with me and reflect on throughout my career as a nurse: "We all have a voice to speak up when things are not right. Continue to dream big. We all have the capacity to do so, so go for it!" My time at RNAO has inspired me to power people to make change in health care. I am truly grateful and appreciative for the opportunity to represent myself and Nipissing University Scholar Practitioner Program at the Board of Directors placement.



# “The Smooth Glass”

Cathy Tran

*I look into the smooth glass,  
and realize  
that I’m no longer the same woman —*

*My eyes  
have seen  
an aged woman with chronic forgetfulness  
forgotten by her own family;*

*My ears  
have heard  
a young man with unsensing limbs  
make sense of his story;*

*My nose  
has smelled  
a silent wife’s guarding secret  
from her sick sweetheart;*

*My lips  
have spoken  
a singer’s eclipsed hope  
harvesting the will to heal.*

*The bedside  
is where humanness  
has become raw to me,*

*I look into the smooth glass,  
and realize  
that I have seen more of who I am.*



# Practicum Reflection

Simone McCarthy

At the start of my clinical placement I realized that 9 weeks of placement would go by very fast and I wanted to explore the impact of the hospital environment on client outcomes, I wanted to learn policies and legislations that govern nurses when providing client care and I wanted to apply theoretical knowledge to my clinical practice.

The staff that I had the opportunity to work with on this unit worked very well as a team. The team environment resulted in a culture on the floor which was positive and conducive to healing. I was given an unforgettable experience to learn from such passionate, knowledgeable, empathetic and determined individuals. I shadowed and observed other health professionals to better understand how a nurse's role fits collaboratively on an interdisciplinary team. I believe it is important for nurses to be able to embrace change and I will continue to remember this as I am exposed to new learning opportunities in my consolidation placement.

I will continue to stay up to date with my nursing knowledge and remember the importance of self-reflection to improve my nursing care. I am sad to have finished this placement as I developed relationships with many people on the unit. However, I am overcome with excitement to continue on my path to becoming a registered nurse.



*"It always begins,  
as a simple encounter,  
the first and only, but one of many.*

*Such fleeting existences we are,  
any and every,*

*though all try to defy,  
the present against what is history,  
the truth that we must rely,  
inevitably,  
on chance meetings and such feelings,  
pleading, but drowning,  
imploing,*

**please,**  
*be with me.*

*For you see,  
it may just be, you and me,  
still you satisfy  
my need to simply be,*

**human and free.**

*Bear with me,  
while I bare myself to you,  
vulnerability once masked by vanity,  
naked and unhinged, now, finally,*

***I can breathe.***

*We, who were lost at sea,  
once there and ensnared, completely unaware,  
that water, yes, is a necessity, yet  
it could just as easily,  
become the canopy,  
for your death ceremony,  
leaving me empty.*

*Reach for the skies,  
no longer in disguise,  
every sunset is prophesied by a sunrise,  
then reprised,  
you and I,  
with you,*

***I am alive."***

**"Be"**

Lily S. M. Liu