McMaster University
School of Nursing

Biennial Report of Scholarly Activities

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Located within the Health Sciences Centre, the School of Nursing works closely with colleagues both on campus and in the community.
McMaster University School of Nursing

The SON is committed to excellence and innovation in education, research and service, and actively contributes to the evolving vision of nursing and health care locally, nationally and internationally. Our mission is to provide responsive and comprehensive quality education for students, to develop nursing and health care knowledge through research at the leading edge of the profession and to promote both exemplary nursing practice and the health of individuals and communities.

The first programme in nursing began at McMaster University in 1942. The early programme was developed cooperatively by the University and the Hamilton General Hospital. Graduates received a Bachelor of Arts degree (B.A.) from the University, a diploma in nursing from the Hamilton General Hospital, and qualifications to write the examination for nurse registration.

McMaster University School of Nursing (SON) was established in 1946. Throughout its history, the School has enjoyed the support of community hospitals and agencies in the operation of its clinical courses. In 1967, the SON adopted the self-directed, problem-based, student-centered learning methodology.

The SON became part of the Faculty of Health Sciences in 1974. Today, the Faculty of Health Sciences includes four schools, with the addition of Rehabilitation Sciences and Midwifery. The Faculty has an international reputation for innovation in health professional education and research in collaboration with the local community and with other institutions in Canada and internationally.

The Post Diploma stream of the B.Sc.N. programme was created in response to the unique educational needs of the diploma graduate. Intake for this programme was initiated in 1982. The introduction of other opportunities for undergraduate professional education for credit have provided both diploma and degree graduates with a selection of specialty education - Northern Community Nursing in 1992; Northern Clinical Nursing, Nursing and Health Care Leadership/Management, and selected topics in Nursing in 1993; Pediatric Oncology in 1994; and Nurse Practitioner and Adult Oncology Education in 1995. The educational philosophy and the McMaster Model of Nursing were incorporated into professional and distance education. In 1994, graduate studies in Clinical Health Sciences (Nursing) were launched. This programme, with students at both masters and doctoral levels, prepares clinical health scientists who will be investigators contributing a) to the development of a theoretical base of practice and b) to the development and evaluation of health care interventions and programmes.

In 1992, the SON was designated at World Health Organization Collaborating Centre in Primary Care and Teaching methodologies. The terms of reference for the Centre are to provide information and expert support in the development of innovative teaching strategies. The School is renowned for its expertise in the problem-based approach and self-directed learning. The network includes 23 other nursing centres world-wide. This network provides a rich data source for exchange of information about primary health care initiatives around the world and the impact of nursing on health care for all.

“The McMaster University School of Nursing is committed to excellence and innovation in education, research and service…”
Message from the Dean and Vice-President, Faculty of Health Sciences

Dr. John Kelton  
Dean and Vice-President, Health Sciences

The School of Nursing in the Faculty of Health Sciences has a national and international reputation for their accomplishments in education, research, and the development of novel models of nursing practice.

Within the Faculty of Health Sciences, nursing plays a key role as a leader and a model for other members of the Faculty. We share in the pride that nursing has in its reputation for partnerships that range from community-based relationships to truly international development programs.

The School of Nursing continues to be a world leader in problem-based learning and serves as a model for other Schools. Within the international sphere, McMaster’s School of Nursing has worked with overseas universities and international agencies to develop nursing programs. Hence, McMaster’s Nursing’s influence is international in scope. Locally, our students and Faculty have developed innovative models of care such as MacSoc, a student-based organization which provides healthcare for the homeless. The research output of the School continues to set the national standard and serves as the benchmark for nursing schools across Canada. We are proud of our School of Nursing and are pleased that it continues to move forward.

Message from the Associate Dean of Health Sciences (Nursing)

Dr. Andrea Baumann  
Associate Dean, Health Sciences (Nursing)

This 6th Biennial Report reflects impressive record of productivity and innovation in the face of a rapidly changing health care system. The faculty of the school along with the many partners, locally, nationally and internationally have continued to be leaders in the areas of research and education. The accreditation status as the "flagship of Canadian nursing" continues as the School of Nursing is now one of the most research-intensive schools in Canada reflected by the fact that our research productivity has escalated by a factor of four. The research units: The Nursing Effectiveness, Utilization and Outcomes Research Unit, the System-Linked Research Unit on Health and Social Services Utilization, and the Nursing Education Research Unit, have enjoyed continued success as evidenced by peer-reviewed publication and ongoing research support. There are now three research / education chairs who provide leadership in the areas of nurse practitioners, primary health care and cardiovascular nursing. The international programs continue to grow as the School becomes known for our research and educational expertise. The report will outline many new areas of research, community work and educational initiatives.

The undergraduate educational programme continues to be innovative with clinical foci in oncology, management, leadership and the nurse practitioner areas. McMaster School of Nursing is a lead school in the ten university consortium for the delivery of the first province-wide nursing programme in primary health care. The year 2001-2002 heralded the beginning of our new nursing education consortium, McMaster University, Mohawk College and Conestoga College. The partnership is now well defined in the Articles of Agreement. The undergraduate curriculum of McMaster was adopted by our partner institutions. The consortium is administered by a steering committee and chaired by the Associate Dean (Nursing McMaster). This initiative will significantly increase the McMaster undergraduate enrollment to a steady
state in 2005 of approximately 2000 students enrolled across the three sites. The School of Nursing as a World Health Organization Collaborating Centre for Primary Health Care and Teaching Methodologies has been involved in a number of international development partnerships with a variety of countries such as South Africa, United Arab Emirates, Pakistan, and India. This involvement includes research, as well as the provision of education and consultation. The Institute for Nurse Educators hosts frequent visitors from around the world and the School actively participates in student exchanges. I am proud of the many accomplishments of our faculty, as represented in this report.

Committee for Scholarly Activities

Dr. Jennifer Skelly
Chair, Committee for Scholarly Activities

For the past 12 years the primary goals of the Committee for Scholarly Activities (CSA) have been to promote research and other scholarly activities among the School of Nursing faculty and to foster a climate which encourages scholarship. In 2000-2001 the CSA continued to work hard toward meeting these goals.

The Annual School of Nursing Research Day held in October each year continues to grow in popularity and in the participants that it attracts from across Ontario as well as other parts of Canada. It is held at the Hamilton Convention Centre which provides an excellent venue for the format of our day which includes keynote speakers as well as concurrent sessions for research presentations. The Research Day Planning Committee includes representatives from the School of Nursing, Mohawk and Conestoga Colleges and many of our community partners including, Hamilton Health Sciences, St. Joseph’s Healthcare, St. Peters Hospital, Joseph Brant Hospital, Public Health, and the Victorian Order of Nurses. Under the continuing objective of “Bridging the Gap between Research and Nursing Practice”, each year we have invited one of our community partners to co-sponsor the day with us as a way of further promoting links in the community. In 2000, the focus of the day was on “Collaborative Research” with keynote presentations from Mary Brown, Julie Richardson and Gina Browne. In 2001, the focus was on “Best Practice Guidelines” with keynote presentations from Nancy Edwards, Maureen Dobbins, and Andrea Baumann. The CSA continued to co-ordinate the allocation of endowed research funds and awards. In March 2000, two Niemeier Funds were awarded and one Tauber Award was given.

In February 2001, the Committee for Scholarly Activities and the Nursing Education Research Unit co-sponsored a half-day funding information workshop, to address the changing face of nursing research and the need to find new sources of funding in nursing research. Dr. Alba DiCenso, Professor, School of Nursing, Department of Clinical Epidemiology and Biostatistics, and CHSRF/CIHR Nursing Chair, presented, “Programmatic versus Project Research”, a review of recent funding developments and description of three major funding agencies (CIHR, CHSRF, and SSHRC). Van Nhan, Research Grants Officer, for the Committee on Scientific Development, discussed the “Community of Science” research database and website. The workshop was well attended by nurse researchers from local hospitals, academic, community and public health sites, and provided excellent information for the participants. The Reid-Greenaway Workshop was held in May 2001 at Liuna Station, Hamilton. The day was titled, "Embracing Primary Health Care ... Community Health Nursing in Evolution", and included three keynote speakers (Dr. Dorothy Pringle, University of Toronto, Dr. Adeline Falk Rafael, York University, and Dr. Miriam Stewart, University of Alberta & Scientific Director for the CIHR Institute for Gender and Health) as well as a panel discussion.

In keeping with the changing times and advances in technology, the CSA decided to replace the quarterly newsletter with a web page format as a more efficient and cost effective way of reaching a larger audience. The web page was designed by Dawn Elston and Otto Sanchez-Sweatman and launched in December 2000 (www.fhs.mcmaster.ca/nursing/csa). It provides current information about Faculty...
publications, presentations, research funding, upcoming conferences, and calls for abstracts. The CSA has been fortunate to have Dawn Elston as the Scholarly Associate since February 2000. Dawn has done an outstanding job in developing the CSA Web page, and coordinating the various workshops and conferences. In June 2000, Susan Blatz, Amanda Symington, Charlotte Noesgaard, Joanne Mousseau and Heather Arthur retired from CSA having each provided excellent service for over 6 years. In September 2000, we welcomed Wendy Sword, Jenny Ploeg, Otto Sanchez-Sweatman and Susan Rivers, who continue to serve on the committee along with the Chair of NERU, Mabel Hunsberger, and the Director of the Graduate Program, Jo-Ann Fox-Threlkeld.

Tribute to Henrietta Alderson (1915 - 2001)

Henrietta Alderson
Associate Professor

Henrietta Alderson, known as Henri to students, colleagues and friends, was one of the “founding” faculty members of the School of Nursing as we know it today. It was under Henri’s guidance that the biological science component of the curriculum was developed as a major strength of the BScN programme. She was a member of the trio composed of the Director, Alma Reid, and fellow faculty member, Florence Greenaway, who established the student centered learning culture that forms the base of the present programme. Henri was a committed teacher who valued the students and promoted their learning while maintaining standards of excellence. She was a dedicated member of the McMaster community with a network of friends and colleagues throughout the University.

Henri had a wonderful love of history. That interest led her to write the first history of the School of Nursing. Thanks to Henri, we have a complete collection of photographs of all the graduates. She was relentless in her pursuit of photos of the graduates from the early years. It was Henri who provided an informal account of the history of the University and the School. It was from Henri that we learned about the famous sunken gardens that used to occupy the area on which the Health Sciences Centre now stands. In Henri’s eyes, the replacement of those gardens with an unattractive grey concrete structure was unforgivable. Do not think that she ever “forgave” the University and the Royal Botanical Gardens for sacrificing the gardens. Although she was never enthusiastic about moving the School out of the Faculty of Science and into the newly created Faculty of Health Sciences, she participated fully into the planning of that move. We see evidence of her planning in the existence of the science labs on the second floor. Henri was always fiercely protective of the School and wanted to ensure that the School and the BScN programme were recognized and valued.

Henri was very committed to the School and contributed many hours to both the formal and informal activities. She, along with Alma Reid and Florence Greenaway, until their deaths, could always be counted on to attend events such as the annual alumni celebrations. However, Henri had other interests. Prior to retirement, Henri started to paint and that became a major activity in her life in the later years. She took great pleasure in her trips with fellow artists and spent many hours engaged in painting scenes from those trips. She also found much subject matter in the Hamilton area. Many of us are fortunate to have paintings by Henri to evoke fond memories of a great teacher, colleague and/or friend.

Even when Henri had to give up much of her independence and activities due to ill health, she maintained a lively interest in the University, School, graduates, and life, in general. She never lost her love of reading and learning from the past, and engaged in those activities to the end. With Henri’s death, we are closing the book on a wonderful era in the School of Nursing. Henri embodied the values we wanted to instil in our students: caring, forthrightness, rigor, curiosity, creativity, determination, persistence, love of knowledge, willingness to take risks, and learning from the past while shaping the future.

(Delivered by Dr. Susan French, Professor Emeritus, School of Nursing, McMaster University at the Service of Remembrance on February 14, 2001.)
In July 2001, Dr. Alba DiCenso was awarded a Nursing Chair by the federal government for a period of 10 years. In total, 12 Chairs were awarded across the country (5 in Nursing and 7 in Health Services). This Chair is funded for over $1.7 million over 10 years.

The overall program objective of Dr. DiCenso’s Nursing Chair is: to increase Canada’s capacity of nurse researchers who will conduct applied research related to advanced practice nurses (APNs) that serves the needs of managers and policy makers in the health sector. To achieve this overall objective, Dr. DiCenso will focus her efforts in 4 areas.

1) Education: To prepare nurse researchers through involvement in a formal graduate program and through an APN-focused research program. Related activities include: 1) recruitment of graduate students; 2) development of 3 new graduate courses (Research Issues Specific to the Introduction and Evaluation of Advanced Practice Nursing Roles; Evidence-Based Health Care – Introductory Level; and, Evidence-Based Health Care – Advanced Level); 3) student participation in research internships with senior researchers; 4) identification of multidisciplinary thesis committees for each student; 5) biweekly student seminars; 6) provision of pilot funding for student research activities; 7) facilitation of evidence-based nursing in undergraduate NP program and in graduate program; and, 8) involvement in Evidence-Based Nursing Journal.

2) Mentoring: To mentor junior faculty and postdoctoral fellows to enable them to further develop their research skills and progress from beginning to established researchers. Related activities include: 1) hiring and supervision of a junior faculty member; and, 2) mentoring of PhD prepared nurses who want to develop their expertise in research related to APNs.

3) Research: To facilitate the conduct of research to optimize the utilization of APNs across Canada. Related activity focuses on involvement of students, mentees, and post-doctoral trainees in APN-related research.

4) Linkage and Exchange: To facilitate linkage and exchange between nurse researchers and decision makers to ensure policy relevance and the dissemination and uptake of research results. Related activities include: 1) linkage with decision maker partners at the provincial and national level and in professional organizations; 2) organizing of policy internships for graduate students; 3) compilation and maintenance of a database of APN literature; 4) continuing education for decision maker partners.

The Dorothy C. Hall Chair in Primary Health Care Nursing

The School of Nursing is pleased to announce its first endowed Chair, The Dorothy C. Hall Chair in Primary Health Care Nursing. This is the first endowed chair of its kind in Canada and was created through donations to the School of Nursing, including a bequest from the late Henrietta Alderson and other contributions from other donors, including Dr. Hall. The University is matching the funds raised for the $2 million endowment.

This position will assist the School of Nursing in further research in the area of primary health care and educational methodologies related to it. The Chair will take responsibility for the provision of primary health care nursing to a group of clients thus providing an example in which the principles of evidence-
Based learning are applied in actual practice, and will evaluate and disseminate the information. The Chair will be an advocate for primary health care nursing which will include the encouragement of effective public involvement in the maintenance of good health.

There has been an increased recognition to focus on the principles and practices of primary health care within the Canadian health care system. These include an emphasis on community-based services, health promotion and maintenance, self-reliance and community participation in decision-making about health, including volunteer involvement. Research is necessary to help identify new knowledge and essential services and programs that would be not only cost effective, but would also contribute to a higher quality of life for Canadians.

Dorothy C. Hall’s nursing career began with postings with Red Cross hospitals in Northern Ontario where she delivered primary health care and delivered babies and provided emergency care on her own. She taught nursing in Canada and went on to a 26-year career with the World Health Organization (WHO) and worked in various countries, including Asia and Europe. In 1981 Hall retired from WHO as the Regional Advisor for Western Europe and returned to Canada. Once back in Ontario, the Ontario government requested Dr. Hall’s assistance to direct the introduction of the province’s nurse practitioner programme.

_Dr. John Kelton, Dorothy C. Hall, Dr. Andrea Baumann_
International Scholarly Activities within the School of Nursing

Development of Women Health Professionals (DWHP) Programme: Nurses and Lady Health Visitors

In 1979, McMaster University School of Nursing began its affiliation with the Aga Khan University (AKU), formerly known as the Aga Khan Medical College and Hospital (AKMCH). This affiliation has resulted in a 23 year collaboration between McMaster and the AKU, the first private university in Pakistan. Each new initiative with the AKU has been built on a long-standing, successful history of partnership and collaboration.

Two earlier projects funded by the Canadian International Development Agency (CIDA), 1983-87 and 1987-92, focussed primarily on the development of nursing programmes at the AKU, the curriculum and its faculty. McMaster’s problem-based, self-directed educational approach was adopted by the AKU – this was a radical departure from the traditional “rote” learning approach used in Pakistan. A twelve-month work-study programme designed specifically for nurses and lady health visitors (LHVs) was also provided – six months of intensive study at McMaster, followed by six months of practice in Pakistan, supervised by McMaster faculty based in Pakistan. The LHVs participating in the work-study programme were from the Aga Khan Health Services, Pakistan (AKHSP), an NGO which provides primary health care services throughout Pakistan, predominantly in the rural areas. A select number of nurses from the AKU and the AKUH, and later from the government sector, were admitted to the post-diploma programme at McMaster. In 1988, the AKU launched the first university-based nursing programme in Pakistan. McMaster faculty contributed to the development of that post-diploma programme and provided consultation to other nursing institutions. Many of the nurses educated at McMaster became faculty members in that programme.

Nursing in Pakistan has traditionally had a low status and for a variety of reasons many families were reluctant to have their daughters enter the profession. Inadequate numbers of young women with secondary education contributed to the situation. Nursing at the AKU and AKUH has been instrumental in enhancing the image of nursing as a respectable and valued occupation for young women in the country. In order to bring about the desired changes in attitudes, the profession and health policy reforms, it was determined that a long-term approach to capacity building, focussing on nursing human resource development (NHRD), was needed in Pakistan.

The Development of Women Health Professionals (DWHP) Programme: Nurses and Lady Health Visitors was funded in September 1994, by the Canadian International Development Agency (CIDA), with a budget of $16.6 million. The DWHP Programme is the largest social sector project funded by CIDA, in the Canadian university system. It is a bilateral project between the Governments of Canada and Pakistan and is managed in partnership by McMaster University School of Nursing and the Aga Khan University School of Nursing (AKUSON). The primary goals are to strengthen the role of women, specifically nurses and lady health visitors in the health sector and to assist the federal and the four provincial governments to develop their system of nursing.

A Partnership Board and the Programme Steering Committee provided the strategic direction for the Programme, while the Programme offices in Pakistan provided operational management. At the peak of the DWHP Programme, nine full time Canadian faculty from McMaster were based in Pakistan, with 10 full
time Pakistani faculty and 22 Pakistani staff. Fifty-five BScN fellowships were provided to nurses from the
governments to study at the AKU and 69 fellowships were provided for lady health visitors from the Public
Health Schools and the AKHSP to participate in the educational programme in primary health care
provided at the DWHP site in Pakistan. Eight (8) senior LHVs from the AKHSP participated in a 12-month
work-study programme focussing on leadership and management – six months were spent at McMaster,
followed by six months of supervised practice in their work settings in Pakistan. In addition, CIDA
provided funding for learning resources; travel for students, faculty, consultants, and government
personnel attending meetings; consultants from Pakistan to develop the computerized information
systems, and consultants from Canada for the development of national examination systems.

The current Programme is in its final stages and will terminate in August 2002. The remaining activities
include, completion of BScN studies at the AKU by 5 fellows (July 2002), two additional meetings of the
Senior Nursing Advisory Committee (SNAC) specifically for the development of an action plan to provide
direction for achieving the vision for nursing for Pakistan; additional upgrading of the computer information
systems for the four provincial Nursing Examination Boards (NEBs), and technical assistance for the
Social Sector Health Reform Unit in Northwest Frontier Province.

Dr. Yasmin Amarsi, the current Associate Dean (Nursing) and Director, School of
Nursing, AKU, is a McMaster alumna. Dr. Amarsi received both her BScN and PhD at
McMaster. Dr. Amarsi was the first nurse in Pakistan to receive a doctorate degree and
the first Pakistani nurse to be appointed Director of a School of Nursing in Pakistan.

McMaster-University of Natal (Durban)-CIDA Project

The Primary Health Care (PHC) Program for Women of KwaZulu-Natal
represents a partnership between McMaster University, the University of
Natal, and the Province of KwaZulu-Natal, Department of Health. This
project was designed to develop, implement and evaluate a PHC program
based on participatory methods and adult learning principles. The project
focuses on promoting PHC in Region D, KwaZulu-Natal by training rural
community women, nurses, traditional birth attendants (TBAs) and
sangomas (female traditional healers) to increase their knowledge of PHC.

In terms of the progress of the PHC program, following a baseline survey of
their practices and learning needs, 67 Traditional Birth Attendants (TBAs)
were trained in Primary Health Care in 2001 using visual aids and materials
(i.e., flipchart and pamphlets in Zulu and English) developed by the project
team. These TBAs join a core group of (82) nurses and a growing number
of (over 500) community women who have been trained in Primary Health Care, as a result of this
project. Training of Sangomas (Traditional Healers) to increase their involvement in health promotion
and illness prevention was completed in October 2001. A number of women in this remote rural
community are now prepared to provide basic health care for their families.

In 2000, the trained nurses and community women participated in an Economic
Empowerment Workshop, which reinforced the training they received in accessing
funding and utilizing community resources to generate income. In 2001, the
women were invited to submit proposals to the project team for community-based,
income-generating projects. Eleven proposals, which met pre-established criteria,
were awarded funding. Examples of some projects include, chicken rearing, sewing projects to make school uniforms, and vegetable farming with land donated by the Inkosi (Chief) of the community.

Among the team’s largest accomplishments in 2001 was the completion of a successful Midterm Progress Assessment, and AUCC’s approval of the Project’s Completion Plan. These two events marked the end of what was a very labour-intensive process of collaboration between the project partners. The project team has also initiated the development of a Primary Health Care Model, based on the current project. Ongoing feedback has been sought from all project partners and experts, as the model has evolved. Further evaluation by the South African Nursing Association has been planned and will be led by the South African partner. Three McMaster B.Sc.N. graduates and one graduate student have gained field experience in rural areas on KwaZulu-Natal province as a result of this project. Two 4th year B.Sc.N. students presented a poster on primary health care knowledge and attitudes among the nurses of KwaZulu-Natal at an international conference in India, in 2000, based on the objectives of their clinical research course. One nurse from the KwaZulu-Natal Health Department also presented a paper at the conference, with funding from the project. A video tape of the Nurses’ training session and four baseline data reports on: a) the Community (Households, Clinics, and Schools), b) Women, c) Nurses, and d) Traditional Birth Attendants and Mothers, have been compiled and are now available.

**Development of the College of Health Sciences, University of Sharjah, United Arab Emirates**

In 1999, McMaster was approached by His Highness Sheik Dr. Sultan bin Mohammed Al-Qassimi to begin a new College of Health Sciences in Sharjah, United Arab Emirates. This campus was in a newly created university, the University of Sharjah, which opened in 1997. At this time, there was no available university in Sharjah for the education of women in the disciplines of physiotherapy, nursing, health administration, or environmental health. This initiative was in keeping with an international focus on higher education for women. There were several aspects to this partnership—student exchange, provision of Canadian faculty, and mutual exchange of credit to facilitate student transfer. In the initial stages, a capacity building group of McMaster faculty went to Sharjah, including an acting dean, a biochemist, a radiographic technologist, nursing professors, and a physiotherapy professor. Under the leadership of Dr. Isam Zabalawi, the University and College have grown; the College of Health Sciences faculty has grown in the three years to over 35 faculty and teaching staff and 500 female students. McMaster faculty have provided the expertise for the development of the physical infrastructure (basic and clinical science laboratories), curricula in the four disciplines, recruitment of new faculty, policies and procedures for faculty and students, and the completion of the first successful student exchange.

McMaster University’s solid reputation for capacity building and innovative student learning led Dr. Abdul Hamid Hallab, Special Advisor to the Ruler of Sharjah for Higher Education, to contact Dr. Andrea Baumann, Associate Dean of Health Sciences (Nursing), in the fall of 1998 to discuss a possible relationship between McMaster and the University of Sharjah. Dr. Hallab expressed interest in partnering with McMaster to establish a Bachelor of Science in Nursing, medical laboratory technology, environmental health, and health administration programmes at the newly established University of Sharjah. Dr. Baumann was asked to join the Advisory Committee for the College of Health Sciences, University of Sharjah, to assist in the planning of the College. Discussions regarding advice and support towards faculty recruitment, retention and faculty development, curriculum review and development, and academic governance were ongoing. In addition, regular meetings, discussions, and site visits were held between the two universities from 1998 until the signing of the first agreement on May 21, 1999.
The alliance between McMaster University and the University of Sharjah is now ongoing and is innovative in the sense that McMaster was the first university in Canada to establish strong educational links that provide a rich exchange of knowledge between a well established university and a university at its very beginning. By receiving strong and consistent support, the University of Sharjah has been able to move rapidly in offering high quality education to its female students. This will have a dramatic impact on the development of health professionals that are well educated, self directed, and ready to serve the needs of health care in their nation (50% of the population are Nationals and the remaining 50% are from the region).

**Institute for Nurse Educators**

This faculty development initiative was created in response to requests from our global colleagues for more comprehensive formalized experiences to enable nurse educators to learn about PBL. The Institute for Nurse Educators (Institute) provides two options for experiential learning; a 4-week problem based workshop (PBL) workshop offered every summer and educational sabbaticals available throughout the academic year. The four-week PBL workshop emphasizes the underlying tenets of student-centered, PBL in nurse education, resource planning and development and a discussion of issues relevant to the educational change process. Experienced McMaster school of nursing faculty facilitate each of the workshop sessions. Visiting workshop participants also have opportunities to tour hospitals and community agencies, as well as consult with school of nursing faculty and affiliates from our community. Educational sabbaticals range in length and focus according to the needs of each individual applicant.

To date, the Institute has had the pleasure of working with 144 participants attending the 4-week PBL workshop and 9 visiting faculty enrolled in the educational sabbatical option. The workshop participants consist of a range of university and college staff including librarians, junior and senior faculty members and administrators. They have come to McMaster University from universities and colleges located in Japan, Thailand, Indonesia, Britain, Hong Kong, the Philippines and most recently, Taiwan. Many former workshop participants have invited McMaster faculty to their schools of nursing for follow-up consultations and workshops. Last fall Professor Drummond-Young visited 6 schools of nursing throughout Japan. Nurse education in Japan, as in many countries, is in transition. New student-centered, active learning models of education are being adapted to replace the passive transmission of information typical of traditional education. All 6 of the sites visited are integrating some aspects of student-centered PBL. Aomori University of Health and Welfare and Musasino Red Cross College have adapted their Fundamentals courses (nursing theory and concepts) to tutor facilitated PBL in small-groups. Although many aspects of implementing this new approach to learning presents challenges for students and faculty alike, student-centered PBL is emerging as a viable active learning option nation wide. This was evident by the many questions and lively discussions following workshop and seminar sessions. The workshops in Japan were well attended by both former Institute participants and their colleagues. Anonymous post-workshop questionnaires indicated a high level of satisfaction with the sessions.

**Project Director:**
A. Baumann (McMaster site)

**Project Coordinator:**
M. Drummond-Young

**Duration:** 1995-2002
Trinidad and Tobago – McMaster University Oncology Nursing Collaboration

Since 1996 the Ministry of Health of Trinidad and Tobago has been engaged in extensive Health Sector Reform aimed at strengthening health sector policy making, planning and management capacity. As a component of that programme, cancer was identified as a significant issue. Having recognized gaps in existing screening prevention diagnostic and treatment modalities, the Ministry focussed on the profession of nursing and viable options to prepare Trinbagonian nurses for efficacious roles in hospital and community oncology nursing care.

The Ministry of Health negotiated with McMaster University to enroll twelve Trinbagonian nurses in a consolidated version of the pre-existing year long Oncology Nursing Programme. Specifically selected for scholarship, the twelve nurses, with varied oncology expertise, arrived in Canada in September of 2001, for an eight month stay. After an entry workshop, the students engaged in seven oncology-problem-based, small group courses: Theories and Concepts in Oncology Nursing I and II, Advanced Therapeutic Communication, Health Assessment in Oncology Nursing, Critical Appraisal and Research Methods, Health Science and Society and Guided Nursing Practice. With expert oncology tutors and preceptors, the nurses explored theoretical and practice issues in sites across Southern Ontario. Although homesick and unsure of their roles-to-be, these nurses were committed, enthusiastic, forthright and tenacious. They gave rounds at the Hamilton Regional Cancer Centre, submitted articles for publication, attended local workshops and national conferences. They were engaging ambassadors for their country and since returning to the Caribbean have been formidable advocates for nursing and cancer patients.

Promoting Women’s Reproductive Health in Haiti: A McMaster University/University of Haiti Collaboration to Strengthen the Capacities of Health Professionals

The Republic of Haiti occupies the western third of the island of Hispanola that is shared with the Dominican Republic. Haiti has one of the highest maternal mortality rates in the western hemisphere estimated at over 500 deaths/100,000 live births (Canada: maternal mortality 6 deaths/100,000 live births).

This project in is an integrated multidisciplinary project involving the McMaster University Faculty of Health Sciences’ Schools of Medicine, Nursing and Midwifery with the State University of Haiti’s Faculty of Medicine and Pharmacy, the National School of Nursing and a Haitian based non-governmental organization, International Child Care (ICC). Together capacities in the training and preparation of university faculty, School of Nursing and NGO health care workers will be strengthened to meet the needs of women in the area of reproductive health. Fundamental components of this partnership will include the review and implementation of appropriate curriculum and educational methodologies to address the determinants to women’s health in general and maternal morbidity and mortality in particular. Linkages with established non-governmental organizations such as ICC will provide students and project participants with practice opportunities.
settings to be involved in primary health care activities related to women’s health. This six year project is funded through the Association of Universities and Colleges of Canada (AUCC) and extends from January 2002-2008.

The project management team includes: Dr. Henry F. Muggah, Professor, Department of Obstetrics and Gynecology, Project Director, Dr. Karyn Kaufman, Associate Dean, School of Midwifery and Anne Ehrlich, Assistant Professor, School of Nursing all from McMaster University and Dr. Mario Alvarez, Dean, School of Medicine and Pharmacy, State University of Haiti, and from the National School of Nursing in Haiti, Mme. Kettly Fouron, Director and Mme. Ghislaine Francoeur, Midwifery Program Director. Associated team members include representation from the Ministry of Women’s Affairs in Haiti, ICC, the Sister’s of St. Joseph’s in Hamilton, and the Hamilton District Health Council.

In the first year joint interventions will focus on the transfer and sharing of knowledge and the development of a collaborative approach to evidence-based health care, curriculum reform and the application of these changes through the activities of faculty members and graduates from our respective institutions. To this end, two workshops are planned: one at McMaster University in July 2002 with a follow up in Haiti in the fall of 2002.

Research Units within the School of Nursing

Nursing Effectiveness, Utilization and Outcomes Research Unit

The Nursing Effectiveness, Utilization and Outcomes Research Unit (NRU) is a collaborative project of the McMaster University School of Nursing and the University of Toronto Faculty of Nursing. The mission of the NRU is to develop, conduct and disseminate research that focuses on design, management, utilization, outcomes, and provision of care in nursing.

The research unit objectives from 1996-2001 and from 2001-2004 have been integrated to reflect the expanded mandate of the Unit. These specific objectives have been listed in the following five categories: Monitoring of Nursing Resources and Health Human Resource Modelling; Nursing Education; Care Delivery Models; Impact of Policy on Care; Restructuring and Organizational Design. The NRU’s goals are: 1) to investigate the appropriate supply, distribution, and deployment of nurses and how to enable nurses to meet their responsibilities as a result of restructuring in the health care system; and 2) to determine methods to maintain quality while realizing funding efficiencies in the health care system.

The NRU has been recognized provincially, nationally, and internationally, for the comprehensiveness of the team’s approach to problem identification and resolution. The thirty-two co-investigators who are contributing members of the NRU are involved in various research projects related to health human resources. The teams of researchers fulfilling the NRU mandate are increasingly multi-disciplinary, which reflects the expanding complexity of the research questions being posed. These multi-disciplinary groups include researchers from nursing, business, labour studies, economics, health care policy, engineering, and anthropology.

During the past year, NRU researchers and staff have provided substantial information on workplace environments; structural and process variables that influence client, provider and system outcomes in the health system; practice standards; expanded roles for nurses and other health care workers; and
estimates of future human resource needs, in particular, for nurses. One component of NRU’s research agenda is to assist the Ontario Ministry of Health in developing a health human resource framework and programme for Ontario focussing on planning, production and management.

Research transfer remains a key priority for the NRU. Research and unit staff are committed to using a variety of strategies to disseminate information to the public, governments, policy makers, and providers of health services. The NRU has an ‘open access’ policy, providing information on demand to clinicians and health care decision-makers. Many of the NRU investigators and staff have led and/or participated in provincial, national, and international forums and working groups to ensure timely use of research evidence in management and policy decision-making. Researchers have continued to disseminate evidence in a variety of arenas, including conferences and public policy forums, where stakeholders are present. Researchers have also prepared invited submissions for community and government committees.

Since the inception of the NRU, the pace of change in the health care system has been unrelenting and has included restructuring, downsizing, and reorganization. The NRU has been able to build on the success of the Quality of Nursing Worklife Research Unit, responding to a rapidly changing work environment by initiating, implementing and disseminating research. The Unit’s research findings have assisted decision makers in formulating policy in the areas of health human resources and the impact of health care reform on clinical service provision. The success of the NRU reflects the many contributions of our External Advisory Committee members, co-investigators, participants, and research personnel.

System-Linked Research Unit on Health and Social Service Utilization

The System-Linked Research Unit on Health and Social Service Utilization was launched in 1991 and funded by the Ontario Ministry of Health and Long Term Care to compare the effects and financial costs of innovative intersectoral, comprehensive services with the usual sectoral, fragmented approaches of serving vulnerable populations. The Unit’s investigators were mandated to conduct research relevant to 16 health and social service agencies and provider agencies, in two regions of Ontario. The partner agencies helped to plan the relevant research agenda, interpret, disseminate and implement findings.

More than $12 million in peer-review funding over 11 years have resulted in many co-ordinated, intersectoral interventions. Some of these have been aimed at improving the coping ability of the chronically ill, the functional capacity of elderly people being seen by family physicians, the school adjustment of children, the functional outcomes of disabled and chronically ill people receiving community rehabilitation services, health and recreational services for mothers and children on welfare, immigrant women and their families, comparing ESL and LINC classes, and, most recently, the needs of the Kurdish community, and women and children on welfare.

The innovative linked approach to service delivery co-ordinates services previously administered in a piecemeal way: those that had been delivered autonomously are now often co-ordinated with another service and delivery as part of a joint venture.

Through the strategic alliance, investigators and partners have learned that there can be more amid less; balance without compromised quality; simultaneous delivery without homogenization. Rigour can co-exist with relevance; impartiality can co-exist with advocacy. Agencies can participate in joint ventures without one threatening to take over the other. Research funding from third-party government and private sources can only enhance the enterprise and increase the number of services available to the public.
Nursing Education Research Unit (NERU)

The Nursing Education Research Unit (NERU) began in January 1995. NERU is a part of the McMaster University School of Nursing and functions in collaboration with the Programme for Educational Research and Development (PERD).

The purpose of the unit is to promote and conduct research in nursing education in order to enhance the teaching and learning process. NERU comprises a Director, a half-time research associate, and approximately 35 active participants. Traditionally, NERU affiliated researchers conducted informal monthly meetings to discuss ongoing research. More recently, monthly meetings have adopted a more structured format, alternating between progress reports on research, and presentations from internal research resources, such as the Centre for Leadership in Learning. To date, this change in meeting format has proved very successful. NERU is funded through the School of Nursing and offers research support to NERU participants. NERU affiliated researchers are represented by faculty from McMaster University, Mohawk College, Conestoga College, clinical associates, and members from community agencies. Many NERU members have been successful in garnering research funding from internal competitions such as the Otto Niemeier and Patricia Tauber Endowment Funds, and Teaching and Learning Grants from the Centre for Leadership in Learning. Since problem-based, self-directed and small group learning is the educational approach implemented within the School of Nursing, research into this teaching and learning process is a particular focus of NERU. The research findings have been used to inform the BScN curriculum, and have been shared locally, nationally and internationally through the publication of peer-reviewed papers and numerous presentations.

Research Projects in NERU:

1. The Evaluation Measures Group: Implementation of a new instrument to evaluate individual performance in all levels of PBL tutorials.
3. Attitudes and beliefs about poverty in Baccalaureate Nursing Students at the University of Alberta, McMaster University and Dalhousie University.
4. A joint project conducted by librarians and faculty was instituted in two first year nursing courses to help students develop information literacy skills using faculty as mentors.

Presentations at NERU Meetings:

1. “Service Learning in Nursing Education”, presented by Jennifer Dziuba and Theresa Hale (January 2001)
2. “Educational Technologies in the School of Nursing: What are we at? Where are we going?”, facilitated by Ruta Valaitis; presentations by Jo-Ann Fox-Threlkeld, Otto Sanchez, Barb Carpio, Neera Bhatnagar, Mary Guise, and John Lewis (May 2001)
4. “Resources and Funding Opportunities at the Centre for Leadership in Learning”, presented by Dale Roy (December 2001)
CLEAR researchers have met with many AIDS Service Organizations (ASOs) this past year to determine ASO research and evaluation interests. Four large studies and studies individualized to a specific ASO program are now being conducted.

In CLEAR Reports, you will read about the Organizational Capacity Building Study, the Education & Prevention Study and the Volunteer/Staff Recruitment, Retainment and Deployment Study. These three large projects encompass several different ASOs who share the same research interests and require evaluative information regarding these areas within their organizations. You will also read about the Information Management Project, which is being conducted in collaboration with the AIDS Bureau to create electronic reporting mechanisms between ASOs and the AIDS Bureau.

It has been a busy past 36 months developing and implementing these large (macro) studies. You will also learn from these reports about the smaller, individual studies being conducted that pertain to specific programs or services produced by a particular ASO. We will offer you an insight as to what types of studies are being conducted across the province to assist with measuring the success of AIDS programming in Ontario.

The CLEAR Steering Committee deserves a lot of credit for guiding us along this uncharted path. Without the generation of ideas, refinement of ideas, great direction setting and decision-making by the Steering Committee, CLEAR could not exist.

As the Director of the CLEAR Unit, we obviously do not work in isolation.

We are proud of the ensemble of workers we have as our invaluable human resources. Researchers, writers, statisticians, health economists, data analysts, secretaries, literature search reviewers, communications specialists, interviewers and clerical staff are all important ingredients that enable CLEAR to operate on a day-to-day basis.

Much thanks to Ontario ASOs; the CLEAR Steering Committee; the AIDS Bureau, Ontario Ministry of Health & Long Term Care; and to collaborative partners, AIDS Community Action Program, Health Canada (ACAP), Ontario AIDS Network (OAN), Ontario HIV Treatment Network (OHTN), and the Organizational Development Project (ODP). Thank you to all of you for sharing your world with us. We treasure the experience.

New study ideas from ASOs will be considered over this next year. So, if your ASO has an idea that you think might be an evaluation or research question, please contact us. We’re busy, but open for business.
The Public Health Research, Education and Development (PHRED) Program is a provincial program, located in five sites: City of Hamilton - Social and Public Health Services Department, Kingston, Frontenac and Lennox and Addington Health Unit, Middlesex-London Health Unit, City of Ottawa - Public Health and Long Term Care Branch and Sudbury and District Health Unit.

The City of Hamilton PHRED program is funded on a 50/50 cost shared basis jointly by the City and the Public Health Branch, Ministry of Health and Long Term Care. The Hamilton PHRED program has affiliation agreements with both McMaster University and the University of Guelph. City of Hamilton public health staff work collaboratively with staff from the Faculty of Health Sciences and the Institute of Environment and Health at McMaster University, and with the Department of Family Relations and Applied Nutrition, College of Social and Applied Sciences, at the University of Guelph. PHRED activities are also supported by contributions-in-kind from faculty at McMaster University and University of Guelph. Additional funds for applied research and program development or evaluation projects have come from private foundations and both governmental and non-governmental agencies.

The PHRED program links the Public Health Unit and McMaster University and the University of Guelph to: conduct applied public health research in areas critical to effective and efficient public health practice and provide leadership in undergraduate, graduate and post-professional education of future health and public health professionals.

The Hamilton PHRED program is a leader in applied public health research and program evaluation. PHRED consultants, cross-appointees and public health staff, work collaboratively on numerous research and program initiatives. In 2001, there were thirty-eight papers authored by PHRED staff and published. Topics range from "A Child Trauma Treatment Pilot Study", "Heart-Health Hamilton-Wentworth Survey: Programming Implications", "Short-Term Adverse Health Effects in a Community Exposed to a Large Polyvinylchloride Plastics Fire", "The Effectiveness of Home Visiting as a Delivery Strategy for Public Health Nursing Interventions to Clients in the Prenatal and Postnatal Period", "Completing the Picture: Adolescents Talk About What's Missing in Sexual Health Services", "Ready to Eat Meats: Potential for Contamination", to "Women's Experiences Breastfeeding in Public Places".

The Hamilton PHRED program provides leadership in undergraduate, graduate and post-professional education of future public health professionals. Students include a range of disciplines including students from: nursing, medicine, public health inspection, nutrition, epidemiology, social work and midwifery. In 2001, there were 90 student clinical placements in a variety of programs across public health and 329 additional students were tutored in classes, lectures, tutorials and workshops.

The program sponsors, promotes and co-ordinates continuous learning opportunities at the local, regional and provincial level. Workshops by PHRED Nursing consultants were provided on, "Critical Appraisal of Public Health Issues" and "Evidenced Based Decision-Making". In addition, there was provision for leaves of absence to seek higher education, expert academic mentorship and financial support for education.

The Hamilton PHRED program contributes to the goals of the Provincial PHRED Program. Two examples include: The PHRED Effective Public Health Practice Project and Benchmarking activities.
The PHRED Effective Public Health Practice Project (EPHPP) is housed in the City of Hamilton Public Health Unit and undertakes systematic literature reviews to define best practice in priority areas. The three systematic reviews completed in 2001 included: The Effectiveness of Primary Prevention of Eating Disorders; The Effectiveness of Public Health Interventions to Reduce or Prevent Spousal Abuse Toward Women, and Interventions for the Primary Prevention of Type II Diabetes. In addition, 15 summary statements were completed, which are statements of comprehensive literature reviews previously completed.

PHRED programs across Ontario continue to participate in Benchmarking activities. To date, five benchmarking projects have been completed: school immunization record process, food premises inspection, chlamydia contact tracing, promotion of breastfeeding and coalitions in heart health. A web based Ontario public health benchmarking system is underway with two programs now on the web; school immunization and the promotion of breastfeeding.

Evidence-Based Nursing Journal

Evidence-Based Nursing is unlike other nursing journals. Rather than publishing the full text of original research, it includes summaries of recently published studies that are valid and clinically useful. Every issue of over 120 health care journals is reviewed to identify, using predefined criteria, the best primary studies and systematic reviews related to prevention or treatment, assessment (screening or diagnosis), prognosis, causation, quality improvement, economics of health care programmes or interventions, clinical prediction guides and qualitative studies. These studies are summarized in the form of "structured abstracts" that describe the question, methods, results and evidence-based conclusions of the study. A nurse who is expert in the topic area writes a commentary about the article summarizing how the results of the study can be applied to nursing practice.

The journal includes 24 abstracts per issue and is published on a quarterly basis. The first issue of the journal was published in January 1998. The journal is jointly published in the United Kingdom by the Royal College of Nursing (RCN) Publishing Company and the British Medical Journal (BMJ) Publishing Group. The journal is now in its fifth year of publication and has over 8000 subscribers from around the world. In Canada, New Zealand, and the United States, reduced subscription rates are available when nurses subscribe through their professional nursing organizations.

Subscribers to the journal also have free access to EBN Online (www.evidencebasednursing.com), which connects them to vast archiving resources and links them to a global network of nursing knowledge and expertise.
Funds

Niemeier Fund

In 1966, a bequest from the estate of Otto Niemeier was used to establish a fund for the benefit of the School of Nursing faculty. The purpose of the Fund is to enhance the scholarship and research capabilities of full-time and part-time School of Nursing faculty. The Niemeier Fund was allowed to accrue interest during 1997 to enable more substantial grants to be awarded. These funds were administered in March, 2000 and the recipients were:


Sword, W., Reutter, L., Rideout, L., & Meagher-Stewart, D. *Baccalaureate Nursing Students' Attitudes and Beliefs About Poverty.*

Patricia Tauber Nursing Research Fund

The Patricia Tauber Fund was established in 1980 and was made possible by a bequest from the estate of Professor Patricia Tauber. The purpose of the fund is to support research activities related to nursing care of cancer patients. Funding is available to full-time or part-time School of Nursing faculty, and to students enrolled in the Bachelor of Science in Nursing Programme or in the Clinical Health Sciences (Nursing) Graduate Programme.


The Reid-Greenaway Endowment Fund

This fund was established in 1986 by the McMaster University School of Nursing Alumni to honour Professors Alma Reid, Director of the School of Nursing from 1949 to 1970, and Florence Greenaway, Associate Dean of Nursing from 1952-1968, for their contributions as leaders in the early years of the School. The purpose of this Fund is to enhance and promote faculty development within the School of Nursing and, on alternate years, faculty development specific to community health nursing. The following workshop was made possible from the Reid-Greenaway Endowment Fund in 2001:


Keynote Speakers:

1. *History of Community Health Nursing*, Dr. Dorothy Pringle, University of Toronto.
2. *Nursing's Unique Contribution to Primary Health Care and Community Health Nursing*, Dr. Adeline Falk Rafael, York University.
3. *Principles and Benefits of Primary Health Care*, Dr. Miriam Stewart, University of Alberta and Scientific Director of the CIHR Institute for Gender and Health.

Panel Presenters:

1. *Sexual Health Program*, Kristin Johnson, Wellington-Dufferin-Guelph Health Unit.
2. *The Role of the Nurse Practitioner in Primary Health Care*, Peggy Snyder, Woolwich Community Health Centre.
3. *Public Health Nursing Practice in the 1st Place Primary Health Care Project*, Kathryn King, City of Hamilton, Department of social and public health services.
4. *The Stepping Stones Clinic*, Sue Tobin, VON-Brant-Norfolk-Haldimand Branch & Brant County Health Unit.
Educational Activities within the School of Nursing

McMaster – Mohawk – Conestoga Collaborative BScN Program

McMaster University, Mohawk College (Hamilton) and Conestoga College (Kitchener) entered into a collaborative nursing education agreement in response to changes in nursing registration regulations in the Province of Ontario. As of January 1, 2005 all new applicants for nursing registration must have a baccalaureate degree in nursing. McMaster and its College partners formed a consortium as part of the infrastructure needed to deliver a fully integrated collaborative program. The McMaster BScN degree is now offered at all three sites.

McMaster’s problem-based, self-directed approach to teaching-learning is used in the delivery of its nursing curriculum at all three sites. The inherent principles of the collaboration are to maintain the highest level of intellectual preparation for nurses, to continue to maintain the academic integrity of basic and applied research, to provide adequate numbers of nursing graduates to meet health care needs and the demands of our communities, and to achieve excellence and innovation in the delivery of the nursing curriculum. The collaborative initiative increases accessibility to baccalaureate education as the entry to practice for registered nurses in the Province of Ontario. The collaborative BScN program was offered at the College sites, for the first time, in September 2001.

The inaugural of the collaborative program, including the signing of the articles of agreement was held at McMaster on December 3, 2001. The agreement was signed by the three presidents (left to right) Dr. John Tibbits, Conestoga; Dr. Peter George, McMaster and Cal Haddad, Mohawk. Also, left to right, Dr. Andrea Baumann, Associate Dean of Health Sciences (Nursing), McMaster; Bill Jeffrey, Dean, School of Health Sciences and Community Services, Conestoga; Dr. David Burns, Vice-President (Academic), Conestoga; Dr. John Kelton, Dean and Vice-President of Health Sciences, McMaster; Rosemary Knechtel, Dean, Faculty of Health Sciences and Human Services, Mohawk and Dr. Shelagh Gill, Vice-President (Academic), Mohawk.

In response to the mandate from the Ministry of Training, Colleges and Universities (MTCU), the three partners were innovative in their approach to program planning and implementation.

Myriad issues continue to be addressed at the academic, administrative and operational levels. A great deal of time and energy has been invested in aligning the University and College systems in regard to the application and registration processes. Tutorial size, timing and length of academic year, exam scheduling, adapting specific courses for delivery via CD-ROM/Internet, and offering special elective courses on site were some of the challenges. Dr. John Vickers coordinates and teaches various components of the basic science courses for the College sites.

The Associate Dean of Health Sciences (Nursing), McMaster University, is the Director of the Consortium and Chair of the Steering Committee. Steering Committee membership includes: McMaster – Associate Dean of Health Sciences (Nursing) or designate, Associate Vice-President (Academic), Consortium Coordinator (ex-officio), Assistant Dean, Undergraduate Nursing Education; Mohawk – Dean, Faculty of Health Sciences and Human Services or designate, Chair, Health Sciences and Human Services; and Conestoga – Dean, School of Health Sciences and Community Services or designate, and Chair, Nursing Program. The Consortium Coordinator is responsible for the overall operational management of the program, chairs the Operations Group and facilitates the achievement of the Consortium objectives. Shared curriculum and administrative decision-making occurs at the Steering, Operations and Undergraduate Nursing Education Committee (UNEC) levels.
The Operations Group includes (1st row) Dr. Mabel Hunsberger, Chair and Consortium Coordinator, (2nd row–left to right) Lois Gaspar, Chair, Nursing Program, Conestoga; Dr. Catherine Tompkins, Assistant Dean, Undergraduate Nursing Education, McMaster; (3rd row–left to right) Marilyn Bieksa, Chair, Health Sciences and Human Services, Mohawk; Ida Kopac, Administrator, McMaster; Sharon Baptist, Administrative Assistant, McMaster; Marilyn Parsons, Coordinator of Studies, McMaster; and Dr. John Vickers, Basic Science Coordinator, McMaster (not present).

McMaster nursing faculty provide faculty development opportunities, including workshops, mentoring and consultation, to help prepare College faculty to participate fully in the development and implementation of the integrated curriculum. Under the leadership of Barbara Brown, Assistant Director of Educational Resources for the School of Nursing, faculty development activities are planned to address the needs of our College partners. Those activities focus on the McMaster philosophy and model; the overview and various levels of the curriculum; and educational methodologies (problem-based, small group, self-directed learning).

To facilitate transition, a McMaster consultant is selected for each level to provide consultation and mentoring to College faculty. During the 2001/02 academic year, Pat Ellis was designated as the Level I Consultant; Gerry Benson is fulfilling the role of Level II Consultant during 2002/03. McMaster is responsible for delivering the health science courses at all sites. Responsibility for the nursing and elective courses is shared by McMaster and the Colleges.

The McMaster–Mohawk–Conestoga Collaborative BScN Program is currently the largest program in the Province and by the year 2005, when steady-state is reached, approximately 2,000 nursing students will be enrolled across the three sites.

**M.Sc. and Ph.D. Programmes in Clinical Health Sciences Nursing**

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<thead>
<tr>
<th>JoAnne Fox, (BScN, MSc, PhD)</th>
<th>Program Chair (1994-2001)</th>
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<tr>
<td>Joan Crook, (BS, MA, MS, PhD)</td>
<td>Acting Program Chair (2001-2002)</td>
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The Graduate Programme in Clinical Health Sciences (Nursing) was established in 1994. The programme leads to a M.Sc. or Ph.D. degree by thesis and a M.Sc. degree by course masters. A Graduate Diploma in Advanced Neonatal Nursing is available to M.Sc. students and M.Sc. prepared Neonatal nurses. Through a federally funded CHSRF/CIHR Nursing Chair, graduate students at the M.Sc. or Ph.D. level can obtain research training specific to the introduction and evaluation of Advanced Practice Nursing roles. Students in the Graduate Programme have available the educational, research and clinical resources of the Faculty of Health Sciences and of the services of Hamilton-Wentworth health care community. To date 5 Ph.D.’s, 19 M.Sc.’s and 18 Neonatal diplomas have been awarded. There are over 70 students presently enrolled in the programme. Students have been very successful in acquiring externally and internally awarded scholarships and project funding. Full time students hold teaching assistantships in the undergraduate programme. An interim review of the programme by the Ontario Council on Graduate Studies in 1998 resulted in a rating of “good quality without further review” for seven years.
Advanced Neonatal Nursing Programme

The graduate diploma in Advanced Neonatal Nursing is an intensive, 10-month, 15-credit program that prepares neonatal nurse practitioners. It is available to post-master's applicants or master's students who have completed 3/4 of their nursing program. Graduates are eligible to write the US certification exam.

Ontario Primary Health Care Nurse Practitioner Programme

The Ontario Primary Health Care Nurse Practitioner (PHC NP) Programme offered at McMaster University is part of the COUPN (Council of Ontario University Programs in Nursing) consortium, comprised of ten university programmes in nursing delivering one standardized program. The programme, offered at a post-baccalaureate level, has two streams: and integrated BScN/PHCNP certificate for diploma prepared RNs and the post BScN certificate. It is taught using a number of modalities, including distance education. The goal of the programme is to prepare NPs, in advanced nursing practice, who are generalists and who offer comprehensive and continuous primary health care to clients across the health continuum and throughout the client's life span. PHC NPs provide wellness care including health screening activities such as Pap smears and monitoring infant growth and development; diagnosis and treat minor and episodic illnesses and injuries; screen for the presence of chronic disease; and monitor people with stable chronic disease.

The goal of the nurse practitioner curriculum is the preparation of a practitioner who bases practice on advanced knowledge of nursing art and science, and on the content relevant to health care from other sciences. Graduates will be critical thinkers, self-directed life-long learners, and reflective collaborative practitioners who function independently and interdependently within an interdisciplinary team. They are responsible and accountable for their own practice.

PHC NPs are generalists who offer comprehensive and continuous care to clients across the health continuum and throughout the client's life span. Nurse practitioners diagnose and manage human responses to actual and potential health problems in collaboration with the client. They also diagnose and manage diseases commonly seen in health care in collaboration with the client and directly or indirectly with the physician and other members of the health team. Emphasis is placed on holistic care, health promotion and disease prevention, taking into account the health care needs, abilities and resources of the whole person.

Graduates of the programme will demonstrate competency in the healing role of the nurse, in the teaching-coaching aspects of practice, in the management of client health/illness status, in organizational and role competencies and in the role of monitoring and ensuring quality of health care practice.

Paediatric and Adult Oncology Nursing Programme

The Oncology Nursing Programme, which began in 1994, continues to attract nurses interested in baccalaureate-linked oncology nursing education. Current enrollees are engaged in community, emergency room, intensive care, in-patient and outpatient departments, hospice and clinical trials. Beyond the classroom exposure to theoretical, and research issues, they have had practicums at nationally and internationally renowned cancer programmes (Princess Margaret Hospital, Victoria Hospice, Interlink Nurses, Kemp Hospice. As has occurred since the programme’s inception, many of the attendees opt to continue their formal education and additionally, provide leadership to the cancer nursing community at large, through poster presentations at national conferences, presentations and committee involvement. The 2001-2002 class had the additional opportunity to co-learn with Trinbagonian nurses, in Canada on oncology scholarships.
Nursing and Health Care Leadership/Management Program

Colleen McKey,
(BScN, MSCHSA, CHE, PhD (cand))
Program Chair

The Nursing and Health Care Leadership/Management Program offers flexibility in education with distance education and problem-based tutorial courses that are offered both on-site at McMaster University and off-site at health care organizations throughout Ontario. The Program offers a multidisciplinary Leadership/Management course, in both distance and tutorial formats. This course provides an introduction to theories and methods of leadership and management integrating the nursing, health care, and management disciplines. Two additional courses are offered in distance format only. Decentralized Budgeting presents an introduction to sources of health care funding in Canada and the principles of decentralized financial management. Total Quality Management/Quality Assurance offers an introduction to total quality management, quality assurance, quality improvement, risk management and utilization management. A new course entitled, Leading Effective Teams in Health Care Organizations, will be introduced in January 2002 in both distance and tutorial formats. This course introduces health care providers to the theories and methods of teams by integrating the professional and leadership disciplines. Students successfully completing courses in this program receive a document of completion and degree credit.

Nurse Continence Advisor Distance Education Program

Jennifer Skelly,
(MHSc, MSc, PhD)
Program Chair

The Nurse Continence Advisor (NCA) role is an independent practice model which focuses on conservative methods of managing incontinence. The NCA role was developed in Great Britain in the early 1970’s and is now well established in most health districts. The NCA education program was developed in Ontario in 1995. The training of the first 37 nurse continence advisors was funded by the Ontario Ministry of Health to help address the problem of incontinence in the community home care programs. Following the initial training program, the NCA Distance Education Program was established as a continuing education certificate program at McMaster University School of Nursing. It is currently the only recognized university-based program for educating nurse continence advisors using a self-directed, problem-oriented approach to developing evidence-based practice in continence care (www.fhs/mcmaster/nursing/nca). Students are enrolled from British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, and Newfoundland.

Academic Seminars

The School of Nursing Academic Seminars are held regularly to provide an opportunity and forum for presentation of: a) scholarly work related to nursing, health care, education and research; b) clinical work-in-progress or innovations in health care practice; and c) new knowledge and developing trends in nursing and health care. The academic seminars held in 2000 and 2001 are listed below.

2000

Promoting Advanced Nursing Practice: A Professional Manual
Heather Campbell, Lori Adler

Effectiveness of a Psychoeducation Program for Obese Women with Type II Diabetes Mellitus
Donna Ciliska

Smoking Trends and Interventions in Post-Secondary Education
Jane Radix, Catherine Krasnic, Leslie Gauthier

Weight Management During Neuroleptic Medication Treatment
Donna Tweedell, Angie Sutter

Biennial Report of Scholarly Activities 25
Predictors of Weight Gain in Premenopausal Women With Early Stage Breast Cancer: Findings and Discussion
Carolyn Ingram

Managing Organizational Transition: A Comprehensive Education Program
Kathryn McInnes

A Comparison of Problem-Based and Conventional Curricula in Nursing Education
Gerry Benson, Barb Brown, Carolyn Ingram, Elizabeth Rideout

Outbreak of Gastroenteritis Caused by Ecoli 157: H7 Involving Dried Fermented Salami in the Hamilton-Niagara Area
Sandy Isaacs, Danielle Swerhorne

Unique Student Learning Opportunities in a Patient-Centered Hospital
Theresa Moore, Ria Spee

Expressions of Sexuality in the Cognitively Impaired: A Nursing Challenge for the New Millennium
Patricia Stiles

McMaster Nursing Student Outreach to the Homeless
Greg Reilly, Patrick Mahoney, Carolyn Byrne, Dyanne Semogas

Factors of the Innovation, Organization, Environment and Individual Associated with the Use of Five Systematic Reviews Among Public Health Decision-Makers in Ontario
Maureen Dobbins

2001

TB or not TB? That is the Question.
Heather Hoxby

Hotel Dieu Health Sciences Hospital’s Experience in Developing a Vision for Nursing
Jane Cornelius

The Delirium Prevention and Education Project
Anne Pizzacalla, Cathy Reis, Jackie Turner, Lori Pokaradi

Moving Towards … Academic Practice
Heather Campbell, Rhonda Seidman

Developing a Geriatric Rehabilitation Service for Hemodialysis Patients
Lori Adler, Donna Srevakow

Staff Retention Facilitated by Professional Development Initiatives
Beverley John, Cathy Bause

Integrating Expanded Nursing Roles To Acute Care Hospital Settings
Colleen Bredin, Lauren Satov

Primary Health Care for Women of KwaZulu Natal Province, Region D, South Africa: Where We Have Been, Where We Are Going
Basanti Majumdar, Andrea Baumann, Jackie Roberts, Tracy Chambers
Feeling Confined: The Lived Experience of Persons with Cognitive Impairment Staying on a Locked Unit
Theresa Moore

The Development and Evaluation of a Long-Term Care Best Practices Resource Centre (LTCBPRC)
Maureen Montemuro

The “AIM” Standards – The Canadian Accreditation Process
Danielle Swerhone

Entrepreneurship, Organizational Structure and Performance in Ontario Long Term Care Facilities
Mary-Lou van der Horst

Breastfeeding Trends at a Community Breastfeeding Center: An Evaluative Survey
Christine Adams, Robin Berger, Paula Conning

They Don’t Trust Us: We’re Just Kids: Views from Predominantly Female Inner City Youth
Ruta Valaitis

Empowering Youth: A Case Study of Youth’s Use and Perceptions of Computers to Support School-Based Community Development
Ruta Valaitis

Implementing Evidence Based Nursing
Anne Mohide, Bernice King

Awards

The following members of the School of Nursing faculty have received awards in recognition of their expertise in research or education.

Chair

Dr. Alba DiCenso
Nursing Chair, Canadian Health Services Research Foundation/Canadian Institutes of Health Research, 2001-2011.

Career Scientist

Dr. Heather Arthur

Dr. Donna Ciliska
Career Scientist Award, Health Research Personnel Award, Ontario Ministry of Health, 1992-present.

Dr. Alba DiCenso

Dr. Janet Pinelli
Dr. Wendy Sword  

Fellowship

Denise Bryant-Lukosius  

Maureen Dobbins  

Dr. Carolyn Ingram  

Dr. Janet Rush  

Dr. Ruta Valaitis  

Scholarship

Denise Bryant-Lukosius  

Claire Mallette  
*Connaught Scholarship*, University of Toronto, 1999-2000.

Mandy Newton  

Mandy Newton  

Mandy Newton  

Olive Wahoush  
*Open Scholarships*, University of Toronto, 2000; 2001.

Teaching Award

Dr. Heather Arthur  
*Teaching Award*, McMaster Student Union, McMaster University, 2001.

Dr. Otto Sanchez  

Karthryn McInnes  
*Excellence in Nursing Education Award*, Brant Community Healthcare System, 2001.

Dr. Janet Pinelli  
*President's Award for Excellence in Graduate Supervision*, 2000 (honourable mention).
Other

Dr. Heather Arthur
_Award of Merit (Poster Presentation)_; 29th Heart and Stroke Clinical Update Day, 2001.

Dr. Heather Arthur

Debbie Bang

Dr. Andrea Baumann
_Article of the Year Award_, Health Policy and Systems, 2001.

Pamela Baxter
_The Bianca Beyer Award_, 2000.

Dr. Jennifer Blythe

Dr. Gina Browne
_Parks and Recreation Ontario Presidents’ Award of Distinction_, 2002.

Dr. Gina Browne
_Health Promotion and Innovation Award of Excellence_, The Canadian Institute of Child Health, 2001.

Dr. Carolyn Byrne
_Health Promotion and Innovation Award of Excellence_, Canadian Institute for Child Health, 2001 (to research team on the study, “When the Bough Breaks”).

Maureen Dobbins
_Graduate Student Prize_, Canadian Policy Research Award, 2000.

Dr. Carolyn Ingram
_Ruth G. Elder Excellence in Research Award_, University at Buffalo School of Nursing, State University of New York, 2001.

Dr. Mabel Hunsberger
_Best Abstract Award_, 7th Annual McMaster University, School of Nursing, Research Day, 2000.

Maureen Markle-Reid

Maureen Markle-Reid
_Honor Society of Nursing_, Sigma Theta Tau International, Lambda Pi Chapter, University of Toronto, 2000-present.

Dr. Jenny Ploeg
_Award of Merit (Outstanding PhD Thesis)_; Sigma Theta Tau, Lambda Pi Chapter, Faculty of Nursing, University of Toronto, 2000.
Research and Scholarly Projects Funding

The following research projects were initiated, on-going or completed in the report years of 2000-2001. For each project, the author(s) is identified, followed by the titles of the project and funding source(s).

**Chronic Illness and Chronic Care**

Browne, G., Robinson, G., Gafni, A., Byrne, C., & Majumdar, B. *Interventions to improve the health status and alter the pattern of health and social science utilization by the chronically ill*. Ontario Ministry of Health.

**Cultural and Ethnic Issues**

Byrne, C., Rios, I., Browne, G., Bridle, B., King, C., & Harkness, P. *Determining the health and social needs of Kurdish speaking families*. Immigrant Settlement and Adaptation Program, Citizenship and Immigration Canada.


**Education**


Boblin, S., & Tompkins, C. *Application for a collaborative nursing program* [on behalf of the McMaster-Mohawk-Conestoga Nursing Education Consortium]. Ontario Minister of Training, Colleges and Universities.


Kaczorowski, J., Patterson, C., Majumdar, B., Guyatt, G., Jensen, P., & Molloy, W. Determining the educational learning needs for complementary/alternative therapy practice of physicians in the Hamilton area: A pilot project. Medical Research Council/Association of Canadian Medical Colleges.

Kaczorowski, J., Patterson, C., Arthur, H., Jensen, P., Molloy, W., Majumdar, B., & Guyatt, G. Determining the educational learning needs for complementary therapy practice of primary health care physicians in the Hamilton area: A pilot project. Medical Research Council.


Ladouceur, M., Rideout, E., Black, M., Crooks, D., Ingram, C., & Ofosu, C. Evaluating individual performance in tutorial: developing a reliable and valid measure. Teaching/ Learning Grant, McMaster University.

Love, B., Bryant-Lukosius, D., Baumann, A., & Byrne, C. Pediatric/adult oncology programs for registered nurses. Max Bell Foundation.


Patterson, C., Kaczorowski, J., & Mills, D. A. Determining the educational learning needs for complementary/alternative therapy practice of nurse practitioners, educators and advanced nurse practitioners in Ontario. Medical Research Council/Association of Canadian Medical Colleges.

Ploeg, J., Rideout, E., Ofosu, C., & Tompkins, C. Evaluating problem-solving in the B.Sc.N. program through the use of single/double jumps. Centre for Leadership in Learning, McMaster University.

Ploeg, J., Rideout, E., Tompkins, C., & Ofosu, C. An exploration of the triple jump as method of student evaluation. University Committee on Teaching and Learning, McMaster University.


Skelly, J., & North, J. The impact of an incontinence educational intervention on the knowledge and attitudes of visiting nurses (internal).
Sword, W., Reutter, L., Meagher-Stewart, D., & Rideout, L. *Baccalaureate nursing students’ attitudes and beliefs about poverty*. Faculty of Nursing Research Fund, University of Alberta.

Sword, W., Reutter, L., Meagher-Stewart, D., & Rideout, L. *Baccalaureate nursing students’ attitudes and beliefs about poverty*. Niemeier Research Fund, School of Nursing, McMaster University.


Valaitis, R. *Computer technology: Youth perceptions of computer technology to support school-based community development*. Doctoral Fellowship, Social Sciences and Humanities Research Council of Canada.

Valaitis, R. *Computer technology: Youth perceptions of computer technology to support school-based community development*. Public Health Research and Education Department.

Valaitis, R., & Ciliska, D. *A systematic review of on-line social support to improve health*. Public Health Research and Education Department.

Valaitis, R., & Ciliska, D. *A systematic review of on-line social support to improve health*. Effective Public Health Practice Group (internal).


**Evidence-Based Practice**

Dobbins, M., Brunton, G., Thomas, H., & Underwood, J. *Exploring the process of evidence-based decision-making among decision-makers in public health*. Niemeier Award, School of Nursing, McMaster University.

Dobbins, M., Thomas, H., Brunton, G., & Ciliska, D. *Exploring the process of evidence-based decision-making among decision-makers in public health and local boards of health in Ontario*. Nursing Effectiveness, Utilization and Outcomes Research Unit, School of Nursing, McMaster University.


**Gerontology**


Lohfeld, L., Bang, D., Chan, D., Brazil, K., Krueger, P., Patterson, C., & Ploeg, J. *The Hamilton-Wentworth caregiver respite and support (CaReS) project*. J.W. McConnell Family Foundation.

Markle-Reid, M., Weir, R., Browne, G., Shadwick, S., Roberts, J., & Gafni, A. *The effects and expense of augmenting homemaking services with nursing services in a frail elderly home care population: Effective for whom?* Canadian Health Services Research Foundation.

Markle-Reid, M., Weir, R., Browne, G., Shadwick, S., Roberts, J., & Gafni, A. *A RCT to determine the effects and expense of augmenting homemaking services with nursing services in a frail elderly home care population: Effective for whom?* Canadian Health Services Research Foundation.


**Health Care Services (Delivery and Use)**


Bang, D. *Consumer Health Information Service*. Trillium Health Centre.
Baumann, A. *Development of the college of health sciences*. University of Sharjah, Government of Sharjah, United Arab Emirates.


Deber, R., & Baumann, A. *From medicare to home and community: Overtaking the limits of publically funded health care in Canada*. Canadian Institutes of Health Research.


VandeVelde-Coke, S., McGlashan, S., Browne, G., Gafni, A., & Roberts, J. *The effectiveness and efficiency of providing home care visits in nursing clinics vs. the traditional home setting*. Canadian Health Services Research Foundation.

**Health Promotion and Disease Prevention**


DiCenso, A., Siracusa, L., & Ploeg, J. Identification of adolescents likely to engage in high risk behaviour. Hamilton-Wentworth Department of Public Health Services Teaching Health Unit.


Medical Sciences


Nursing Practice and Worklife

Baumann, A. Nurse practitioner programme (Schools of Nursing: McMaster University, Laurentian University, University of Toronto, Ryerson Polytechnical University, and University of Ottawa). Ontario Ministry of Health.

Baumann, A. Characteristics of the nursing workforce and vacancies. Ministry of Health and Long-Term Care.


Crooks, D., & Mings, D. Nurses telephone workload (unfunded).

Davidson, H., Schreiber, R., MacDonald, M., Crickmore, J., Pinelli, J., Regan, S., Moss, L., & May, K. Advanced nursing practice: Opportunities and challenges in BC Canadian health services research foundation. BC Health Research Foundation, Nursing Research Fund, BC Ministry of Health Planning.


**Oncology/Palliative Care**

Bryant-Lukosius, D., Rand, C., Neville, A., & Whelan, T. Linking with the community: Patient, family, and health care provider perceptions of needs and care for metastatic prostate cancer in Hamilton-Wentworth. Hamilton Regional Cancer Centre Foundation.


Stern, A., & Weir, R. A study to determine the prevalence of use of emergency department services by community palliative oncology patients. System Linked Research Unit, McMaster University.


**Paediatrics and Neonatology**

Bang, D. A community-based project to improve the quality of life for family caregivers J.W. McConnell Family Foundation.

Hunsberger, M. The effect on parental anxiety of introducing parents to the nursing mutual participation model of care: A randomized trial (unfunded).


Pinelli, J., Saigal, S., Wu, Y-B., Cunningham, C., & DiCenso, A. The effects of family resources and coping on family function over the first year following the birth of a sick newborn. National Health Research and Development Program.
Pinelli, J., Saigal, S., Wu, Y-B., & Hoult, L. *Predictors of cognition, behaviour and academic performance in children with birthweights less than 1000g*. The J.P. Bickell Foundation.


Saigal, S., Boyle, M., Steiner, D., & Pinelli, J. *Adult preemie study*. Medical Research Council.

Thomas, H., & MacMillian, H. *Evaluation of the effectiveness of a public health nurse home visitation in preventing the recurrence of child physical abuse and neglect*. Continuation of National Health and Research Development Program.


**Perinatal/Maternity**


King, G., Law, M., Dobbins, M., & Plews, N. *Strategic decision making in children’s rehabilitation centres*. Max Bell Foundation.


Sword, W., Valaitis, R., & Browne, G. *Virtual focus group consultation with pregnant and parenting adolescents*. Hamilton Community Foundation.

Sword, W., Valaitis, R., & Browne, G. *Virtual focus group consultation with pregnant and parenting adolescents*. Public Health Research and Education Department.


**Psychosocial, Psychiatric and Mental Health**

Browne, G., Byrne, C., Bell, B., Chalklin, L., Duncan, S., Kraemer, J., Mills, M., Wallik, D., & Mills, A. A study to determine the acceptability and preference by patients and youth age 10-18 to completing questionnaires that determine psychiatric disorder in youth in primary care. System Linked Research Unit, McMaster University.

Byrne, C., Voorberg, N., & MacIntosh, C. *Youth net: A mental health prevention program for youth.* Hamilton Community Foundation.

Landeen, J. *Recovery in schizophrenia and multiple sclerosis: Hope, self-efficacy and illness intrusion* (unfunded)

Landeen, J., Attridge, C., & Derrington, D. *The development of an intervention to minimize stigma towards individuals with severe mental illness.* CSVR, Schizophrenia Foundation.

McCay, E., & Landeen, J. *A pilot test of a group intervention to enhance motivation following a first episode of schizophrenia.* The Faculty of Community Services SRC Fund, Ryerson University.

Sanford, M., & Byrne, C. *A targeted prevention program to improve functioning in children and families with parents with a depressive disorder.* Hamilton Community Foundation.


**Quality Assurance**


**Research Methodology**
Arthur, H. M., & King, K. *Building capacity for cardiovascular nursing research in Canada*. New Frontiers Program, Canadian Institutes of Health Research.


Ploeg, J., & Hutchison, B. *Collaborative research and mentorship program: Planning and implementation of a research education curriculum*. Community Care Access Centre.

Ploeg, J., & Hutchison, B. *Collaborative research and mentorship program: Planning and implementation of a research education curriculum*. Regional Public Health Department.

Ploeg, J., & Hutchison, B. *Collaborative research and mentorship program: Planning and implementation of a research education curriculum*. Victorian Order of Nurses.

Ploeg, J., & Hutchison, B. *Collaborative research and mentorship program: Planning and implementation of a research education curriculum*. R. Samuel McLaughlin Centre for Gerontological Health Research.


**Women's Health**


Crooks, D., & Reyno, L. *The experience of treatment delay in women with breast cancer*. Partner Grant with AMGEN Canada.

Ingram, C. *Predictors of weight gain in premenopausal women with early stage breast cancer*. Sigma Theta Tau International Honor Society of Nursing.

Ingram, C. *Predictors of weight gain in premenopausal women with early stage breast cancer*. Oncology Nursing Foundation, SmithKline Beecham.

Ingram, C. *Predictors of weight gain in premenopausal women with early stage breast cancer*. Woodrow Wilson National Fellowship Foundation.


Majumdar, B. *Exploration of spiritual, social and family support of women living with HIV/AIDS*. Women and Development Awards, Shastri Indo-Canadian Institute.

Majumdar, B. *International women’s conference women’s status: Vision and reality*. Shastri Indo-Canadian Institute.

Majumdar, B. *International women’s conference women’s status: Vision and reality* Canadian International Development Agency.

Majumdar, B. *International women’s conference women’s status: Vision and reality* Rockefeller Foundation.

Majumdar, B. *International women’s conference women’s status: Vision and reality*. Ford Motors.
Publications

For each publication, the author(s) is identified followed by the title and the publication name.

Chronic Illness and Chronic Care


Cultural and Ethnic Issues


Education


Baumann, A., & Rideout, E. (2001). Standardized patients as an educational resource. In E. Rideout (Ed.), Transforming nursing education through problem-based learning (pp. 281-291). Sudbury, MA: Jones and


LeGris, J. (2001). *N3MM3 therapeutic communication skills for clients and families* (Custom Courseware). Hamilton, ON: School of Nursing, McMaster University.


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**Evidence-Based Practice**


**Gerontology**


**Health Care Services (Delivery and Use)**


Browne, G. (2000). When the bough breaks: Highlights from a community workshop on ‘more effective less expensive community services’ [Newsletter]. *Community Dispatch, 5*(2).


Browne, G., Byrne, C., Roberts, J., Gafni, A., & Whittaker, S. (2001, December). When the bough breaks: Provider-initiated comprehensive care is more effective and less expensive for sole support parents on social assistance. *Social Science and Medicine, 53*(12), 1697-1710.

Browne, G., Roberts, J., Byrne, C., Gafni, A., Weir, R., & Majumdar, B. (2001). The costs and effects of addressing the needs of vulnerable populations: Results of ten years of research. *Canadian Journal of Nursing Research, 33*(1), 65-76.


**Health Promotion and Disease Prevention**


**Medical Sciences**


**Nursing Practice and Worklife**


Oncology/Palliative Care


Paediatrics and Neonatology


**Perinatal/Maternity**


Cockram, M. C., & DiCenso, A. (2000). Siblings of children who had unintentional injuries were at increased risk of injury for 90 days after the event [Commentary on *High-risk periods for childhood injury among siblings*]. *Evidence-Based Nursing, 3*, 129.


of Hamilton/Region of Hamilton-Wentworth, Social and Public Health Services Division, Public Health, Research and Development Program.


**Psychosocial, Psychiatric and Mental Health**


Landeen, J. (2000). The use of narrative helped people who had been hospitalised for psychosis to cope with their illness and to have an integrated sense of self [Commentary]. *Evidence-Based Mental Health, 3*(3), 96.


**Research Methodology**


**Women’s Health**


**Faculty Members**

*The following is an alphabetical list of members of the School of Nursing faculty accompanied by their respective degrees, professional rank and areas of interest.*

**Professors Emeriti**

BECKINGHAM, A. (B.Sc.N., Ph.D., Ph.D.)
BUZZELL, E. M. (M.Sc.N., M.Ed.)
FRENCH, S. E. (B.N., M.Sc., Ph.D.)
REID, A. (B.A.)
VonSCHILLING, K. (B.Sc.N., M.Sc.N.)

**Full-Time**

ARTHUR, H. (B.Sc.N., M.Sc.N., Ph.D.)
*Associate Professor*
Cardiac rehabilitation; hostility/anger; behavioural cardiology

BAUMANN, A. (B.Sc.N., M.Sc.N., Ph.D.)
*Professor*
Clinical decision-making; problem solving; quality of working life; health human resources; health systems research; curriculum design; measurement and evaluation; problem based learning; health systems policy; nursing service and restructuring

BAXTER, P. (B.Sc.N., M.Sc., Ph.D.(c))
*Assistant Professor*

Biennial Report of Scholarly Activities  51
Critical appraisal; problem-based learning; clinical; student nurse decision-making in the clinical setting; student nurse decision-making development; moral development and unethical student nurse behaviour; preceptorship

BENSON, G. (B.N., M.Sc.N.)
Assistant Professor
Patient education; medical surgical nursing; cardiology; professional development/clinical competency of nurses; health care practice professional development/clinical competency of staff nurses; cardiology; problem-based learning; special interest: females with heart disease

BLACK, M. (B.Sc.N., M.Sc.N., Ph.D.)
Associate Professor
Gerontology; community health; strategies to increase cancer screening behaviours; health behaviour models/research; health care with underserved communities

BLYTHE, J. (B.A., M.A., Ph.D., M.L.S.)
Associate Professor
Human resources; restructuring; quality of worklife; qualitative methods

BOBLIN, S. (B.Sc.N., M.Ed., Ph.D.)
Assistant Professor
Nursing standards and nursing competence; nursing decision-making; qualitative research methods

BROWN, B. (B.A., B.Sc.N., M.Sc.N., Ph.D.(c))
Associate Professor
Bereavement theories and counselling; community mental health nursing; psychology of women (particularly promotion of mental health); principles of teaching and learning; psychosocial adjustment in the bereaved; coping, social support and adjustment following mental or physical illness

BROWNE, G. (B.Sc.N., M.S., M.Ed., Ph.D.)
Professor
Health care delivery research; clinical research into the effectiveness of clinical interventions

BRYANT-LUKOSIUS, D. (B.Sc.N., M.Sc.N. C.O.N.(c), Ph.D.(c))
Assistant Professor
Development and evaluation of cancer supportive care programs; professional development in nursing; development and evaluation of advanced nursing practice roles

BYRNE, C. (M.H.Sc., Ph.D.)
Associate Professor
Mental health (nursing, community, children and families); health promotion; prevention; education

Associate Professor
Transcultural nursing; family coping with chronic illness; cross-cultural learning styles; recruitment, admission and retention of nursing students; community health nursing; primary health care; adult learning; learner centered, small group, problem-based curricula; international health; problem-based curricula in health sciences; cross-cultural sensitivity training

Professor
Women's health; obesity; eating disorders; research dissemination and utilization/evidence-based practice and decision-making; community health nursing; research utilization
CROOK, J. (B.S., M.A., M.Sc., Ph.D.)  
Professor  
Epidemiological studies in chronic pain (efficacy, prognostic, prevalence studies); psychological and physical disability particularly in the workplace; quality of working life; educational AIDS programme evaluation; PBL (graduates/undergraduates); research methods; psycho, social and behavioural management of patient problems; educational theory, process and research; individual, family and group (theories and practice); interpersonal therapy (dysthymia/depressive patients); chronic pain management (behaviour therapy with biofeedback/group psychotherapy); rehabilitation counselling (clients with rheumatoid arthritis, group therapist); clinical research projects (design); behaviour therapy/biofeedback for pain control

Associate Professor  
Delivery of oncology services; cancer in the elderly; symptom control; psychosocial issues in oncology; educational research

DICENSO, A. (B.Sc.N., M.Sc., Ph.D.)  
Professor  
Health services research; evaluation of nurse practitioners; evidence-based nursing; high-risk behaviour in adolescents; evaluation of nursing interventions; systematic overviews; instrument development; population health; research methodology; critical appraisal of data; validity and reliability of evaluation methods; grantsmanship

DOBBINS, M. (B.Sc.N., Ph.D.)  
Assistant Professor  
Knowledge transfer and uptake; evidence-based decision-making; organizational culture; chronic disease prevention; public health and systematic reviews

DRUMMOND-YOUNG, M. (B.Sc.N., M.H.Sc.)  
Assistant Professor  
Faculty development; models; transition and sustainability of new educational paradigms; evaluation of faculty development activities; teach the teacher model for adapting PBL as an approach to professional nursing education; BScN curriculum development and program evaluation; PBL problem design

EHRICH, A. (B.N.Sc., M.H.Sc.)  
Assistant Professor  
Community health education and research specifically related to determinants of health, women and social capital; community development; access to primary health care in inner-cities and rural under-serviced areas; epidemiology in health surveillance and neighbourhood data profiles; curriculum development for primary health care, community health, and international health in more developed and less developed countries

ELLIS, P. (B.Sc.N., M.Sc.)  
Associate Professor  
Nursing education

FAWCETT, M. (B.Sc.N., M.H.Sc.)  
Associate Professor  
Medical-surgical nursing; neurosciences; neurotrauma; head and spinal cord injury; stroke; families in crisis

FISHER, A. (B.A., M.H.Sc.)  
Associate Professor  
Biennial Report of Scholarly Activities  53
Nursing management; sociology of the nursing working environment; nursing human resource policy planning and decision-making; organizational restructuring and strategic planning for a healthier nursing workplace; symptom management

Professor  
Polypeptides in control of gastrointestinal motility; their mechanisms of actions in vivo and in vitro; their active segments; degradation; electrophysiological responses to peptides; gastrointestinal physiology; general physiology as relates to nursing; research methods; population health

HOXBY, H. (B.Sc.N., M.H.Sc., PHC NP)  
Assistant Professor  
On-line teaching/learning; chronic cardiac outreach; nursing telephone support; coping with chronic illness; health promotion strategies for the chronically psychiatrically ill; health service utilization and costs; primary health care nursing; chronic illness in the community; nursing telephone support; learning technologies; primary health care; nurse practitioner

HUNSBERGER, M. (B.S.N., M.S.N., Ph.D.)  
Associate Professor  
Stress and coping of acutely ill children and their families (hospital and home); parent participation in the care of their sick children; confidence building in clinical practice; clinical teaching modalities; collaborative programs

INGRAM, C., (B.Sc.N., M.Sc.(N.), D.N.Sc.)  
Assistant Professor  
Clinical research in oncology nursing (chemotherapy side effects, pain control, and psychosocial coping); nutrition and exercise in cancer; educational methods and evaluation; acute and palliative adult oncology nursing

LADouceUR, M. (B.Sc.N., M.P.H., Ph.D.(c))  
Assistant Professor  
International and aboriginal health; evaluation of educational outcomes; delivery and use of health care services; social epidemiology

LANDEEN, J. (B.Sc.N., M.Ed., Ph.D.)  
Assistant Professor  
Psychiatric/mental health nursing; hope recovery and chronic illness; nursing education and research

LARIN, H. (B.Sc., M.Ed., Ph.D.)  
Assistant Professor  
International health education

LeGRIS, J. (B.N., M.H.Sc.)  
Assistant Professor  
Adult and adolescent psychiatry; adult education (process and outcomes); stigma of mental illness

LOVE, B. (B.Sc.N., M.H.Sc., CON(c))  
Assistant Professor  
Paediatric and adult oncology nursing; curriculum development relevant to nursing specialization; supportive care for long-term illness; hope and medically fragile children

LUNYK-CHILD, O. (B.Sc.N., M.Sc.N., Ph.D.(c))  
Assistant Professor
Program development and evaluation in area of maternal/child health (health promotion, discharge planning and breastfeeding); educational research (effectiveness of learning plans for promoting SDL); identification of competencies that are prerequisites for SDL; validation of competencies; exploration, identification and evaluation of effective strategies for teaching SDL

MAJOOR, J. (B.Sc.N.)
Lecturer
International health education; critical care

Professor
Primary health care; community-based leadership; teaching/learning (PBL and participatory) methods; transcultural health (national and international); HIV/AIDS (women and youth)

MARKLE-REID, M. (B.Sc.N., M.Sc.N., Ph.D.(c))
Assistant Professor
Elder care; community health nursing/care; community health service delivery models; case management; home care; health promotion; caregiver support; clinical teaching (learning plans); PBL and group process; program development, implementation and evaluation; continuous quality improvement

Assistant Professor
Medical/surgical nursing; nursing education; problem-based learning; educational change; faculty development; critical thinking; qualitative methodology

Assistant Professor
Management; leadership; organizational change; professional practice and delivery; utilization of health care services

MOHIDE, E. A. (B.Sc.N., M.H.Sc., M.Sc.)
Associate Professor
Chronic diseases and supportive care; health services research; implementation of evidence-based practice; development and evaluation of PBL paper problems; undergraduate nursing career planning

MOUSSEAU, J. (B.A., M.Sc.)
Assistant Professor
Education (critical thinking, clinical skills assessment, AIDS, primary care reform, policy analysis); clinical practice (women’s health, parenting); clinical research (clinical practice guidelines)

NOESGAARD, C. (B.N., M.Sc.N.)
Assistant Professor
Policy analysis and political mobilization; gerontology; social support and decision making; family dynamics; social exchange theory and social network analysis; role theory; image and professionalism; geriatric nursing care; term care

O’MARA, L. (B.N., M.Sc., Ph.D.)
Assistant Professor
Health promotion with youth; community health; pediatric nursing; educational research

Assistant Professor
Continuing education in nursing; cultural and ethnic issues; community health
PARSONS, M. (B.N.Sc., M.H.Sc.)  
*Assistant Professor*  
Undergraduate education; preceptorship; nursing competence; pediatric nursing

*Assistant Professor*  
Advance nursing practice/nurse practitioner role; complementary therapies; primary health care services/patient-centered care

PINELLI, J. (B.Sc., M.Sc.N., D.N.S.)  
*Associate Professor*  
Impact of prematurity on families; outcomes of preterm infants; systematic reviews (non-nutritive sucking, developmental care); advanced practice nursing; breastfeeding of term/preterm infants; research methodology and statistical analyses

PLOEG, J. (B.Sc.N., M.Sc.N., Ph.D.)  
*Assistant Professor*  
Health promotion and disease prevention; evaluation of community health services and health promotion approaches; gerontology; qualitative and quantitative research; community health nursing; aging

RIDEOUT, E. (B.N., M.H.Sc., M.Sc., Ph.D.)  
*Associate Professor*  
Educational approaches (PBL programme); outcomes and programme evaluation; curriculum development; chronic health problems (cardiovascular disease and the effect on quality of life)

ROBERTS, J. (B.Sc.N., M.Sc.)  
*Professor*  
Adult nursing care; research methodology and statistics; health services research; health and social service utilization; coping with chronic circumstances

ROYLE, J. A. (B.Sc.N., M.Sc.N.)  
*Associate Professor*  
Information management; evidence-based practice; medical nursing; clinical informatics; reflective practice; community care

SANCHEZ, O. H. (M.D., Pathology, M.Sc., Ph.D.)  
*Assistant Professor*  
Pathophysiology; tumor biology; environment and health; teaching of science; computer-mediated education

SEMOGAS, D. (B.N., M.N.)  
*Assistant Professor*  
Primary health care nurse practitioners; distance education; homelessness

SERGEANT, D. (B.Sc.N., M.H.Sc., Ph.D.(c))  
*Assistant Professor*  
Community health; primary health; international health; gerontological nursing; long term care development; ethics

SKELLY, J. (M.H.Sc., M.Sc., Ph.D.)  
*Associate Professor*  
Incontinence (urinary and faecal); distance education; nurse continence advisor role; quality of life; goal attainment scaling; geriatrics
STAPLES, E. (B.A.A.(N.), M.S.N., N.D.(c))
Assistant Professor

SWORD, W. (B.Sc.N., M.Sc.(T.), Ph.D.)
Assistant Professor
Health and social services utilization; service accessibility; marginalized women; low income families; health promotion; public health

THOMAS, H. (B.N.Sc., M.Sc.)
Associate Professor
Child abuse and maltreatment; emotional-behavioural disorders of children; family dysfunction; adolescent health needs and health care; programme evaluation; adolescent sexuality; adolescent pregnancy; systematic reviews of effectiveness of public health interventions

TOMPKINS, C. (B.Sc.N., M.Ed., Ph.D.)
Associate Professor
Women's health issues; disability and chronic illness; health and the environment; teaching-learning; principles and strategies; qualitative research methodology; feminist and critical research; research methodology (qualitative); women's health; health promotion; philosophy of science

VALAITIS, R. (B.A., B.Sc.N., M.H.Sc., Ph.D.(c))
Assistant Professor
Information technology applications in community health and health promotion; youth; parent-child; educational and health care service; research; application of technology in education

VICKERS, J. (B.Sc., Ph.D.)
Professor
Research into the mechanisms of cell responses to stimuli, blood platelet; development of computers as a tool for education in the context of current educational theory and practice

Professor
Cognitive-behavioural approaches to the management of chronic pain; epidemiological studies of chronic pain; quality of nurses’ worklife; psychosocial and behavioural research related to health; chronic illness; use and costs of health services

Part-Time/Clinical Associate

ADLER, L. (B.Sc.N., M.H.Sc.)
Clinical Lecturer
Psychogeriatrics; geriatric rehabilitation; mental health

ANDERSON, C. (B.A.A.(N.), M.Sc.N.)
Clinical Lecturer
Rehabilitation (catastrophic neurological injury); clinical pathways and outcomes measure

ANDERSON, L. (Dip.N., D.P.H.N., B.Sc.N., M.S.)
Associate Clinical Professor
Rehabilitation nursing; long term care; geriatric psychiatry

BALCAIN, A. (B.A.(N), M.Sc.)
Assistant Clinical Professor
Women’s health; perinatal nursing; health promotion

BANG, D. (B.Sc.N., M.H.Sc.)
Assistant Clinical Professor
Consumer health information; client access to health information; mental health (adolescent and community-based); women and addictions; concurrent disorders (mental health and addictions)

BARRETT, J. (B.N.Sc., M.H.Sc.)
Assistant Clinical Professor
Breastfeeding support for families; teaching breastfeeding education; change management; organizational development; advanced practice nursing; leadership; family information sharing

BAYLEY, L. (B.A., M.L.S.)
Assistant Clinical Professor
Information management; critical thinking; clinical informatics; information utilization; information technology

BECKERMANN, S. (R.N., M.H.Sc., B.A.S.(Hons))
Assistant Clinical Professor
Respirology; end stage renal disease; caregiver coping mechanisms; administrative issues (discharge planning)

BECKERSON, L-A. (B.S.N., M.H.Sc.)
Assistant Clinical Professor
Women’s health; health promotion; nutrition; alternative/complementary health care

BENNETT, C. (B.Sc.N., M.Ed.)
Assistant Clinical Professor
Oncology nursing practice; adult education; staff development; community health nursing

Assistant Clinical Professor
Critical care and community health nursing; nurse entrepreneurship; education and professional development; relationship management; team building; quality assurance

BENSON, W. (B.A., M.Ed.)
Clinical Lecturer

BERGMANN, D. (B.Sc.N.)
Clinical Lecturer
Theory; integration of health care between facility and community; adult learning and challenges to continuing education in nursing-staff nurses; spiritual care; holistic approaches to care of clients and families experiencing terminal illness

BLATZ, S. (B.Sc.N., M.Ed.)
Assistant Clinical Professor
Developmental care in NICU; parent-infant attachment; QWL for staff and parent satisfaction in acute children’s services; IV therapy in the newborn infant; primary nursing; clinical practice issues in the NICU

BLEW, H. A. (B.Sc.N., M.Ed.)
Assistant Clinical Professor
Delivery and use of health care services; health promotion/education and disease prevention; parent/child/adolescent health; women’s health

BOUTCHER, F. (B.N., M.Sc., C.N.S.)  
*Clinical Lecturer*

BUFFETT, M. C. (B.Sc.N., M.Sc.)  
*Assistant Clinical Professor*

Health promotion; disease prevention; multi cultural health issues

BUTSON, T. (Dip. Primary Care, B.Sc.N., M.H.Sc.)  
*Associate Member*

Caring behaviour; family caregiving/coping; health promotion; nursing strategies in care of older adults with depression and/or dementia; geriatric rehabilitation; geriatric rehabilitation

CALDWELL, P. (B.Sc.N., M.Sc.)  
*Clinical Lecturer*

Medical/surgical nursing

CALLERY, S. M. (R.N., M.H.Sc.)  
*Assistant Clinical Professor*

Disease transmission and prevention; communicable diseases; counselling; adult education; impact of isolation on patients and staff; both qualitative and quantitative research

CAMPBELL, H. (B.N., M.Sc.)  
*Assistant Clinical Professor*

Rehabilitation nursing; neurological/neurosurgical nursing; transitional issues from acute to rehabilitation settings; peer support/peer review; certification/recertification versus autonomy and professional accountability; evaluation; self-learning tools/packages; interprofessional practice; role of advanced practice nurses

*Assistant Clinical Professor*

Parenting in the NICU; newborn pain management

CHEMERIS, E. (B.Sc.N., M.N., M.B.A.(c))  
*Clinical Lecturer*

Emergency nursing; medicine

CLARK, L. (B.Sc.N., M.Ed.)  
*Assistant Clinical Professor*

Caring; social support; learning styles; psychiatry; L/R brain; professional practice; primary nursing; nursing unit culture

CLAUSE, R-F. (B.Sc.N., M.H.Sc., CNS)  
*Assistant Clinical Professor*

Complex chronically ill and technology-dependent infant/children and their families

CLOSE, M. (B.Sc.N., M.Sc.N.)  
*Assistant Clinical Professor*

Delivery of home health care services; clinical nutrition; palliative care

COKER, E. (B.Sc., B.Sc.N., M.Sc.N., B.A.)  
*Clinical Lecturer*

Staff development; team function; older adult health; gerontological nursing
COOPER, M. (B.Sc.N., M.Sc.)  
*Clinical Lecturer*  
Quality of worklife

COTTON, A. (B.Sc.N., M.Ed.(c))  
*Clinical Lecturer*  
Women’s health; gynecological nursing practice; nursing education; staff development and education in the clinical setting; role of the RN; RPN

CRUSTOLO, A. M. (B.Sc.N.)  
*Clinical Lecturer*  
Mental health care in primary care settings; shared mental health care

CUNNINGHAM, K. (B.Sc.N., M.H.Sc.)  
*Assistant Clinical Professor*  
Neonatology; non-nutritive sucking; newborn examination; developmentally supportive care

CURRAN, J. (B.Sc.N., M.A.Ed.)  
*Clinical Lecturer*  
Evaluation; design and implement collaborative; community projects

CUSWORTH, J. (R.N.C., M.H.Sc., C.N.S./N.P.)  
*Assistant Clinical Professor*  
Neonatal nursing; physical assessment; EKGs

DANIELS, C. M. (B.Sc.N., M.Sc.(T.))  
*Assistant Clinical Professor*  
Cardiac disease (prevention, diagnosis, treatment and rehabilitation); clinical ethics

*Associate Member*  
Women’s health care

DIBERT, C. (B.Sc.N., M.Sc.N.)  
*Clinical Lecturer*  
Critical care nursing (cardiovascular, respiratory)

DORE, S. (B.Sc.N., M.Ed., Ph.D.(c))  
*Assistant Clinical Professor*  
Healthy and high risk maternal newborn care; research utilization; continuing and distance education; women’s health

DOYLE, W. (B.Sc.N., M.N.)  
*Clinical Lecturer*  
Psychiatric mental health nursing; nursing practice; nursing administration; advanced practice within acute care and mental health

*Assistant Clinical Professor*  
Palliative care; pain management

EASTON, S. (Dip. Primary Care, M.P.A.)  
*Assistant Clinical Professor*
Acute care nursing; clinical decision making in primary care; quality of nursing worklife

ELFORD, A. (B.Sc.N., M.Sc.N.)
Clinical Lecturer
ICU

ELLIOTT, D. (M.B.A., B.Sc.N.)
Assistant Clinical Professor
Community based injury; substance abuse prevention

Assistant Clinical Professor
Nursing management

EYLES, P. (M.H.Sc., B.Sc.N.)
Assistant Clinical Professor
Education/patient and health; readability; literacy; brochure format/layout

FARRAR, S. (B.Sc., M.H.Sc.)
Clinical Lecturer

Clinical Lecturer
Geriatric complex continuing care; wound care; staff education and development

FITZPATRICK, L. (R.N., B.A., M.H.Sc.)
Clinical Lecturer
Health care planning especially as it applies to hospital services

FLAHERTY, B. (B.A., M.P.A.)
Assistant Clinical Professor
 Administrative management

FLYNN KINGSTON, S. (B.Sc.N., M.Sc.N.)
Assistant Clinical Professor
Community mental health; mental health system; suddenly single through death, separation or divorce; individuals couples and family therapy; cognitive/behavioural therapy; Myers-Briggs type indication; communication/interviewing/counselling skills

Associate Clinical Professor
Chronic mental illness; therapeutic relationships; Peplau's Theory and the nurse-client relationship; sexuality health promotion; sexuality

FORD, P. (B.A., M.H.Sc., N.P.)
Assistant Clinical Professor
Gerontology; caregiver coping; dementia

FORNATARO, S. (B.Sc.N., M.H.Sc., GNC(c))
Assistant Clinical Professor
Gerontological nursing; psychogeriatrics; personhood-person-centred care; substance abuse in older adults; grief and bereavement counselling for older adults; geriatric rehabilitation; skin and wound care management

FREELAND, A. (B.Sc.N., M.Sc.(T.))
FRISINA, A. (B.Sc.N., M.H.Sc.)  
Clinical Lecturer  
Risk reduction and early detection of cancer (breast and cervix); communicating cancer risk and risk reduction measures (individuals and groups); health communication messaging; factors affecting client/patient/student decision-making and behavioural change

GALE, J. (M.Sc.N., P.N.C.(c))  
Clinical Lecturer  
Nursing support during childbirth; fetal health surveillance

GARLEY, D. (B.Sc.N., M.Sc.(N.))  
Assistant Clinical Professor  
Child and adolescent psychiatry/mental health; family perspectives in eating disorders; children of parents with mood disorders

GAUTHIER, L. (B.Sc.N., M.Sc.(T.))  
Assistant Clinical Professor  
Cardiac and vascular nursing; critical care nursing; patient education; women and heart disease

GILDNER, J. (B.A., M.H.Sc.)  
Assistant Clinical Professor  
Transplantation; transition (between areas in hospital and from pediatrics to adult centers); the experience of live kidney donation

Assistant Clinical Professor  
Rehabilitation; acquired brain injury; support; patient education

GILLIES, L. (B.Sc.N., M.Ed.)  
Clinical Lecturer  
Burns; trauma; intensive care; neurosciences; medical/surgical nursing

GODDARD, P. (B.Sc.N., M.Sc.N.)  
Assistant Clinical Professor  
Interdisciplinary care delivery; redesign and reengineering; perceptions of power/empowerment; health care administration; professional development

GOODINE, W. (B.Sc.N.)  
Clinical Lecturer  
Primary health care; nurse practitioner role; collaborative model of primary health care; women’s health

GRACE, E. (M.H.Sc., M.Sc., Clinical Epidemiology, Ph.D.)  
Assistant Clinical Professor  
Pharmacoepidemiology; burden of illness in chronic disease; measurement of quality of life and health economics; health promotion; risk assessment

GREEN, E. (B.Sc.N., B.A., M.Sc.(T.))
**Assistant Clinical Professor**
Oncology nursing; advanced practice nursing; health human resource planning; competencies

HAMILTON, L. (B.S.N., M.Sc., C.N.S.)
**Assistant Clinical Professor**
Geriatric rehabilitation

HAMILTON, S. (R.N., B.A., B.Comm.)
**Assistant Clinical Professor**
Management; finance; budgeting; resource utilization; workload measurement; re-engineering/redesigning of the health care system

HARMER, M. (B.Sc.N., M.Sc.N.)
**Assistant Clinical Lecturer**
Health promotion and disease prevention; community health nursing; delivery and use of health care services; gerontology; women’s health; health and aging

**Clinical Lecturer**
Parent/child; women’s health; psychiatry; health promotion; disease prevention

HEIGHENHAUSER, G. (Ph.D.)
**Associate Member**
Integration of carbohydrate and fat metabolism in human skeletal muscle

HERSHEY, B. (B.A., M.Ed.)
**Clinical Lecturer**
Non-violent crisis intervention and pre-hospital defibrillation

HILTS, L. (B.Sc.N., M.Ed.)
**Assistant Clinical Professor**
Patient education; literacy and education

IRWIN, E. (B.Sc.N., M.Ed.)
**Assistant Clinical Professor**
Cancer genetic counselling; oncology nursing; patient education and decision making

ISAACS, S. (B.Sc.N., M.Sc.)
**Assistant Clinical Professor**
Public health; health promotion; programme evaluation; community health status information; outbreak/cluster investigation

JANES, M. (B.Sc.N., M.H.Sc.)
**Assistant Clinical Professor**
Neonatal intensive care; neonatal pain and its management; neonatal outreach education

JOHNSON, G. (B.Sc.N., M.Sc.(T.))
**Assistant Clinical Professor**

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Critical care

KALYN, A. (B.Sc.N., M.H.Sc., C.N.S./N.P.)  
*Assistant Clinical Professor*  
Advanced practice neonatal nursing; evidenced-based nursing and clinical practice; systematic reviews

KING, B. (B.Sc.N., M.H.Sc., C.R.N.H.)  
*Assistant Clinical Professor*  
Palliative care; chronic illness; family coping with loss; pain/symptom control; quality of life issues; malignant pain control; grief; loss

KING, B. (B.Sc.N., M.S.W.)  
*Assistant Clinical Professor*  
Maternal/child health; child welfare; public health nursing

*Assistant Clinical Professor*  
Stay patients with a diagnosis of schizophrenia; psychosocial rehabilitation; hope and schizophrenia; program evaluation

LANGTON, K. (M.Sc., B.Sc., B.Ed., O.T.C.)  
*Assistant Clinical Professor*  
Innovation in education; clinical informatics; critical appraisal of the scientific literature; use of the Internet; web site design; computer-based clinical decision support systems

LAPPAN, J. (B.Sc.N., M.Ed.)  
*Clinical Lecturer*  
*Assistant Clinical Professor*  
Marital and family therapy; marital mediation and child assessment; individual cognitive therapy; bereavement supportive psychotherapy; group therapies; crisis interventions; critical incident stress management (group/individual defusing/ debriefing/cert)

*Assistant Clinical Professor*  
Delivery and use of health care service; gerontology

LEVER, J. (B.Sc.N., M.Sc.(A.))  
*Assistant Clinical Professor*  
Management of dementia and other problems associated with aging; restraints reduction program; behaviour problem management; caregiver stress reduction; standardized geriatric assessment; health care choices; competency assessment

LONGDON, M. (B.N., M.Sc.N.)  
*Associate Member*  
Consumer health informatics; citizen involvement in decision making; abortion; governance

*Assistant Clinical Professor*  

Biennial Report of Scholarly Activities  64
Perinatal nursing; Parse's theory of human becoming; qualitative research; facilitating amalgamations of health care organizations; building health care environments that support family centred care and quality work environments

MACKAY, G. (B.Sc.N., M.H.Sc.)
Assistant Clinical Professor
Community health; parent-child health; context of practice/worklife

MacKENZIE, G. (B.N.Sc., M.Sc.N.)
Assistant Clinical Professor
Critical care; cardiology and respiratory nursing; nursing theory (philosophy and science of caring (Jean Watson)); women; diabetes; heart disease

MacLEOD, J. (B.Sc.N., M.H.S.A.)
Clinical Lecturer
Health services delivery models; geriatric assessment and rehabilitation; geriatric psychiatry; evaluation

Assistant Clinical Professor
Aboriginal health issues; health policy; regulation of health professions; health service administration

MARTIN, E. (B.Sc.N., M.Sc.N.)
Assistant Clinical Professor
Health promotion

Assistant Clinical Professor
Mental health/illness; therapeutic relationships; mood disorders; theoretical pluralism; sexuality; sexual abuse; aggression; clinical nurse specialists

MARTIN, N. (B.Sc.N., M.Sc.N., Ph.D.)
Assistant Clinical Professor
Clinical issues in gerontology; minimum data set in chronic care; nurse absenteeism

MARTINUS, L. (B.Sc.N., M.Ed.)
Assistant Clinical Professor
Acute care; nursing practice; clinical skills and technology; acute ambulatory care

McINNES, K. (B.Sc.N., M.Sc.N.)
Assistant Clinical Professor
Presentation skills; transition management; team building; mental health; gerontology; customer service and health care; consent to treatment; use of unskilled workers in health care

McINNES, M. (B.A., M.Ed.)
Assistant Clinical Professor

MEDAGLIA, M. (B.A., M.Ed.)
Assistant Clinical Professor
Critical care nursing

MICUCCI, S. (B.A., M.Sc., Ph.D.(c))
Clinical Lecturer
Determinants of health; quantitative and qualitative research methods; process

MILLS, D.A. (R.N.)
Associate Member
Family practice nursing

MILNE, C. (B.A., M.H.Sc.)
Assistant Clinical Professor
Community capacity building; integrating and coordinating community-based human service delivery

MINGS, D. (M.H.Sc., A.C.N.P.)
Assistant Clinical Professor
Wound management; neuro-assessment and neuro-oncology related to cancer fatigue and quality of life; gerontology

MONCRIEFF, K. (B.Sc.N., M.Sc.N.)
Assistant Clinical Professor
Parse’s nursing theory; marginalized populations; empowerment; client focused care

MONTEMURO, M. (B.Sc.N., M.H.Sc.)
Assistant Clinical Professor
Dementia care/gerontology; evidence-based long term care; interdisciplinary education and practice/collaborative care; client-centered care

MOORE, T. (M.Sc.N.)
Assistant Clinical Professor
Patient focused care; approaches to dementia care; qualitative research, therapeutic touch

MORDEN, P. (B.Sc.N., M.Ed.)
Associate Clinical Professor
Management in a term care setting; gerontology; aging and health; staff development; health policy

Assistant Clinical Professor
Diabetes; chronic illness; wound care

NELLIGAN, P. (B.Sc.N., M.S.)
Associate Clinical Professor
Public health; mental health; sexual health including AIDS/HIV; equal access; qualitative research methodology; program planning and evaluation; primary health care

NEUFELD, M. (B.Sc.N., M.H.Sc.)
Assistant Clinical Professor
Consultant to management; planning; leadership, team; communication; business processes; performance management; organizational transition; behavioural change
NOBLE, J. (B.Sc.N., M.Sc.)  
Assistant Clinical Professor  
Critical care nursing; cardiac and post-anaesthesia care; end of life decision-making; patient satisfaction and feedback; preoperative preparation; nursing education

NORTH, J. (B.Sc.N., M.H.Sc.)  
Assistant Clinical Professor  
Community nursing; geriatric mental health; nursing practice and worklife

OATES, S. (M.Sc.N., C.N.C.C.(c))  
Clinical Lecturer  
Critical care; trauma (ABI rehabilitation)

OLSON, D. (B.Sc.N., M.Ed.)  
Assistant Clinical Professor (Retired)  
Leadership; management

OOLUP, P. (B.Sc.N.)  
Clinical Lecturer  
Organizational management; project management; re-engineering; quality improvement; data analysis

OTT, M. (B.Sc.N., M.Sc.N.)  
Assistant Clinical Professor  
Injury prevention; substance abuse prevention; nursing theory; nursing history; the learning organization concept and theory

PARISI, L. (B.S.N., M.A., Ed.D., J.D.)  
Clinical Professor  
Health care law and ethics; health care leadership and administration

PARK-DORSAY, J. (B.A.A.(N.), M.N.)  
Assistant Clinical Professor  
Rehabilitation nursing; psychosocial; interdisciplinary practice; family nursing theory

PIZZACALLA, A. (B.Sc.N., M.H.Sc.)  
Assistant Clinical Professor  
Geriatrics; dementia

Assistant Clinical Professor  
Adult education; organization development; nursing practice and worklife; patient education; nursing informatics

PORTEOUS, A. (B.Sc.N., M.Sc.N.)  
Assistant Clinical Professor  
Staff development; research; nursing practice; education; transformational leadership; alternative dispute resolution

PREMJI, S. (B.Sc., B.Sc.N., M.Sc.(N), Ph.D.(c))
**Assistant Clinical Lecturer**
High risk neonates and their families; gastrointestinal physiology and pathology; nutritional management of premature infants; international health; family systems nursing; cultural issues

PRENTICE, D. (B.Sc.N., M.S.)
*Assistant Clinical Professor*
Geriatric rehabilitation; research based nursing practice; ulcer care

*Assistant Clinical Professor*
Nursing informatics and decision support systems; continuing nursing education

PUPO, M. (R.N., M.H.Sc.)
*Assistant Clinical Professor*
Quality of life; palliative care nursing; facilitation of student learning (post RN program, year IV BScN studies); oncology nursing; pain management; head and neck oncology

RASO, M. (M.H.Sc.)
*Clinical Lecturer*

*Assistant Clinical Professor*
Nursing enhancement; motivation of adult learners for continuing education; needs related to oncology of community provider and Cancer patients

RICHARDS, P. (B.Sc.N., M.Ed.)
*Assistant Clinical Professor*
Health promotion and disease prevention; education, training and development; parent-child issues; healthy babies/healthy children program; breast feeding; child abuse; lay home visitors

ROBERTS, G. (R.N., B.Sc., M.H.A.)
*Clinical Lecturer*
Health administration; nursing's role in health care; quality assurance

*Assistant Clinical Professor*
Aging process; elder abuse; health promotion for older adults; influenza vaccine promotion; quality assurance; self medication

ROGERS-SCHOFIELD, S. (B.Sc.N., M.Ed., Admin.)
*Assistant Clinical Professor*
Geriatrics; teaching of nursing students; client centered care

RUSH, J. (B.Sc.N., M.H.Sc., Ph.D.)
*Assistant Clinical Professor*
Family centered care/parent child health; quality assurance with maternal-child care; newborn infection control; quality of nursing worklife; clinical evaluation of nursing routines; early care of mother and baby
RYAN, L. (B.A., M.A., Ph.D.)  
*Assistant Clinical Professor*

Health policy; health planning; women's attitudes; access to health services; population health; history of nursing

SANDILANDS, C. (R.N., B.Sc.N., MPA)  
*Assistant Clinical Lecturer*

Emergency nursing; community health; organizational management and change

SARATSIOTIS, D. (B.Sc.N., M.Ed.)  
*Assistant Clinical Professor*

Critical care nursing; adult education; evaluation of health education

SAVAGE, P. (B.A., M.A.Ed., C.O.N.(c))  
*Clinical Lecturer*

Medical oncology; skin and wound care; central vascular access devices; chemotherapy

SCHINDEL-MARTIN, L. (B.A., B.Sc.N., M.S.)  
*Assistant Clinical Professor*

Nursing theory; gerontological nursing; dementia care; behavioural analysis and management in dementia; interdisciplinary practice

SCHOFIELD, R. (B.Sc.N., M.Sc.(T.))  
*Assistant Clinical Professor*

Chronic mental health in the community; child welfare; community nursing; health promotion; homelessness; action research

SHADWICK, S. (B.Sc.N., M.Sc.)  
*Assistant Clinical Professor*

Hospital-in-home project; programmes that minimize hospital stays (Quick Response Programmes); community based health services; mix and type of personnel for delivery of optimal community care

SHALMI-DOLINA, L. (B.A.(N.), M.N.)  
*Assistant Clinical Professor*

Health promotion of the elderly; bereavement; community health nursing; intergenerational activities

SHEEHAN, D. (B.Sc.N., M.S.W.)  
*Assistant Clinical Professor*

Pregnancy; breast-feeding; early postpartum discharge; community capacity; wraparound

SIRACUSA, L. (B.Sc.N., M.Ed.)  
*Assistant Clinical Professor*

Health promotion; psychosocial, psychiatric and mental health; community health; adolescent education; sexual health

*Associate Clinical Professor*

Work design and organization; care delivery models
SMITH S. E. (B.N., M.P.H., Ph.D.)  
*Assistant Clinical Professor*  
Community health; primary health care; population health; international health

SOLUK, R. (B.N., M.Ed.)  
*Assistant Clinical Professor*  
Community health; primary health care; integrated health systems

SPEVAKOW, D. (B.Sc.N., M.S.N.)  
*Clinical Lecturer*  
Gerontology; mental health; rehab (stroke/acquired brain injury patients); complementary therapies; skin care; trans cultural nursing

STEIN, N. (B.Sc.N., M.Sc.(T.))  
*Clinical Lecturer*  

STILES, P. (B.Sc.N., Dip. Gerontology, C.P.M.H.N.(c), M.S.)  
*Clinical Lecturer*  
Psychiatric and mental health nursing; passion for geriatric psychiatric nursing; nursing theories; issues of aging

*Clinical Lecturer*  

SWANSON, L. (B.Sc.N., M.Sc.(T.))  
*Assistant Clinical Professor*  
Prenatal; breast-feeding; parent-child; health promotion; disease prevention

*Assistant Clinical Professor*  
Leadership; patient care services; administration in health sciences; critical care; clinical interests; health care; economics in nursing

SYMINGTON, A. (B.Sc., B.Sc.N., M.H.Sc.)  
*Assistant Clinical Professor*  
Care of the high risk neonate and their family

TAYLOR, T. (B.A., M.A.Sc.)  
*Assistant Clinical Professor*  
Population-based health promotion; smoking prevention, cessation and policy; heart health promotion

TEW, M. (B.Sc.N.)  
*Clinical Lecturer*  
Occupational health

THOMSON, S. (B.Sc., B.Sc.N., M.H.Sc., C.N.S./N.P.)  
*Clinical Lecturer*  
Care of high risk infants and their families; neonatal physiology/pathology
TINDALE, H. (B.Sc.N.)  
Clinical Lecturer  
Parent child; health promotion; public health; healthy babies/healthy children

TOMASIK, H. (B.H.Sc., M.Sc.)  
Associate Clinical Professor  
Nutrition; promotion

Assistant Clinical Professor  
Family systems nursing and psychosocial rehabilitation; coping with chronic illness; women with severe mental illness who have experienced trauma

UNDERWOOD, J. (B.Sc.N., M.B.A.)  
Associate Clinical Professor  
Population health; health promotion; evidence based practice and evidence dissemination; social and health policy

VAILLANCOURT, V. (B.Sc.N., B.A., M.Ed., Ph.D.(c))  
Assistant Clinical Professor  
Psychiatric nursing; cultural and ethnic issues; professional development; complimentary therapies

van BERKEL, C. (B.N.Sc., M.H.Sc.)  
Assistant Clinical Professor  
Community health; heath promotion; communicable disease control; sexual health

van der HORST, M-L. (B.Sc.N., M.Sc.N., M.B.A.(c))  
Assistant Clinical Professor  
Interdisciplinary health care teams; advanced nursing practice roles; geriatrics; mental health; complex case management; health care management; term care; community care

VELJI, K. (B.Sc.N., M.Sc., A.C.N.P.P.)  
Clinical Lecturer

Assistant Clinical Professor  
Occupational health nursing

VIGNEUX, A. (M.H.Sc.)  
Assistant Clinical Professor  
Pediatrics; pediatric nephrology; nursing information systems; family nursing; children with chronic conditions; pediatric sedation

VOORBERG, N. (B.Sc.N., M.Ed.)  
Assistant Clinical Professor  
Health promotion; child/youth health; population health

**Clinical Lecturer**
Women's health; children's health; nurse education; management issues; cultural diversity and its impact on health care

WALL, P. (B.Sc.N., M.Sc., Ph.D.(c))

**Clinical Professor**
Primary care; management of chronicity in primary care; psychosocial nursing; community based care for the elderly; bioethics

WILSON, J. (B.Sc.N., M.H.Sc.)

**Assistant Clinical Professor**
Neonatal gastrointestinal motility; nursing attitudes to medical research

WITMER, D. (B.Sc.N., M.H.Sc.)

**Clinical Lecturer**
Continuing competence; reflective practice; assessment of competence

WOLFSON, S. (B.A., M.H.Sc.)

**Assistant Clinical Lecturer**
Death and dying (related to elderly); spirituality; effects of institutionalization on the elderly; nursing management

WOODCOX, V. (B.Sc.N., M.Ed.)

**Assistant Clinical Professor**
Public health nursing; organizational change; nursing management; job satisfaction

WOROBEC, F. (R.N., M.H.Sc., A.C.N.P.)

**Assistant Clinical Professor**
Palliative care

WRIGHT, J. (B.Sc.N., M.Sc.N.)

**Assistant Clinical Professor**
Orthopaedics; staff development; nursing informatics; evidence-based nursing; team building

ZERAN, B. (R.N., M.H.Sc.)

**Assistant Clinical Professor**
Quality of nursing care; clinical decision making; problem solving; total patient care; international health

**Sessional Lecturers**

DEAL, M. (B.Sc.N.)
Gastrointestinal and trauma surgery; health promotion

GENGE, K. (B.A., B.Sc.N., M.Sc.(T.))
Adult learning; problem-based learning; nursing informatics

HANNON, R. (B.N.Sc., M.H.Sc., M.Sc. (F.N.P. Nursing(c))
Critical care nursing

KINGCOTT, E. (B.Sc.N., M.Sc. (C.H.S. Nursing(c))
Consumer health information; nursing informatics; internal medicine; health promotion; population health; information technology; education; critical thinking; clinical decision making

MAGI, A. (B.Sc.N., M.Sc.N.(c))
Acute coronary care; clinical trials; cardiac rehab-Post MI and CHF; risk reduction in coronary care

NEWTON, M. (B.Sc.N., M.Sc. (C.H.S. Nursing), Ph.D.(c))
Women’s health; eating disorders in relation to body image and pregnancy; intimate relationships; cognitive behavioural therapy; intervention efficacy; health care systems entry; self-help internet therapy; psychodynamic psychotherapy (object relations and self-psychology); undergraduate education; nursing theory and research; communication and clinical skills

PALIN, D. (B.Sc.N.)
Pediatric nursing (intermediate, step-down); surgical care of children and their families; critical thinking

PEACHEY, G. (B.N., M.Ed., M.H.Sc., Ph.D. (c))
Leadership and management

PIERAZZO, J. (RN, MScN)

POOLE, L. (B.Sc.N., M.Sc.N.)
PBL; critical thinking; adult education; community health

QUECK, B. (B.Sc.N., M.Sc.N.)
Nursing ethics; nursing pharmacology; problem-based learning; quantitative nursing research; clinical nursing (general surgery); orthopaedics, maternity nursing

ROSS, G. (B.Sc.N., M.Sc. (Health Promotion))
Alternative healing modalities (energy healing, healing touch); spiritual counselling; family and community nursing; health promotion

Pediatrics; population health

SCOTT, B. (B.Sc.N., M.Ed.(c))
Critical care; adult education

SHUHAIBAR, E. L. (B.Sc.N.)
Health promotion; disease prevention; women’s health

THOMAS, C. (B.Sc.N., M.S.)
Role of the nurse practitioner; primary care; street youth and homelessness
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