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Looking Back, Moving Forward!

PROFESSIONAL STUDIES and the BC Internationally Educated Nurses (IEN) Assessment Service · *Ann Moniz, Director, Health & Community Partnership Initiatives*

Long before the establishment of the BC IEN Assessment Service, the Faculty of Community & Health Studies Professional Studies Department offered the Competency Assessment and Enhancement for Nurses (CAEN).

The CAEN is a three part assessment that involves an exam, self-assessment and assessment of practice using simulation. The CAEN was one of the first formalized uses for simulation here at Kwantlen. Our initial i-Stan was purchased using Practice Education Innovation Fund (PEIF) grant monies awarded by BC Academic Health Council (BCAHC) in 2005. The PEIF grant was a collaborative effort between Kwantlen, Douglas College, and the Fraser Health Authority. It was these monies which enabled both Kwantlen and Douglas to purchase i-stans and initiate teaching and learning using simulation. It was this same PEIF funding that enabled Kwantlen to establish its first Shared Learning Unit (SLU).

Over the past couple of years, the CAEN has increased in popularity with employers, the College of Registered Nurses of BC (CRNBC), the nursing union (BCNU) and individuals wanting to move between long term care (LTC) and acute care. Working collaboratively with referring agencies, the CAEN is often used in return to work and remediation plans as well as when organizational restructuring results in lay-offs and job displacement.

The success of the CAEN created a new challenge for Professional Studies as there were no short term courses available within the lower mainland to address the gaps that were being uncovered through the CAEN assessment. With profit from Professional Studies, seed money was used to develop courses that addressed the most frequently identified areas of concern. The new courses were launched in early 2009 which were a mixture of online and in-person classes. There was strong support for online course offerings so that individuals living outside the lower mainland could stay in their communities until such time they were ready to take the lab courses (if required).

Success did not come easy. Our initial lab courses were offered using days and times in the nursing labs that were not in demand on the academic side of the house. It soon became apparent that our scheduling did not fit the needs of the learner, the employers or disability management who all shared a common goal of getting nurses back into their work roles quickly. In response, Professional Studies has offered the lab courses in a number of different ways (ie, evenings, weekends, consecutive dates, two weekends at a time, etc) to try and meet the demand.

The new Professional Studies' courses consist of Health & Physical Assessment, Psychomotor Skills Review, Medical/Surgical Review, Professional Communication and a Clinical Consolidation course. In addition, we offer Nursing in Canada, Pharmacology, FoodSafe and the Canadian Registered Nurses' Exam (CRNE) prep course.

Currently there is demand for Professional Studies to expand into the world of the Licensed Practical Nurse through CAEN and supplemental education which is being explored. Additionally, Professional Studies is poised to offer a condensed nursing review program to offshore stakeholders in Sri Lanka and Dubai. As all these initiatives are revenue generating, external stakeholders must be able to commit to development and operation costs which can take considerable time to secure.

On the local front, Professional Studies is working with Abbotsford Regional Hospital in the development of a Dedicated Education Unit (DEU).

The DEU will be a partnership between Professional Studies and the Acute Care of the Elderly (ACE) Unit that will assist with the orientation of Internationally Educated Nurses (IEN's) and remediating/upgrading RN's in the Consolidated Clinical course.

CAHS MISSION:

The Faculty of CAHS fosters student success and contribution in local, national and international communities as transformational leaders in health and education through quality programming, service and scholarship.

Abbotsford Ace Unit

A big misconception about Professional Studies is that it is for Internationally Educated Nurses (IENs) only. It is true that many of the students are internationally educated but many others are taking courses for self-improvement. The IENs that apply for courses have been through a rigorous assessment called the Substantially Equivalent Competency (SEC) assessment. The results of the SEC are used by CRNBC to help determine level of nursing proficiency. Individuals cannot self-refer to the BC IEN Assessment



Service, as CRNBC identifies who comes through the process. Much depends on educational background, clinical experience and overall years spent nursing. CRNBC referrals can consist of general med/surg, maternity, psych, peds or any combination thereof. Assessments include at least one full day of proctored exams while the assessment process can range from two (2) to five (5) days in duration. Our internationally educated candidates are very diverse and we are pleased to welcome nurses from the US, UK, Jamaica, United Arab Emirates, Germany, Israel, India, the Philippines, Russia, Iran, Singapore, South Korea, Botswana, Ireland, Nigeria, Zimbabwe, Thailand, Denmark and Saudi Arabia. Not only are our candidates diverse geographically, their country of origin professions include that of medical doctor, pediatric neurosurgeon, specialty nursing, midwives, orthopedic surgeon, pediatrician, and nurse educators. For some, the lack of bridging programs in their careers of choice creates a significant barrier to pursuing their credential here in Canada. For others, the need to provide for their families in a new country takes precedence and candidates make career decisions based on how quickly they can re-enter the workforce in their new home, Canada.

Like any other nurse applicant in the province, if an IEN has been out of practice for several years they will be referred directly to either the Re-entry or Graduate Nurse Internationally Educated (GNIE) programs. If CRNBC determines that an applicant does not meet minimum requirements for nursing in Canada with their present credentials, they will be referred to a nursing degree program.

BPN Student Submission #2 - Benefits of Sharing Soil

Two Kwantlen Bachelor of Psychiatric Nursing (BPN) students who volunteered at the George Pearson Centre (GPS) Garden Club's end-of-March seed starting party 'dug up' some interesting research findings on the beneficial effects of soil.

As well, students Ravinder and Angelina thank all the George Pearson residents and staff for the experience: "Spending time with you in the Seed Starting Party was a valuable experience and we really appreciate that we shared garden interests. Through this activity, we were able to enhance our knowledge on how we, as psychiatric student nurses, can use nature in our future practice to promote the overall well-being of individuals."

The students shared some research findings:

Exposure through inhalation of certain strains of soil-borne mycobacteria which are typically found in garden environments, such as mycobacterium vaccae, can stimulate immune cells to raise the threshold for inflammatory processes (Marano, 2008, p. 57-58).

Soil-borne mycobacteria also interact with the nervous system to increase production of serotonin, which has a direct impact on cognition and mood regulation (Marano, 2008, p. 58).

Marano, D.A. (2008). Soil Salvation. *Psychology Today*, 41(5), 57-58.



**Dr. Tru
Freeman**

"I am personally convinced that one person can be a change catalyst, a 'transformer' in any situation, any organization. Such an individual is yeast that can leaven an entire loaf. It requires vision, initiative, patience, respect, persistence, courage, and faith to be a transforming leader."

- Steven
Covey

From The Office of THE DEAN

This quote by well known author, Steven Covey, seemed very appropriate given the transformative changes that the Faculty of Community and Health Studies (CAHS) is currently undertaking. As Kwantlen Polytechnic University (KPU) prepares for a year of planning to achieve their newly honed mission and vision and related 20 commitments, CAHS is also working to align the Faculty with the broader university mandate. CAHS's new vision "Innovative, flexible integrative approach to educational excellence in health, wellness and community programming that contributes to our diverse populations across the lifespan " will help direct its own strategic planning process that is being guided by the CAHS Academic Planning and Priority/Budget (AP&P) committee and will continue into 2012.

We are working to understand our current CAHS environment, identify health and education trends and visualize what CAHS might look like in the future. This is such important work for us to embark on, as it will underpin who we are as a Faculty and form the basis for the three-five year CAHS Strategic Education Plan that will be created from the Strategic planning process.

The second big change underway is planning the move of the Faculty of CAHS from the Surrey campus to our new home on the Langley campus in August, 2012. The newly renovated building (formerly KPU's Trade's building) offers almost twice our current space with a second floor. The new CAHS building will provide students and faculty with a teaching and learning space that will be state-of-the-art, support interprofessional collaborations, the sharing of resources and ultimately fulfill our commitments to our students, programs, external community and faculty.

As we continue to experience ongoing, transformative change, I thought it might be helpful to review the CAHS Commitments which were adopted by the Faculty in February, 2011 and help fulfill the CAHS vision and mission statements. As you reread these commitments, keep in mind that each of us make a contribution and a difference in the lives of our CAHS learners. As a collective Faculty, we are all transformational leaders helping learners build their career path, shape their futures, and ultimately successfully contribute to the broader community.

As I complete my first year as Dean, I would like to thank all of you for your ongoing support, enthusiasm, and passion. You make this a great place to work!

CAHS COMMITMENTS

Our Students: CAHS commits to foster:

- a safe learning environment focused on capacity building;
- the practical application of knowledge;
- the capacity and skills to practice in their chosen field and address the diverse needs of students from a personal, demographic/ethnicity and cultural perspective;
- individualized attention to meet learning needs;
- opportunities for clinical laddering and program bridging;
- future Masters level education;
- flexible and innovative learning delivery;
- student leadership and management skills.

Our Programs: CAHS commits to:

- provide common/core courses that articulate across programs;
- anticipated needs for future degrees and programs that are transferable;
- facilitate inter-professional teaching, learning and practice;
- be an educational leader providing flagship programming;
- provide service learning opportunities;
- excellence in education and practice by ongoing program review and /or accreditation to demonstrate accountability;
- technology-enabled learning;
- continuing education opportunities;
- practice excellence, progressive thinking and inter-professional integration.

Our Community (external): CAHS commits to:

- integrative approaches to community, health, wellness and education through full participation and dialogue with all relevant stakeholders;
- collaborate with the aboriginal community to improve health/education programming;
- develop continuing education to meet the needs of the community; and
- the pursuit of applied research and scholarship, aimed at creating, advancing, translating and communicating new knowledge in the health and education sectors.

Our Faculty (Faculty of the Whole): CAHS commits to:

- student focused learning;
- provide technology- enabled tools for teaching and learning;
- a conducive learning environment;
- integrate an environmental, ethical, social justice, and global dimension in the purpose, function and delivery of programs and scholarship;
- increase participation in international education and professional networks;
- provide an environment that supports faculty through effective recruitment, retention, orientation, professional development, and mentoring;
- provide a workplace that supports health and wellness of faculty and staff;
- open, inclusive and transparent communication systems and practices;
- encourage and facilitate faculty/staff participation in Faculty/University affairs;
- facilitate scholarly learning communities;
- service learning.



**Jean
Nicolson-
Church**

From the Office of the Associate Dean BPN, BSN, BSN (second degree)

BPN

The BPN faculty members are making changes to their Admissions Criteria to be consistent with the BSN changes which recently took place. A "B" grade will be required in Math 11 (Foundations or Pre-Calculus), Biology 12, Chemistry 11, and English 12. Selection decisions will be based on academic standing.

We have had two cohorts of graduates in the BPN program now with a 100% passing rate on the national exam for both groups.

Challenges for the program continue to be Biology failures and stigma related to mental illness in general, as well as Psychiatric nursing.

Partnerships are being planned with the College of New Caledonia and Stenberg College.

The program is currently going through the review process and the College of Psychiatric Nurses of British Columbia recognition process for graduates.

A group of students is planning to do their practice experience for PSYN 3200 (Global Problems and Health) in Sri Lanka. Gamini Randeni, who teaches this course, will be working with them to plan the experience and will likely be accompanying the students in March, 2012.

Faculty and Staff Changes

- Roberta Jokanovich will be taking on the role of Curriculum Coordinator in January, 2012.
- Desire Pedersen is securing BPN clinical group placements and Joyce Vandegriend is facilitating placements for both the BPN and BSN program.
- Janine Hadfield is teaching across programs now and has been working with the BPN program as well.

BSN

The BSN faculty have been busy with philosophical and curriculum changes. The revised program will be implemented in January, 2012. Simulation will be playing a much larger role in the "new" program and Arleigh Bell, along with Mark Hackenbruch (Simulation Technician) will be continuing to work closely with faculty members and students to integrate simulation into the program at all levels.

Challenges for the program continue to include Biology failures but it is anticipated that increased support for students, as well as the changes in Admissions Requirements will address this.

The Student Nurses Association is in stages of redevelopment, and will be working with BPN students for re-establishment.

The College of Registered Nurses of British Columbia Self-Report and site visit for program recognition is due in January, 2012 and the Canadian Association of Schools of Nursing strategic plan for accreditation is due in 2012 as well, so faculty and staff will be working diligently to put these together.

A group of CPE 4 and Semester 8 students, along with faculty member Stephanie Howes, have recently returned from a Field School experience in Ghana and we have 3 exchange students from Denmark who joined us in Semester 7 for the fall. Future international placements and exchanges for our students are being planned for the Philippines, Scotland, and Denmark.

Faculty and Staff Changes

- Judy Lee has now taken on the role of Program Coordinator.
- Jackie Baron has now taken on the role of Curriculum Coordinator.
- Dianne Schultz has now left the program to enjoy retirement.

BSN (second degree)

The program known formerly as the Bachelor of Nursing Program will have a name change, based on advice from the Ministry. The program will now be a BSN program and distinguished by its consolidated feature as a second degree program. Anticipated date for implementation is September, 2012 when we will be admitting a small cohort into the program. A pilot project where this program will be used as a prototype for future hybrid delivery programs is currently in place for the fall semester and June Kaminski is working with IET on this.

Nursing Resource Center

The lab instructors are currently in the process of submitting a request for reclassification of their job and all lab staff are involved with simulation activities as well as planning for the move to Langley.

**"People
have several
times more
potential for
growth when
they invest
energy in
developing
their strengths
instead of
correcting
their
deficiencies"**

**– Tom Rath
(Strengths
Finder)**



**Carolyn
Robertson**

From the Office of the Associate Dean HCAP, SETA, HAUC, CCNG, IEN/Prof Studies, GNUR, GNQU, GNIE

Looking Back, Moving Forward:

While this past year has been a busy and productive one in Community and Health Studies, this next year will be even busier, with a number of our programs moving to our newly renovated building in Langley. The opportunity to have all programs together, to plan, to work, to seek, and to celebrate is an exciting one.

A quick summary of the programs:

Critical Care Nursing (CCNG): Having graduated their second class of eight Registered Nurses in the Spring of 2011 from this newly designed, 17 week intensive program, the faculty are gearing up for a new intake in January 2012. Positive feedback has been received on our graduates in this highly specialized field.

Graduate Nurse Internationally Educated (GNIE): The demand to prepare internationally educated nurses for work in Canada continues to be high, leaving a number of applicants waiting for admission into the GNIE program. Fortunately, Kwantlen has been the successful recipient of a Short Duration Health Education Programs grant from the Ministry of Advanced Education for an additional intake of students in January 2012. This will result in three intakes for 2012, with one each semester, easing the demand and providing additional, well prepared and experienced nurses for our health regions.

Graduate Nurse Re-Entry (GNUR): The GNUR program continues to prepare returning RN's for work in the health regions. This program enables students to update their nursing theory and pharmacology on-line and then attend labs, workshops and preceptorships for final preparation for their return to the workplace.

Health Care Assistant Program (HCAP): The HCAP program is in its second year of implementing a new provincial curriculum, and will graduate 49 students in 2011. There continues to be a high demand for Kwantlen's graduates in this area; this demand is expected to increase as our demographics continue to shift and the number of elders in our communities increase.

Health Unit Coordinator (HAUC): The HAUC program continues to be in high demand and its day and evening cohorts are full for September 2011 and January 2012. With the move of all of our health programs to Langley, there are exciting opportunities for HAUC students to engage with other CAHS students in simulated activities that integrate the skills and knowledge of all.

IEN and Professional Studies: Spotlighted in this newsletter, the IEN Assessment Centre and Professional Studies Courses continue to be strong contributors to Community and Health Studies, providing assessment and specialized course work for nurses.

Special Education Teacher Assistant (SETA) Program: The SETA Program is in the final stages of their program review, awaiting the report from the external reviewers and preparing their action plan for continued growth. Graduates are highly sought after and despite news of tightening school district budgets, teacher assistants are in high demand and continue to fulfill an important role supporting students with disabilities.

All of our health programs are seeking new ways to integrate simulation and technology into their labs and classrooms and are looking forward to the possibilities of integrated activities between the programs when all Community and Health Studies programs join together on the Langley campus for September 2012. In the meantime, they are working with our new Simulation Facilitator, Arleigh Bell, to develop activities within their programs.

As Associate Dean, this next semester's focus will be on providing continued support for the programs on a daily, operational basis and seeking ways to clarify or develop systems that support student and faculty success within our rapidly changing university system.

**We need to
engage in
"the kinds of
conversations
that bring
people closer
to the heart
of a shared
concern,
give them
new eyes to
see both the
problems and
possibilities,
and set
the stage
for taking
creative
action."**

**(Palmer &
Zajonc,
2010 p. 1)**

Committee Updates From the Chairs

Faculty Council Update - Deb Dunn

Since August, FC has met twice. We are in the process of approving Standing Committee mandates and responsibilities, in particular the two newest Standing Committees of International Global Education and Research and Scholarship. We have also begun the job of updating our bylaws. Each program representative on FC will be asked to dialogue with their faculty over the month of October so that at the Oct 25th meeting we will be able to draft an updated set of bylaws for Faculty approval at the December FOW meeting. Senate expects updated bylaws from each Faculty to be submitted at the end of this year therefore we are planning to meet this expectation. As mentioned at the FOW meeting in August, sometimes it is a challenge for faculty to attend Standing Committee meetings. Starting in January 2012, Friday mornings will be free for 4 hour blocks of meeting time. This will help considerably but Faculty Council reps will also be asking for your creative ideas on how to make our bylaws clearly reflect what we expect of committee mandates and committee members, both elected and volunteer. So review the existing bylaws especially the sections on rules governing committee priorities and conduct of business and communicate your ideas to your representative. Remember, Faculty Council is your elected representative body that works for you to make rules for the governance, direction and management of the Faculty and its affairs and business and to form committees to these.

Nominations - Donna Malyon-Ginther

The Nominations Committee is in the process of populating CAHS and Kwantlen committees with staff, Faculty and students from within the division of Community and Health Studies.

AP&P & Budget - Stephanie Howes

AP&P & Budget's amalgamation is working well and a decision was made in September 2011; keeping the two committees together permanently will be discussed. We are still working on the Strategic Planning for CAHS and will update everyone at the FOW during the summer. On behalf of the committee, thank you to all who participated in the focus groups and online surveys over the last few months. Your participation gives us invaluable information to ensure the future CAHS academic plan reflects your priorities.

AP&P & Budget's amalgamation is official. At the August Faculty of the Whole (FOW), the amalgamation was voted on and passed. Our first meeting as AP&P/Budget was on September 27, 2011. Updates for our committee are as follows:

In light of our new amalgamation of AP&P and Budget, we are working to combine our terms of reference, responsibilities and mandate to reflect one committee. Our hope is to have a clean copy to send to the Faculty Council for their review at the October 2011 meeting.

As discussed at the FOW meeting in August, strategic planning for CAHS has been put on hiatus until further notice from senior management. The University will be engaging in an institution wide scenario planning project beginning in 2012. Our Faculty will need to wait until this process is well under way to ensure we are in line with the University's plan. It would appear our planning will not likely resume until sometime in 2012. In the meantime, AP&P/Budget will be working on a two year educational plan to give our Faculty academic direction until such time we may continue our own strategic planning. The work which has already been done has not been in vain, as this will help guide our two year educational plan, as well as, where we will spring off from when we are given the green light to begin again.

Budget update: There will be no mid-year review and it has been clearly stated, there is NO new money for 2012/2013. Here is the upcoming budget timeline:

- **October 31, 2011** – The deadline for submission of CAHS budget proposal to Finance.
- **December 20, 2011** – Finance and Executives meet with the Deans and Directors to discuss their respective 2012/2013 draft budget allocations.
- **January 2, 2012** – Budget draft presented to Senate Standing Committee on University Budget.
- **March 28, 2012** – Board of Governors review proposed 2012/2013 Budget document.

Please note our approved minutes are posted on the CAHS FOW Moodle site and will also be available on SharePoint once the transition is complete. Should anyone have questions regarding what is happening with the CAHS Faculty Council subcommittee on AP&P/Budget, please do not hesitate to contact me. I would be happy to answer any questions you may have.

Curriculum Committee Update - Carolyn Robertson

The Faculty Council Standing Committee on Curriculum has been a long-standing committee in CAHS. It has a lengthy mandate, outlined in the Faculty of CAHS Bylaws, but in short, it is responsible for the review and approval of all curriculum, and the guidelines that influence it, in CAHS. The work of the committee is to ensure that the material going forward to the required Senate committees has been thoroughly vetted. While it can be a rigorous process, it ensures that programs and courses are consistent with institutional policies and have curricular integrity. This past year, the committee has been engaged in reviewing the major program revisions; admissions, transfer, and progression guidelines; and first semester course outlines for the BSN. It has also reviewed guidelines for the HAUC program, and minor changes to the HCAP program, Critical Care and BPN course outlines.

For those of you who have not had an opportunity to look, all CAHS course outlines are housed on the Course Outline Database. You can find this on Moodle/Lotus Notes. Any questions are welcomed.

Sub-Committees

CAHS On-The-Move Committee Update

The renovations to the CAHS Building Langley campus are underway. The building is presently being gutted to make room for our renovations which include a full second floor. The layout of the ground floor includes: a student gathering area, four nursing labs, four simulation labs, three classrooms, lab prep area, lab storage, meeting rooms and a Home Care lab. The second floor includes; office space for all CAHS employees, two classrooms, student resource center, meeting rooms and a lap top zone. I would like to thank the OTM members for their input and suggestions which have helped design our new home.

CAHS Research & Scholarship Committee Update

The CAHS Research & Scholarship Committee met August 30, 2011 and is still working on what this committee will actually be doing. One function will be to mentor colleagues when writing proposals. They are also vetting .6 PD applications. The Committee is definitely still a work in progress. Once a budget is established, it will also be looking at conferences etc. At this point all Scholarships and Research Proposals must be vetted through this committee in order to track the type of research and scholarships that colleagues are engaged in.

CAHS International/Global Education Committee Update

The newly created CAHS International/Global Education Committee is establishing itself quickly. It has created draft terms of reference and is busily trying to facilitate international mobility. This past summer, a few Kwantlen nursing students had the opportunity to go to Ghana. This semester we have three students on an exchange from Denmark. Three of our BSN students will be going to the Philippines and Scotland and our BPN students will be travelling to Sri Lanka. We are hoping to send students to Denmark and possibly have a BSN group go to India next year. This is very exciting!

GHANA

Conferences and Program Trips

An international trip to Ghana, Africa took place on June 29, 2011 to July 24, 2011. NP8 and CPE 4 students from the BSN program along with one instructor, Stephanie Howes, travelled with Sociology students and their instructor Dr. Charles Quist-Adade, born and raised in Ghana, for a Field School experience. SOCI 4330 – Global Community Service is the course Dr. Quist-Adade is taught in which the Ghana Field School is a part of the course. Dr. Quist-Adade's students were engaged in various community experiences while in Ghana with an emphasis on social justice. The BSN students, depending on their course were placed in varying hospital and community settings, with an emphasis on cultural safety and community nursing. All students and faculty of the Ghana Field school attended the in-class sessions prior to departure with their fellow sociology students led by Dr. Quist-Adade. These classes were invaluable to better understand the history, culture, economics and politics of Ghana. The classes were multi-disciplinary in nature, as sociology and nursing theories come together. All students are engaged in service learning; from classroom to community through praxis, civic engagement, reflection, respect and reciprocity. A team approach to teaching and learning was the goal of the instructors once in Ghana itself. This trip was the first time to Ghana, Africa for Kwantlen students. Charles, and his department, Faculty of Social Sciences, hope to be able to offer this opportunity every two years for interested students. The inclusion of nursing students has been a welcome addition to the inaugural trip. Stephanie Howes is confident the students had a positive life altering learning experience which will enrich their future nursing practice.



CACCE

Canadian Association of Continuing Care Educators: What is CACCE?

CACCE was formed 8 years ago and is an Affinity group of the Association of Canadian Community Colleges. Its mission is "to enhance the quality, effectiveness and consistency of education of unregulated personal care providers with the intent to increase transferability and portability for this level of worker." The CACCE group formed from a group that started about 25 years ago with 4 Colleges in the Western provinces working together to share programs and issues. In 2002 this group became aligned with ACCC and the first national conference was held in February 2004. Educators from across Canada and the North attended. There has been a conference every year since and the location has moved from East to West. All provinces and territories educate and utilize unregulated personal care providers as front-line care givers. There is a variety of titles used across the country as well as a variety of educational programs both in the public and private sectors. At the present time there is no consistency in educational programs, nor is there general recognition of educational equivalency or transferability. The CACCE group represents only the public colleges and universities that educate this worker.

The work of CACCE is guided by a National Coordinating Committee of which Nancy Graham is the BC representative. One of the major outcomes of the work of CACCE has been the funding, by Health Canada in 2010, of a project to develop national educational standards for workers in continuing care. As part of the project a National Forum was held in March 2011 in Ottawa to bring together stakeholders from across the country. It was hoped that as a result of this forum there would be consensus to move forward in the development of national standards. Consensus was reached although there are still several barriers to overcome. The next phase, which is underway, is to develop an inventory of all programs across the country including curricula, competencies, etc.

London Conference

Nancy Graham recently attended the 8th annual conference of the CACCE group in at Fanshawe College in London Ontario.

The theme of the conference was "Twinning Technology and Healthcare: Educating Today for Caregiving Tomorrow" There were several presentations using simulation activities in both home care and facility environments. They all had the opportunity to participate in a simulation experience which was fun and informative.

One idea Nancy Graham came away with was the use of multi-disciplinary teams in the educational process. For example, having nursing students involved in working with the Personal Support Worker students (Ontario wording) in demonstrating advanced skills used in the community, such as BP's, assistance with meds, etc. or having students work together in interdisciplinary clinical teams (Nova Scotia) or doing joint simulations around palliative care (Douglas College). Once all the programs of CAHS are on the same campus it opens up the possibility of opportunities for students from various programs to work together.

The Tale of the Almost Upright Man

I have little interest in the story of the upright man.
It is the story of the almost upright man that intrigues me.

Cast your mind long before the Stone Age.
See an almost, more or less man.
His stride, his movement,
his bowed, bent over frame.
This, not-yet man, a man-ape.

He has yet to hunt a mammoth
He has even yet to open his mouth
to form his lips, teeth, tongue into a shape
that, with a single breath pushed forth from the belly,
Calls, gives it name,
Mammoth.

Can you see the man?

When did he first choose
to remove his hands from the earth and
how does he begin?
How does he begin...
Perhaps he raises his right palm
or his left forefinger.

Can you hear the sound?
the soft scrape as his hands begin
their severance from the earth?
The almost-upright-man as he is prepared, slowly,
for the long removal of the ape.
Years, now, millions,
it seems strange (doesn't it?)
big changes and only the subtraction of three letters.
Three letters, a finger lift and
Man ape
to Man.

So, when taking that first step feels like
Walking a thousand miles,
remember.
You have been witness to
the tale of the almost upright man.
Think of him as he left part of himself behind,
as he ended and began
as he tipped the scales of evolution
by first lifting a
Single
Finger
Tip.

*Poem written by Amy OMalley and delivered to the CAHS graduates at convocation on June 10, 2011
by Bev OMalley.*

The poem was written especially for this occasion and the imagery helps us to see how momentous changes can be started by a small idea and a little effort. Bev charged the class with making the effort to lift a single finger tip in order to make the changes necessary for our communities today and in the future. Bev's address was all about changes and she called the class the "Champions of Change".



That's NICE: We are all geriatric nurses

Despite an aging population, most nurse educators are non-experts in gerontology. Rose Doyle and Amandah Hoogbruin (Kwantlen Polytechnic University) attended a Knowledge Translation Institute for Geriatric Nursing, Social Work and Medical Education at Brock University in May, 2011. They have presented salient findings to their BSN colleagues, and are willing to share the multiple resources with other interested colleagues. This institute was supported by the National Initiative for Care of the Elderly (NICE) and Canadian Institutes for Health Research (CIHR). Faculty may access some of the resources through a Brock University Wiki: http://kumu.brocku.ca/geriatricnursingeducation/Main_Page

NEWS at a GLANCE—STUDENTS

- Governor Generals Award: Lee Van Paassen (BPN)
- Dean's Medal award: Sukhleen Bhatia, (BPN)
- CRNBC Award: Louise Benoit (BSN)

NEWS at a GLANCE—FACULTY

- Judy Hawkins successfully completed her Master of Nursing from Athabasca University in May 2011. Congratulations Judy!
- Amanda Hoogbruin – elected to the KPU "Senate" as our CAHS representative

Congratulations

iPad Winner: Harpreet Claire BSN



Harpreet was the lucky winner for the iPad draw as part of the solicitation process in relation to CAHS Strategic Planning sessions and survey respondents.

Upcoming Events:

<i>Town hall Updates</i>	Wednesday, October 26, 2011 Surrey Campus Surrey Boardroom (Cedar 2110) 1200 - 1300 hours
	Thursday, October 27, 2011 Langley Campus Classroom #2025 1500 - 1600 hours
<i>Faculty of the Whole</i>	Friday, December 16, 2011 Surrey Campus Location: TBA Start time: 0830 hours (refreshments) 0900 hours (program)