Students and faculty will lead presentations and scholarly discussions that showcase innovative research and evidence-based projects.

Abstract and Registration Information is available on the Health Sciences Microsite: [http://blogs.rrc.ca/healthsciences/student-faculty-research-and-innovation-day/]
Welcome

I would like to welcome each and every one of you to our Student – Faculty Research and Innovation Day. This format of showcasing our scholarly work brings together students and faculty from both Nursing and Community Services under a common goal of advancing scholarship.

This Student – Faculty Research and Innovation Day provides a forum for joint learning opportunities, collaboration, scholarly discussions, sharing scholarly achievements, and dissemination of knowledge. Research and Innovation Day will also strengthen and further develop foundational attitudes and skills for scholarship as a basis for professional practice.

I hope you will enjoy the day as much as we have enjoyed taking on this ambitious task of putting together the program and organizing the day for you.

With a diverse group of participants, including students and faculty, please take advantage of this day to exchange and discuss scholarly work for the benefit of all: students, faculty, and those we provide service to. We hope that you will leave with novel ideas, new research ideas, and concepts to explore, as well as develop collegial relationships with each other. As an investment in the next-generation of nurses, we have mentored and supported students by providing them with opportunities to present their scholarly work.

We hope you have fun!

We are especially grateful to our exhibitors and sponsors for making this day possible!

Catherine Baxter
Chair, Nursing
School of Health Sciences and Community Services
Table of Contents

Welcome.................................................................................................................. 3
Organizing Committees.............................................................................................. 6
Exhibitors and Sponsors.............................................................................................. 7
Program-at-a-Glance................................................................................................ 8
Keynote Speaker Biography...................................................................................... 10
Plenary Session.......................................................................................................... 11
Poster Abstracts......................................................................................................... 12
Concurrent Session 1 Abstracts................................................................................ 16
Concurrent Session 2 Abstracts................................................................................ 20
Concurrent Sessions 3 Abstracts................................................................................ 24
Concurrent Session 3 (continued) Abstracts............................................................. 25
Concurrent Session 4 Abstracts................................................................................ 26
Concurrent Session 4 (continued) Abstracts............................................................. 28
Workshop Session 1 Abstracts................................................................................ 29
Workshop Session 2 Abstracts................................................................................ 30
Organizing Committees

Two committees of the Nursing Department and collaborators from Community Services at Red River College worked together to make this day possible. The chairs of the Public Relations Committee and the Research and Scholarship Committee were the co-chairs for the Student – Faculty Research and Innovation Day.

The Public Relations Committee

Meagen Chorney (Chair)  Stacy Kutcher
Tanya Cole  Kirsten Loewen
Tasha Gregory  Lilian Mugweni
Jennifer Johnson  Monica Nash
Evelyn Lundeen  Dania Parkinson

The Research and Scholarship Committee

Patricia Gregory (Chair)  Kim Mitchell
Krystal Boyce-Gaudreau  Monica Nash
Kathryn Braun  Nicole Watling
Meagen Chorney  Navdeep Sekhon
Patrick Griffith  Janet Zacharias
Deb Gural  Natasha Kuchta (Student Representative)
Tom Harrigan

Community Services

Kelly Andrushko

Additional Support

Anna Henry  Tyler Steiner

We would like to acknowledge and thank everyone who worked tirelessly within tight time frames to make this day possible!

Patricia Gregory  Meagen Chorney

Co-chairs, Student – Faculty Research and Innovation Day
Exhibitors and Sponsors

We greatly appreciate the contributions from all of our 2018 exhibitors and sponsors.
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>08:00-08:30</td>
<td>South Gym</td>
<td>Registration</td>
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<td>08:30-08:50</td>
<td>South Gym</td>
<td>Moderator: Patricia Gregory, Research and Scholarship Coordinator</td>
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<td>Opening Remarks: RaeAnn Thibeault, Dean</td>
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<td>School of Health Sciences and Community Services</td>
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<td>08:50-09:45</td>
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<td>Keynote Address: Richard Booth RN, MScN, PhD</td>
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<td>Assistant Professor, Arthur Labatt Family School of Nursing, Western University, London, Ontario</td>
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<td>09:45-10:15</td>
<td>South Gym</td>
<td>Coffee Break Sponsored by Manitoba Nurses Union</td>
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<td>Plenary Session: Panel</td>
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<td>Moderator: Britta Hoogervorst</td>
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<td>Oh the Places You Can Go, as a Nurse in Research</td>
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<td>Shelagh Masnyk &amp; Chris Hofer</td>
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<td></td>
<td>The Family Experience of Cancer</td>
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<td></td>
<td>Kim Mitchell, Meagen Chorney, Deborah Gural, Joanna Simmons-Swinden, Lory Picheca, &amp; Catherine Baxter</td>
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<td>Social Integration Strategies for Retention of Nursing Students: A Scoping Review Protocol</td>
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<td>Maria Capipin</td>
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<td>“Males Aren’t Compassionate Enough to Become Nurses:” Nurse as a Gendered Stereotype</td>
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<td>Catherine Baxter</td>
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<td>Internationally Educated Nurses—Bridging Education: Challenges and Opportunities</td>
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<td>Meagen Chorney &amp; Gabriela Ludusan</td>
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<td>EM15A</td>
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<td>Enhancing Cultural Competency Through Service-Learning: Nursing and Red River College’s “Step out of Your Box” Program</td>
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<td>F310</td>
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<td>Monica Nash</td>
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<td>High Fidelity Simulation for Student Success in a Pediatric Nursing Clinical Setting</td>
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<td>12:00-12:45</td>
<td>South Gym</td>
<td>Lunch</td>
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<td>Pizza Fundraiser – Hosted by the Nursing Students’ Association</td>
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<td>Brown Bag Lunch – Feel free to bring your own lunch if you do not want to purchase pizza</td>
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<td>Bridget Burns, Britta Hoogervorst, Rishma Chooniedass, &amp; Allan Becker</td>
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<td>Retention of the CHILD Study Manitoba Site</td>
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<td>Krystal Boyce-Gaudreau &amp; Tracey Fallak</td>
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<td>Innovative Approach to Preparing Nursing Students for Professional Job Interviews</td>
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<td>Jennifer Lynn Morin</td>
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<td>Nurse Educators’ Perceptions of Ecoliteracy in Undergraduate Nursing Programs</td>
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<td>1300-1330</td>
<td>Green</td>
<td>Debbie Miller</td>
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<td>EM15A</td>
<td>Clinical Faculty Development Initiative: Providing Student Feedback</td>
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<tr>
<td>1330-1400</td>
<td>Green</td>
<td>Elyse Griffith &amp; Rachel Rubin</td>
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<td>EM15A</td>
<td>How We SIM’ed Our Way to the Top: The China Experience</td>
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<td>1400-1430</td>
<td>Green</td>
<td>Tessera Ball, Dana Strong, Suzanne Guay, Caitlyn Edwards, Melissa Nelson, &amp; Selam Isack</td>
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<td></td>
<td>EM15A</td>
<td>Advocating for Change: The Impact of Introducing Safe Injection Sites in Winnipeg</td>
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<tr>
<td>1430-1500</td>
<td>Green</td>
<td>Corrina Zacharkiw</td>
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<td>EM15A</td>
<td>Unique Approach to Clinical Education</td>
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<td>1300-1400</td>
<td>F310</td>
<td>Melissa Coelho, Bhav Khosa, Jessica Var, Jennifer Ruchkall, Winona Burgess, &amp; Amber Wiens</td>
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<tr>
<td></td>
<td>F314</td>
<td>Newborn Assessment and LATCH-R Assessment Tool Workshop</td>
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<td>Tyler Steiner</td>
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<td>Hacking Education in the Digital Age: Tools and Tips</td>
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<td>1400-1500</td>
<td>F310</td>
<td>Daryl Brooks &amp; Sandra Holben</td>
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<td>F314</td>
<td>Student Medication Errors: Issues and Solutions</td>
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<td>Karlene Cifuentes, Tracey Fallak, &amp; Bernadette Mandrick</td>
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<td>Strategies for Test Success</td>
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<td>1500-1530</td>
<td>South Gym</td>
<td>Refreshments Sponsored by Manitoba Nurses Union</td>
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<td>Awards - Best Student Presentations</td>
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<td>Door Prizes - Must be present to be eligible</td>
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<td>Closing Remarks - Patricia Gregory, Research and Scholarship Coordinator</td>
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Keynote Address

Richard Booth RN, MScN, PhD

Assistant Professor, Arthur Labatt Family School of Nursing, Western University

Richard Booth is an assistant professor at the Arthur Labatt Family School of Nursing (Western University) and a status-only assistant professor at the Institute of Health Policy, Management and Evaluation (University of Toronto). He is a clinician researcher with an active research program exploring health informatics, social media technology, and psychiatric-mental health nursing. Along with his current teaching and research requirements, he recently completed his Fellowship with the provincial Institute for Clinical Evaluative Sciences (ICES), exploring the use of social media technology and its related impact on clinical and health systems utilization. He is also a member of the board of directors of the Ontario Telemedicine Network (OTN).

E: rbooth5@uwo.ca
W: linkedin.com/in/rbooth5
Twitter: @rbooth5
Plenary Session: Panel

10:15 – 10:55 | South Gym

Moderator: Britta Hoogervorst, Bachelor of Nursing Student, Red River College

Participants: Deborah Chan, Student Research Assistant, Azad Lab, Doris Sawatzky-Dickson, Clinical Nurse Specialist, Health Sciences Centre NICU, Chloe Shindruk, Graduate Student, Research Nurse, University of Manitoba

Oh the Places You Can Go, as a Nurse in Research

Learning Objectives: To explore the different experiences of nurses who work in research. To discover approaches for getting involved in research as a nursing student and as a nurse.

Topics for discussion: Questions for the presenters who will be nurses working in research are:

1) What is your background in research?
2) How did you get your start?
3) What do you feel is the importance of nurses’ involvement in research?
4) What do you think is the importance of student nurses getting involved in research?
5) How can students begin getting involved? Where can they start now?

Rationale: Students hear about specific research projects being done and spend time reading through research done by nurses, but it often seems like an abstract act that occurs very separate from what we are doing as students. Meeting nurse researchers and hearing about their experience, instead of the specifics of their projects, could make pursuing research a much more achievable idea. This inspiration along with real world advice on what it’s like to do research and how students can get involved could promote increased participation in extracurricular research as well as in future conferences within the program.

Applications: Hearing the experience of nurses in research will expose students to possibilities they may not have known existed in the field of nursing. Learning about how these nurses got their start and how they themselves can enter the research world will help students take the steps to get involved in projects and opportunities they may not have otherwise.
Poster Sessions

9:45 – 10:15 – Coffee Break | 12:00 – 12:45 – Lunch | South Gym

Bridget Burns, Bachelor of Nursing Student, Red River College

Lullaby Music Therapy in the Neonatal Intensive Care Unit

This is a review of research regarding lullaby therapy in the NICU. The Neonatal Intensive Care Unit is a high stress environment for both parents and patients. The physical environment and invasive interventions within the NICU may adversely hinder growth and development and cause excess stress to the already fragile neonate. The noise levels of the NICU can be overstimulating, but sensory stimulation is an important part of the infant’s development. This presentation explores new research regarding the use of lullaby therapy in the NICU. In order to support their own development, neonates have been found to rely on their mother’s heart beat and vocal vibrations. Lullabies performed by the mother proved to be the most effective in calming the neonate followed by live music to allow for adjustment of volume dependent on the infant’s reactions. Infants who participated in the musical intervention were discharged three days sooner than other NICU patients. Limitations were apparent through all of the studies explored with the main limitation being the sound levels already present in the NICU being higher than the recommended levels for neonates. Future studies should focus on the balance between ambient noise in the NICU, like those from ventilators, monitor alarms, incubator fans, and conversations, with musical interventions to ensure the infant can hear the music without exceeding the recommended sound levels.
Britta Hoogervorst, Bachelor of Nursing Student, Red River College, 
Rishma Chooniedass, Study Coordinator, CHILD Study Manitoba Site, 
& Allan Becker, Principal Investigator, CHILD Study Manitoba Site

*Presenter: Britta Hoogervorst

**Retention of the CHILD Study Manitoba Site**

**Learning Objectives:** To better understand the experience of parents participating in a longitudinal study (specifically the CHILD Study Manitoba site). To better understand parents’ reasons for enrolling, continuing to participate, and their expectations going forward.

**Background:** Longitudinal research studies are important to determine risk factors for disease. However, keeping families engaged can be challenging. The CHILD Study is a longitudinal birth cohort study that enrolled 3495 families in 4 Canadian sites (BC, ON, AB and MB) starting before birth. Retention, the proportion of participants who continue a study, at the Manitoba site is 92% at 5 years. The goal of this study was to explore the experiences of parents participating in the CHILD Study at the Manitoba site and better understand their reasons for enrolling, continuing to participate, and their future expectations.

**Methods:** A qualitative study was conducted using focus groups with an informal, semi-structured interview. Interviews were audio recorded and transcribed verbatim. The study ceased after data saturation was achieved. All data was imported into NVivo software. Codes were identified and collapsed into themes. The transcripts were reviewed by an independent researcher to verify consistent theme development.

**Results:** Two focus groups (N=18 parents) were conducted by a facilitator not involved in the CHILD study. Three main themes emerged: Motivation, Involvement, and Commitment. Family history of allergy and beneficence were strong motivators to enroll in the study. Negative aspects, such as long questionnaires and difficulty with recall, were noted, but were outweighed by positives, such as the supportive family-centered environment. Wanting to know study findings and collaborate with researchers led to commitment. Findings revealed that parents initially were enticed by various motivators, and once involved, their positive experience with the study and research staff contributed to commitment to the study, especially as parents believed they were a significant part of the research.

**Conclusion:** A positive experience and belief that research belongs to both participants and the researchers led to excellent long term retention.
Kim Mitchell, Nursing Instructor, Red River College, 
Kendra Rieger, Assistant Professor, College of Nursing, University of Manitoba, 
& Diana McMillan, Associate Professor, College of Nursing, University of Manitoba

*Presenter: Kim Mitchell

Using a Template Analysis Method to Thematically Analyze the Items from Questionnaires to Theoretically Define the Concept of Writing Self-Efficacy

Defining attributes of concepts are often evident in questionnaire items chosen to measure that concept. Questionnaire development is interpretive work that has qualitative origins. Template analysis can help researchers grasp the underpinnings of a concept through meaningful clustering of pre-identified themes with the flexibility to add new themes as they present themselves in the analysis. The aims of this project were to examine the item content of writing self-efficacy (WSE) measures using qualitative methods and to examine the theoretical and epistemological conceptualization of WSE by exploring how the concept is captured through measurement. Two established theoretical frameworks, Bandura’s self-efficacy theory and a cognitive process theory of writing from Flower and Hayes, provided the structure for the appropriate themes used to analyze the questionnaires. Two researchers independently open coded the items, and a third researcher audited the combined code created from the two experiences. Exploring the attributes of WSE defined within the theoretical frameworks assisted with identifying some of the gaps in the measurement of WSE. Sixteen WSE categories were identified from 182 items on 11 WSE measurement instruments. Individual tools incorporated between 2 and 11 of the identified categories to measure WSE. The most common categories represented in the tools included elements of style, self-regulatory behaviours, mechanics and syntax, and mastery highlighting the post-positivist leanings in the measurement of WSE. Identifying categories and gaps in the measurement of WSE using a qualitative method such as template analysis will contribute to the future development of a nursing-specific writing self-efficacy measure.
Krystal Boyce-Gaudreau & Tracey Fallak, *Nursing Instructors, Red River College*

**Innovative Approach to Preparing Nursing Students for Professional Job Interviews**

Red River College nursing students were identifying a gap in their knowledge and readiness for professional job interviews. Nursing instructors listened to student concerns and prepared an innovative mock-interview event. Nurse Managers from students’ preferred areas of practice willingly participated. The purpose of this experience was to promote student nurses’ preparation for real-life job interviews. Analysis of qualitative and quantitative survey results indicate the mock-interview event was useful and a positive experience for both students and managers.

Jennifer Lynn Morin, *Nursing Instructor, Red River College*

**Nurse Educators’ Perceptions of Ecoliteracy in Undergraduate Nursing Programs**

An ecoliterate nurse would guide clients to protect and promote health and reduce exposure to environmental hazards.

**Objectives:** To explore: Nurse educators’ understanding of the concept of ecoliteracy and its relevance to nursing practice; nurse educators’ perceptions about how ecoliteracy concepts are delivered and evaluated in undergraduate nursing programs; nurse educators’ perceptions about barriers and facilitators to the inclusion of content that supports ecoliteracy in undergraduate nursing curricula.

**Method:** Descriptive qualitative research was used to explore the phenomenon of ecoliteracy within undergraduate nursing programs. Three levels of purposeful sampling were utilized to recruit 13 nurse educators in three regions of Manitoba. Data was collected using semi-structured, open-ended questions using telephone interviews.

**Results:** Data analysis was completed using thematic content analysis. Several themes were identified: importance of, and support for, ecoliteracy in undergraduate nursing programs (including the role of personal values); forms of content delivery supportive of ecoliteracy/evaluation; future considerations for ecoliteracy content; barriers to inclusion of content supportive of ecoliteracy in the curriculum; and strategies to address these barriers. A key finding is that, while nurse educators feel that ecoliteracy is important for nurses at the undergraduate level, there are many challenges to achieving ecoliteracy within undergraduate nursing programs in Manitoba. Another key finding is that, while nurse educators feel that ecoliteracy is important for nurses at the undergraduate level, there are many barriers to achieving an ecoliterate workforce. Recommendations for future practice include policy and practice change.

**Conclusion:** The innovation in teaching and learning both in undergraduate nursing education and continuing education will be discussed in relation to achieving ecoliteracy within the profession of nursing.
Concurrent Session 1

11:00 - 11:30 | Location: Orange Lecture Theatre

Shelagh Masnyk & Chris Hofer, Bachelor of Nursing Students, Red River College

The Family Experience of Cancer

Shelagh Masnyk - Coping With the Diagnosis of Terminal Lung Cancer

Purpose: The purpose of this presentation is to examine the factors that affect the ability of terminal lung cancer patients to cope with their diagnosis.

Background: This research is significant to healthcare professionals in providing them with knowledge on what affects a patient's ability to cope. In addition, it should facilitate ways that healthcare providers can improve their care to patients with terminal illness.

Methodology: Six qualitative primary research studies were analyzed. Recipe cards were used to organize information found within these research articles to create four common themes.

Findings: Research identified that a number of key themes contribute to how patients cope with their diagnosis. Improper communication with healthcare professionals, challenges obtaining external support, and difficulty maintaining relationships with others had a major impact on how patients cope.

Conclusion: Due to the complex and sensitive nature of this particular type of cancer, healthcare professionals need to pay more attention to how they care for their patients.

Chris Hofer – Parents’ Experience of Having a Child with Cancer

Purpose: The purpose of this paper was to explore five qualitative research studies about the experiences of parents who have a child diagnosed with cancer.

Background: Nurses are involved in providing care to parents in addition to providing care for their sick children. With the shortage of research on parents' experience, not enough information is available on how to effectively support parents through their child's cancer journey.

Findings: Parents experience a varying degree of physical, psychological, and social changes that are detrimental to their overall wellbeing. The findings strongly compared to that of my personal observation of my grandparents upon my aunt's cancer diagnosis.

Conclusion: Nurses are essential in providing information and significant support to parents so as to lessen the negative physical, psychological, and social effects of having a child with cancer. Further research is required to supplement these findings.
Location: Green Lecture Theatre

Kim Mitchell, Meagen Chorney, Deborah Gural, Nursing Instructors, Red River College,
Joanna Simmons-Swinden, Coordinator - Student Advisement, Red River College,
Lory Pichoca, Independent Information Services Professional (Librarian),
& Catherine Baxter, Chair – Nursing Department, Red River College

*Presenter: Meagen Chorney

Social Integration Strategies for Retention of Nursing Students:
A Scoping Review Protocol

Attrition of students at all levels of nursing programs is a worldwide problem, which has received much attention in the literature. Voluntary withdrawal, dismissal due to academic shortcomings, failure to graduate, changing a declared major, or falling out of synchrony or “off track” from an entrance cohort are considered forms of attrition. Attrition rates are reported to range from 10-50% in Australian, Canadian, British, and American nursing programs, and rise as high as 85% for ethnic minority students. The body of literature exploring the causes of attrition or the characteristics of persisters is vast; however, less has been published exploring specific strategies aimed at reducing attrition of students from programs. Our proposed review focuses on the types of social integration strategies that have been explored in nursing education in order to influence nursing student persistence and prevent attrition from nursing programs. The review draws on the theoretical perspectives of Vincent Tinto, which establish the critical importance of sense of community, academic integration, and social-environmental causes of attrition, including relationship building with peers and faculty. While the focus of this review will be on social strategies to retain nursing students of all backgrounds, the issue of identity and sense of social belonging is most acutely observed with minority students. It is anticipated that many of the strategies discussed in the literature to target social integration of students will focus on these minority populations of students, thus it is critical that their specific causes of attrition are acknowledged. Strategies will be situated in nursing education programs worldwide and have been implemented for the specific purpose of student retention. The focus of the social integration strategies may target cultural diversity, clinical practice, classroom learning, social support, peer support, mentorship, student-faculty relationships, student-student relationships, sense of belonging, or nursing identity. The review will consider all quantitative and qualitative study designs that incorporate a thoroughly described retention strategy targeting social integration of nursing students. This presentation will explore retention and attrition issues discussed in the literature, outline the purpose and scope of the proposed review on social integration retention strategies, and describe the methodology of undertaking this scoping systematic review.
**Location: White Lecture Theatre**

**Maria Capinpin, Bachelor of Nursing Student, Red River College**

**“Males Aren’t Compassionate Enough to Become Nurses:” Nurse as a Gendered Stereotype**

**Purpose:** To discuss the perceived image of male nurses in society, in terms of being less caring and less compassionate especially to female patients and children. Also, to present how the gendered stereotype impacts the professional identity of male nurses and patient care.

**Background:** Caring was one of the pillars why the nursing profession was established. Since caring is considered a natural and culturally female quality, male nurses’ ability to care is questioned in this society. Gender stereotypes in nursing can be detrimental to this profession because it could limit the recruitment and retention of qualified and skilled male nurses. Men who do not have knowledge about the nursing profession may not consider nursing as a lifetime and rewarding career because of these gender stereotypes attached to nursing.

**Location: EM15A**

**Anna Hanstein, Dylan Benstead, Tannis Thiessen, & Tiffany Arnfinson, Bachelor of Nursing Students, Red River College**

**Domestic Violence**

Domestic violence often occurs between two individuals who are in a close relationship, whereby one person uses violence or threat of violence to gain control over the other. More awareness needs to be brought to this issue, as it can happen to anyone, often behind closed doors. Compared to different ethnicities, the Indigenous population is at higher risk of falling victim to domestic violence. Abusers themselves usually grow up in a violent home, never learning how to control their emotions, resulting in dysfunctional relationships in their adulthood. Moreover, victims rarely pursue charges against their abusers because they are financially dependent or because they fear losing custody of their children. Research shows that women are more frequently affected by domestic violence; however, men are also affected. Domestic violence against men is less likely to be reported due to shame and fear of social ridicule. The long-term effects of domestic violence can be devastating as children who grow up in an abusive environment often become victims of abuse or abusers themselves, thereby perpetuating the cycle of violence. Currently, the law in Canada allows for protection orders, which prohibits the abuser from contacting the victim. Often victims are fearful to lay charges against the abuser. However, if they choose to do so, a leave of absence from work allows the victim to keep their job while making arrangements in their personal life. Shelters may also be sought out if the victim has nowhere else to turn. Such strategies have been found to be less effective in preventing violence, and as a result, there have been proposals seeking harsher punishments, increased education about the signs of domestic violence, and increased government involvement so that improved strategies can be implemented.
Rural and Remote Nursing: A Role for Nursing Graduates? – A Delphi Study

Recruitment of nurses to rural and remote communities in Canada is a continuous challenge. The decreasing number of nurses raises concern for the provision of health care services to rural, remote, and northern communities. Rural and remote nursing is both unique, challenging, and associated with barriers that may influence nurses’ intent to practice in a rural or remote community. One focus of the study was to determine if there was a role for the new nursing graduate in the provision of healthcare to rural and remote communities. A quantitative and qualitative Delphi study with 17 experienced rural nursing experts sought consensus regarding the most significant barriers that influence final year nursing students’ intent to practice in a rural setting upon graduation. Responses to six descriptive questions regarding rural and remote nursing yielded fourteen themes, after thematic content analysis. Group consensus revealed six themes regarding the challenges, rural nursing education and skills, and recruitment strategies. The set of six recommendations developed from this research may guide nursing education programs and recruitment organizations in developing and implementing rural and remote nursing education and mentorship programs for the preparation of new graduates to practice in rural areas. In addition, the study results may assist recruitment organizations in determining how to increase new graduate recruitment in rural and remote settings.
Internationally Educated Nurses—Bridging Education: Challenges and Opportunities

Background: In 2012, the Canadian Association of Schools of Nursing published a Pan-Canadian Framework of Guiding Principles and Essential Components for Internationally Educated Nurses Bridging Programs. The CASN Framework defined nursing bridging programs as “any program designed to address gaps and/or differences in education and competencies so that the internationally educated nurse may become registered to practice in Canada, and facilitates successful integration into the Canada healthcare system” (CASN, 2012, p. 2). In recent years, a number of IEN bridging programs have been established across Canada, each varying significantly in structure, design, and curriculum. Although the number of programs has increased significantly, the research on bridging education has been limited.

Methods: The findings highlighted in this presentation were part of a larger mixed-methods study that examined the integration of IENs into the Western Canadian nursing workforce, the challenges experienced, and the supports utilized. A total of 172 IENs from the Philippines, who had migrated to Manitoba, Saskatchewan, or Alberta between 2008 and 2013, participated in the study. Data were initially collected through an online survey comprised primarily of fixed response questions. Follow-up semi-structured interviews were then conducted with a sub-sample of 22 participants.

Findings: The results of the mixed analysis revealed three main challenges IENs encountered integrating into the nursing workforce: language and sociocultural communication, adjusting to nursing practice in Canada, and the attitudes of others. Of those participants who had completed bridging education, 97.7% perceived the program as helpful or very helpful in facilitating their workforce integration. Bridging program content that addressed knowledge gaps (e.g., health assessment, pharmacology, gerontology) and differences in nursing practice (e.g., sociocultural communication, values) was identified as helpful in facilitating their transition. While 94.6% of participants identified that bridging education was also helpful or very helpful in the pre-licensure period to assist in meeting the requirements of registration, difficulties accessing programs and the high cost of education were identified as barriers.

Conclusion: Bridging programs have an important role to play in facilitating the IENs’ transition into the nursing workforce in Canada. Understanding the challenges IENs encounter throughout the transition process as well as potential barriers to participating in bridging education has important implications for program curriculum and design.

Learning Objective: To explore the challenges IENs encounter throughout the transition process and discuss potential implications for bridging program curriculum and design.
Experiential learning is a pedagogical/andragogical tool that shifts the emphasis from instructor to student. While there are various forms of experiential learning, volunteer opportunities are often conceptualized as service-learning. Service-learning engages the student in the real-world through volunteer hours and/or projects that benefit a specific community. A crucial aspect of service-learning is critical reflection, in which the student not only recounts the experience but critically connects it to larger socio-cultural issues. Benefits of service-learning include increased academic performance, development of soft skills, personal and professional growth, and cultural competency.

With a growingly diverse population, developing cultural competency is integral to inclusive and empathetic nursing practice. As a multi-faceted and intersectional concept, including but not limited to gender, race, sexuality, and socio-economic status, culture informs experiences, guides perspectives, and acts as a determinant of health. When students are taught about cultures different than their own, they often view it from their own cultural perspective. Service-learning shifts the dynamic from learning about to engaging with a different culture. Engaging within an unfamiliar cultural context can be considered what Boler (1999) terms a pedagogy of discomfort. Students are given opportunities to confront their own assumptions and belief systems, as they deconstruct the dichotomy of self/other.

The instructor from the Gender Studies for Health Professionals course has partnered with Red River College’s “Step Out of Your Box” program to offer a service-learning opportunity to third year Nursing students. Participation in the program requires students to secure a volunteer placement with an organization, engage in 7 volunteer hours, create a leave-behind project that benefits the organization/community, and critically reflect on the experience. The purpose of the optional assignment is to enhance various facets of cultural competency including cultural desire and cultural awareness.

The program was positively received by the first cohort of students (69% participation rate). Oral and written reflections in and post-service informally support research on service-learning. Students had minimal reactance to social justice issues (i.e. minimal defensive or dismissive perspectives), reported increased understanding of and sensitivity to vulnerable populations, and indicated an enhanced sense of social responsibility. Students also promoted their experience among their peers, which may account for the 100% participation rate in the current cohort.

This presentation will explore research on experiential learning, specifically service-learning, outline RRC’s “Step Out of Your Box” program, and share successes and challenges of the implementation of this pedagogical/andragogical tool to enhance cultural competency.
High Fidelity Simulation for Student Success in a Pediatric Nursing Clinical Setting

Learning Objectives: Discuss the use, implementation, and limitations of high fidelity simulation to meet the learning objectives in a child health nursing clinical setting. This will be discussed from the instructor, educational institution, and the student perspectives as reflected in the current literature.

Background/Rationale: With increased number of educational facilities offering nursing education programs, there has been a competition for the acquisition of clinical spots and placement areas. Class sizes and enrollment have increased to meet the needs of the anticipated nursing shortage, but the availability of clinical facility sites available for nursing students has not increased. This shortage of clinical spots is especially noticeable in specialty areas within nursing. One such area that is increasingly under demand and one area that has limited spots is the child health clinical area. High fidelity simulation is being used in the child health setting to benefit student learning by decreasing anxiety, as a way to decrease the theory to practice gap, and to practice high stress scenarios without the fear of causing patient harm. The literature also lists limitations of high fidelity simulation, which include the increased financial costs of equipment and training to an educational institution.

Methods/Methodology: A literature review was conducted analyzing common themes and patterns. The information gathered was then analyzed with the Nursing Education Simulation Framework and Experimental Learning Theory.

Results: There is evidence to support that simulation experience using high fidelity simulation allows nursing students to make connections between the classroom theory and applying the theory to the practical clinical situation. High fidelity simulation was identified as a way for students to feel more satisfaction in their skills and competency and increase their ability, which could make them become more successful professionally. Simulation can provide a way to protect the vulnerable child health population from unintentional mistakes but allow a student to test their personal theories and hypothesis in a realistic situation. Simulation provides the opportunity to redo or try the same scenario again. With having more opportunities to practice, nursing students identified that they felt an increased confidence in application of skills in the clinical setting.

Conclusion: High fidelity simulation in the child health nursing education setting was identified as a way for students to feel more satisfaction in their skills and competency and increase their ability to be successful professionally. Such benefits included a way to decrease the theory to practice gap, increasing student confidence and success, as well as a way to decrease potential patient harm.
Empathy must be at the heart of all nursing-patient encounters. This human connectedness is considered essential in the clinical setting and promotes the health and well-being of patients and their nurses. Guided by Hojat’s (2009) and Davis’ (1994) theoretical work, this comparative descriptive study using a non-probability convenience sample compared nurse empathy with ‘real’ patients’ perception of nurse empathy in cardiac out-patient clinics of an urban hospital. A small qualitative component was also employed. This study did not find a correlation between nurse and patient perception of nurse empathy using the Survey of Nurse Perception of Own Empathy (SNPOE) and the Jefferson Scale of Patient Perception of Nurse Empathy (JSPPNE). Significant differences were found on scale items “what is happening in (the patients/my) life” and “was concerned about (me/the patient) and their family”, patient age > 70 years of age, and advanced empathic training for nurses linked to nurse and patient perception of nurse empathy. Nurses identified four themes as barriers to the empathic process: constrained time limits listening and engagement, challenging patient–nurse interactions impact empathy, a complex demanding care environment, and need for a leadership culture that supports empathy. The nursing profession remains in need of an operational definition and a theoretical framework for empathy that incorporates both nurse and patient perspectives on nurse empathy. The inclusion of empathic care as a core competency for nurses in all position classifications and roles is needed. More research is needed for the promotion of advanced training in empathic care, in relation to nurse and ‘real’ patient perception of nurse empathy.
Concurrent Session 3

13:00 - 13:30 | Location: Green Lecture Theatre

Debbie Miller, Nursing Instructor, Red River College

Clinical Faculty Development Initiative: Providing Student Feedback

Feedback is an essential component of a student’s learning; it is one of the most influential factors that shapes both their personal and professional growth. However, clinical instructors often lack the knowledge and skill to deliver effective feedback to their students. The purpose of this Master of Nursing Capstone Project was to develop, implement, and evaluate an evidence-based workshop for clinical instructors in a Bachelor of Nursing program. The goal of the project was to provide clinical instructors with the tools for delivering effective student feedback in the clinical setting.

The planning process, including a review of the related literature, as well as a Needs Assessment Survey of clinical instructors (N = 50), established the foundation for the successful workshop. The insights gleaned from this project provide clinical education leaders with key information to include in their orientation programs for clinical instructors. In addition, the evidence based workshop development process is an applicable template for planning, implementing, and evaluating teaching and learning initiatives within nursing practice and education.

Location: EM15A

Elyse Griffith & Rachel Rubin, Bachelor of Nursing Students, Red River College

How We SIM'ed Our Way to the Top: The China Experience

Learning Objectives: Understand the benefit of simulation activities in nursing education. Examine personal experience with simulation as preparation for Nursing Skills Competition.

Background/Rationale: Preparation for the Nursing Skills Competition required students to undergo extensive simulation training before competing. In order to understand the contributions of simulation in their learning, students sought to analyze literature related to this learning technique.

Description/Overview: PowerPoint presentation will discuss the process students used to prepare for the skills competition, including examples of simulation samples used during the preparatory process. Analysis of emergent themes attained by the participants will be reviewed, which include improved confidence, communication, team work, and critical thinking. The emergent themes are supported by literature and personal experience.

Evaluation/Outcomes: Evaluation of personal experience of pros and cons on simulation activities as compared to the literature.
Concurrent Session 3 (Continued)

13:30 - 14:00 | Location: Green Lecture Theatre

Tessera Ball, Dana Strong, Suzanne Guay, Caitlyn Edwards, Melissa Nelson, & Selam Isack, 
**Bachelor of Nursing Students, Red River College**

**Advocating for Change: The Impact of Introducing Safe Injection Sites in Winnipeg**

**Background:** Supervised injection sites have been controversial in Canada for many years. While there has been a lot of interest in following Vancouver in getting a safe injection site here in Winnipeg, to date no such site has been constructed. Safe injection sites do more than just provide a clean environment for drug users to self-administer; these facilities also provide medical interventions should it be needed along with teaching, counselling, drug testing, and other harm reduction resources.

**Description:** We will be presenting our photo essay for Community Health 1 (NRSG-2702).

**Learning Outcomes:** In our photo essay, we explore the current reality surrounding street drug use, what individuals can do to have their voices heard, and what the benefits of a safe injection site could provide for our community. This is a good presentation for first year students to get a peek into what students are doing in their second year.

**Location:** EM15A

Corrina Zacharkiw, **Nursing Instructor, Red River College**

**Unique Approach to Clinical Education**

The demographics of Canada are shifting towards a larger number of older adults who will require supportive health care (Canadian Medical Association [CMA], 2016; Devereaux Melillo et al., 2014; Health Canada, 2012). In order to respond to this change, educational institutions must consider innovative ways to prepare future nurses to care for older adults. One such innovation is the manner in which Long Term Care (LTC) is utilized within clinical education. Nationally, LTC settings are used as first time clinical experiences (Smith, Spadoni, & Proper, 2013). Having students complete their LTC clinical placement at the beginning may prevent a full and rich understanding of the clinical area (Devereaux Melillo et al., 2014; Meloche & Freeman, 2014; O’Lynn, 2013). The purpose of this presentation is to stimulate discussion about the practical implications of providing LTC clinical experiences later in the undergrad nursing educational process. The underlying principles of the andragogy of experiential constructivist learning within a clinical environment is the underlying philosophical standpoint. A brief description of a unique LTC clinical course design and corresponding course objectives will be outlined as an example of how to integrate LTC later in the educational trajectory. The main focus will be how the course is linked to effective clinical environments in terms of how offering the course later can impact students, care of older adults, and the advancement of nursing education. Future considerations about the education of student nurses in the LTC clinical area will be delineated. Through presenting new ideas about this topic, educators and students will begin to reconsider the way they view LTC clinical education.
Concurrent Session 4

14:00 - 14:30  |  Location: Green Lecture Theatre

Angela Switzer, Bachelor of Nursing Student, Red River College

Early Intervention Strategies for Childhood Mental Illness

Given the current political climate in Manitoba geared towards austerity and providing better dollar value in the provision of health care and mental healthcare services, there is a greater need to ensure that services provide care for users in ways that are both beneficial and fiscally responsible. Wait lists for access to mental health care services are traditionally long within the Province of Manitoba, and this is equally so in regards to accessing services for at-risk pre-school and elementary school-aged children and their families. The majority of services for at-risk youth in the city of Winnipeg are provided by the Manitoba Adolescent Treatment Centre through a variety of programming including school visits, therapy, and temporary inpatient treatment services, among others. This programming, along with the few other options within the city, uses largely retroactive behaviour based models that begin after the commencement of troubling behaviour leading to crisis events in children. There are few non-private options for early intervention programming available and what exists tends to not begin until children enter our public school system. This research study aims to examine early intervention strategies for early identification of at-risk children and treatment options that have been shown to be both fiscally responsible and effective. The main focus of this discussion will be on a computer-based model aimed at assisting parents with young children experiencing behaviour difficulties to learn how to better manage their children’s mental health and behaviour issues. Such programs have been shown to be effective in reducing costs to overtaxed health care systems in that they can be done by the parent alone, with supports available only if needed, have direct short-term benefits in better behaviour management of at-risk youth, and have long-term benefits in reducing the number of children who will progress to being involved in the youth criminal justice system in the future. For Manitoba, this would potentially also have the added benefit of diverting non-critically mentally ill children out of our already overburdened mental health system. In summary, this project aims to discuss the potential cost benefit and effectiveness of a treatment program for children that is not yet used in the Province of Manitoba to address the difficulties in accessing early intervention and treatment of at-risk children before families end up in crisis.
Pat Gregory, Acting Chair - Nursing Department, Coordinator - Research and Scholarship, Nursing, Red River College, Deborah Gural, Kim Fraser, Nancy Ball, Alison Fyfe-Carlson, Nursing Instructors, Red River College, Chris Basarowich, Manager - eTV, Red River College, & Leona Parmer, Bachelor of Nursing Graduate, Red River College

Educating Nurses about Moral Distress in Disaster Situations: Stories from Fort McMurray Inform a Virtual Simulation

Learning Objectives: To summarize the results of a qualitative study of moral distress in nurses responding in a disaster. To explore factors that cause and reduce moral distress and the implications of these findings for the development of a virtual simulation training module on disaster management.

Background/Rationale: Between 1986 and 2016, floods, followed by wildfires, accounted for the highest percentages of people in Canada affected by natural disasters. Healthcare providers, particularly nurses, are pivotal to a coordinated response. During a disaster, nurses encounter atypical situations and may be required to play many roles often with conflicting expectations and responsibilities. Such experiences can be associated with moral distress, a phenomenon experienced when one cannot enact what they believe to be the ethically correct thing to do because of either internal or external constraints. Little is known about nurses’ experiences of moral distress, particularly in disaster situations. Although ethical practice (including understanding one’s own beliefs and how these may impact one’s response in a disaster) has been identified as a competency for nurses in disaster management by the World Health Organization, a lack of emotional and ethical preparedness in nurses responding in disasters has been reported in the literature. Accordingly, it has been argued that nurses need education in the area of ethical/moral issues both before and after graduation so as to enhance preparedness and prevent/mitigate the negative effects of moral distress associated with responding in disaster situations.

Purpose: The purpose of this study was to capture the real-life moral experiences of nurses responding in the Fort McMurray, Alberta wildfire catastrophe and to use findings to inform the development of a virtual simulation training module on disaster management.

Methods/Methodology: The qualitative approach of narrative inquiry was used to capture nurses’ experiences of moral distress. Face-to-face interviews were conducted with 8 nurses working at a hospital during the evacuation. Open-ended statements and occasional prompts were used during the interviews, which were video/audio recorded. Demographic data was collected using a structured questionnaire.

Results: Interviews were transcribed and analyzed using Reissman’s (1993) five-level research process. Unification of the narratives using holistic interpretation resulted in the creation of a meta-story representing the shared experience of all participants, from which six central themes emerged. Narratives revealed factors that created and mitigated moral distress and offered specific recommendations for education and training.

Conclusion: Results highlight the need for additional research and training/preparedness in the area of moral distress in nurses responding in a disaster. Emergent themes and select video clips are being used in the development of a virtual simulation on disaster management.
Concurrent Session 4 (Continued)

14:30 - 15:00 | Location: Green Lecture Theatre

Gurpreet Sandhu, Candace Blahey, Shelby Marks, & Kelsey Pasishnik,
Bachelor of Nursing Students, Red River College

Bedside Report
Bedside reporting promotes safety and continuity of care (allows the oncoming nurse to visualize and ask appropriate questions). It allows patients to contribute and be active in planning their care. Bedside reporting is known to promote nurse accountability and resolve any misconceptions. For nurses, bedside reporting increases job satisfaction, enhanced collaboration within the inter-professional team, and decreased medication errors. Some nurses, however, may argue that bedside reporting interferes with patient confidentiality and privacy, increases patient anxiety related to hearing about medical diagnosis/illness multiple times as well as the use of medical terminology. Reporting at the bedside also contributes to increased report time as well as disruption by the patient/family, in which case important information may be lost. Nurses have also become accustomed to completing shift report at the nursing station and believe that is the best way to relay information to the oncoming staff. With nurses being hesitant to change, and disapproving of bedside reporting, we will discuss some barriers to resolution as well strategies to overcome them. Overall, this debate will help educate the public on the importance of bedside reporting in care facilities.

Location: EM15A

Janet Zacharias, Nursing Instructor, Red River College

Pornography: A Public Health Issue
In an era of technology, access, anonymity, and availability of free online pornographic material have been identified as the three most significant factors in increased pornography consumption. The effects of this phenomenon have been studied for decades and are suggestive of numerous adverse health effects for the individual, the family system, and society. Children and adolescents are exposed to pornography at ever-younger ages, and studies point out that, like chemical substances, it can be addictive. Consequently, negative impacts on the sexual health of the individual and on committed relationships have been strongly associated with pornography use. Moreover, pornography is linked to attitudinal and behavioral changes, specifically in adolescents, and may lead to skewed views of sex and to high-risk sexual behaviors by fostering an acceptance of degrading and exploitative behaviors directed toward women and children. These concerning findings have raised political interest nationwide and internationally, leading to a study conducted by the Standing Committee on Health in the Spring of 2017 in Ottawa. A report with four key recommendations to address this issue from a public health perspective was released in June 2017, with a response in October 2017 from the Minister of Health. This presentation examines the literature as it pertains to the impacts of pornography on health and highlights the need to address this issue from a public health perspective. Moreover, recommendations for health care professionals will be presented.
Workshop Session 1

13:00 - 14:00  |  Location: F310

Melissa Coelho, Bhav Khosa, Jessica Vaz, Jennifer Ruchkall, Bachelor of Nursing Students, Red River College, Winona Burgess & Amber Wiens, Nursing Instructors, Red River College

*Presenters: Melissa Coelho, Bhav Khosa, Jennifer Ruchkall, & Jessica Vaz

Newborn Assessment and LATCH-R Assessment Tool Workshop

Learning Objectives: Participants of the workshop will learn how to perform a newborn shift assessment and how to use a LATCH-R breastfeeding assessment tool.

Topics for Discussion: This presentation will discussion newborn shift assessment and LATCH-R breastfeeding assessment tool, as well as the benefits of role-playing and demonstration and how it reinforces learned theory and promotes confidence for nursing students in clinical settings.

Background/Rationale: Research shows that role playing and demonstration as a strategy for teaching nursing students helps transfer theoretical knowledge into the clinical environment. We will explore how this teaching strategy will reinforce learned theory and support nursing students’ ability to perform a newborn shift assessment and a LATCH-R breastfeeding assessment tool. According to Chan (2012), alternative ways of teaching nursing students such as role-playing has demonstrated to be an effective method to increase motivation and confidence in clinical practice settings. Additionally, role-playing has proven to be a valuable teaching method to prepare students for professional and real environments by enhancing problem solving and critical thinking (Vizeshfar, Dehghanrad, Magharei, & Sobhani, 2016).

Application: We will have a brief presentation discussing the research surrounding how role-playing benefits nursing students in clinical settings as well as relay our own experiences of role-playing and simulation throughout the program. We will demonstrate a newborn shift assessment and a LATCH-R breastfeeding assessment tool through role-playing with the use of a student nurse, fake mother, and clinical instructor (all role played by us presenters). We will then allow participants to try both assessments as we provide guidance and answer questions.
Tyler Steiner, Educational Technologist & Instructor, Nursing, Red River College

Hacking Education in the Digital Age: Tools and Tips

Many courses at Red River College are “blended”, integrating educational technology such as LEARN and iClickers with traditional modes of delivery such as face-to-face lectures. Today’s student is more technologically-savvy than ever before, and many of our students are “digital natives” who have never known a time without digital technology. Yet, other students may be categorized as “digital immigrants” who are new to, or unfamiliar with, technology. This presentation will provide some of the latest tools and tips for helping students of all abilities succeed in the digital age by getting the most out of educational technologies such as Office365 and Google Docs, Interactive Web 2.0 tools such as Quizlet, The LEARN Learning Management System, Google search pro tips, Windows pro tips, and mobile technologies. Participants will be invited to ask questions and share ideas.

Workshop Session 2

14:00 - 15:00 | Location: F310

Daryl Brooks, Coordinator – Clinical Education, Nursing, Red River College, & Sandra Holben, Nursing Instructor, Red River College

Student Medication Errors: Issues and Solutions

Medications play a prominent role in the treatment of illness and injury, and nurses have a central role in maintaining medication safety. Student nurses must develop reliable practices for medication administration to achieve the competence required of a practicing professional nurse. Some studies report that one third of student nurses have experienced a medication error or near miss during their program. Recent data collected within our nursing program indicate a high rate of medication error and/or near miss, in year 2, year 3, and senior practice. The intent of this study is to examine the rates of error or near miss, the contributing factors, and to identify approaches useful in this nursing program to reduce incidence and promote consistently safe practice in future. The student perspective and ongoing student involvement is critical to the success of this effort. This presentation is intended to present recently collected data, share concerns, and to develop a plan with students for ongoing study.
Location: F314

Karlene Cifuentes, Tracey Fallak, & Bernadette Mandrick, Nursing Instructors, Red River College

Strategies for Test Success

Objective: Familiarize students with strategies for deconstruction of various styles of test items/questions.

1. Develop increased understanding of what a test item is asking.
2. Enhance ability to analyze test item distractors.
3. Increase student confidence in answering test items.

Topics for discussion:
- General test taking strategies
- Strategies relevant to multiple choice and alternate format test items

Background/Rationale:
As educators, our primary focus is on providing a learning environment that fosters student success (Nilson, 2016). The primary measure of academic attainment continues to be evaluation using tests or exams (Sambell, McDowell, & Montgomery, 2012). Despite having the content knowledge, students who lack the ability to deconstruct test items will not have optimal ability to achieve success on various assessments (March & Ambrose, 2010; Rowshan & Singh, 2014). There appears to be a gap in specific curriculum objectives that cover teaching students how to approach various styles of test items (test-taking strategies) in nursing education (Horton et al., 2012; Stowell & Bennet, 2010). The ability to deconstruct these items affords students the best opportunity to understand what the question is asking and to analyze distractors of test items, resulting in increased confidence in completing a test or exam (Carrick, 2011; Frith et al., 2008). This workshop is an attempt to fill that gap.

Applications:
- Throughout their current and future academic careers, students will use the discussed strategies to answer test items of various styles during formal examinations.
- Students will be able to utilize these strategies in answering questions both in the classroom as well as in clinical practice settings.
- Students will gain better understanding when participating in test review.
- Faculty will utilize these strategies when explaining the correct responses to test items or questions they have asked in class.