



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

SCHOOL OF NURSING

# **NURSING RESEARCH & TEACHING SCHOLARSHIP**

**2011/12 Fiscal Year Report**

**AUTHORS:**

**Merrilee A. Hughes and John L. Oliffe**



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

**School of Nursing**

Faculty of Applied Science

# INTRODUCTION

## Message from the Associate Director



In the past two years, the UBC School of Nursing has performed outstandingly amid challenging times marked by significant economic downturn and an increasingly competitive research funding environment. Indeed, in the fiscal year 2011/2012, we secured the largest amount of research funding in the history of the School. These significant successes are continuing, and we are well positioned to embark on a new strategic plan to further strengthen our research and teaching scholarship.

The purpose of this report is to chronicle our research and teaching scholarship outcomes, celebrate our successes, and make plans toward sustaining and building

on our collective work. We were so encouraged by the uptake, within UBC and beyond, of our 10-year report (<https://circle.ubc.ca/handle/2429/39758>), we felt compelled to produce a regular research and teaching scholarship report to further engage our readers and embody the knowledge exchange practices that underpin our work.

In terms of style, the report details some fiscal year and calendar year outcomes—an artifact of the data available, and we have provided some comparative analyses to highlight specific trends. Of course, there were many metrics and achievements that we could have detailed here, but we have opted for brevity in giving an overview.

We sincerely hope that you enjoy reading about the UBC School of Nursing's research and teaching scholarship—fiscal year 2011/2012!

**Dr. John Oliffe**

*Associate Director (Research & Teaching Scholarship)*

## Overview

In 2011/2012, the UBC School of Nursing was awarded over \$7.28 million in research funding, which represents a 306% increase from the previous year. Approximately three-quarters of this funding was awarded through Canadian Institutes of Health Research Operating Grants.

Throughout the report, we include comparisons to contextualize our most recent funding and publication results. In the case of funding, we highlighted historical trends in two distinct ways, to contrast the irregular nature of research funding agency revenue with the stabilizing influence of overlapping, multi-year projects and programmatic funding.

The number of peer-reviewed journal publications continues to grow. We have monitored impact using bibliometric approaches including citation rates and journal impact factors. However, it has been challenging to track and aggregate the numerous chapters and books authored by faculty members. For these and related public presentations and media attention, we elected to highlight a few examples to give a flavor of the work being done in the School.

Because we know that numbers are only part of the picture, we have included profiles of several of our School's scholars. Of course, there are so many more stories to be told about the compelling research and teaching scholarship our faculty and graduate students are conducting, which we hope to continue to celebrate in future reports.

**Merrilee Hughes**

*Scholarly Development & Grant Facilitator*





## AWARDS, MEDIA & PUBLIC PRESENTATIONS — 2011 HIGHLIGHTS

### RESEARCH AND TEACHING SCHOLARSHIP AWARDS

**Lynda Balneaves**, PFIZER AWARD FOR EXCELLENCE IN NURSING RESEARCH, Canadian Association of Nurses in Oncology

**Jennifer Baumbusch**, CAREER AWARD, Michael Smith Foundation for Health Research

**Martha Mackay**, AWARD OF EXCELLENCE IN NURSING RESEARCH, College of Registered Nurses of BC

**Elizabeth Saewyc**, FELLOW, Society for Adolescent Health and Medicine

**Sally Thorne**, FELLOW, American Academy of Nursing

**Meagan Thumath**, AWARD OF EXCELLENCE IN NURSING EDUCATION, College of Registered Nurses of BC

**Fay Warnock**, AWARD OF EXCELLENCE IN NURSING RESEARCH, College of Registered Nurses of BC

**Sabrina Wong**, AWARD OF EXCELLENCE IN NURSING RESEARCH, College of Registered Nurses of BC

### IN THE NEWS

**Elizabeth Saewyc**: Are impulsive teen girls more likely to have a baby? *Globe and Mail*, Jan. 2, 2011.

**Joy Johnson**: Making resolutions that last all year. *Vancouver Sun*, Jan. 8, 2011.

**Elizabeth Saewyc**: One in four students are depressed: study. *National Post*, Jan. 24, 2011.

**Cindy Masaro** (PhD student): UBC sex expert slams 'useless' prescriptions. *Vancouver Sun*, Feb. 10, 2011.

**Sandra Cortina** (BSN student): Intravenous drug use and conservative values. *Toronto Star*, Feb. 15, 2011.

**Maura MacPhee**: Budget student loan break 'dangerous'. CBC News, Mar. 22, 2011.

**Elizabeth Saewyc**: Asian-Canadian gay youth face double discrimination. *Vancouver Sun*, Mar. 29, 2011.

**Colleen Varcoe**: Domestic abuse in Canada costs billions every year. *Vancouver Sun*, Oct. 12, 2011.

**Jennifer Baumbusch**: Keeping seniors at home saves system money, experts say. *Vancouver Sun*, Dec. 29, 2011.

### CIHR CAFÉ SCIENTIFIQUES

The Canadian Institutes of Health Research (CIHR) sponsors researchers to host informal public dialogues about health-related issues. UBC School of Nursing faculty produced five Cafés in 2011 - often hosting them in multiple venues:

**Wendy Hall**: *When lullabies don't work: reducing the impact of poor sleep on infants, toddlers, and their infants*

**John Oliffe**: *For better or for worse: Women's efforts to promote men's health*

**John Oliffe**: *Let's talk about Dhil Dhee Sehayth (heart health)!*

**Patricia Rodney, Colleen Varcoe, & Annette Browne**: *When efficiency trumps quality: Discussions about what happens when health care is treated as a commodity*

**Elizabeth Saewyc**: *Teen sexual development: What parents need to know but just can't ask* [English & Mandarin versions]



## GRANT SUBMISSIONS

Developing grant applications to fund research projects requires substantial time and effort without a guarantee of return on investment. However, targeted perseverance has yielded unprecedented funding successes in the past two fiscal years. Table 1, Grant Totals, reveals 19 funded studies in 2010/2011 for a total of \$1,795,431, with 36 studies funded in 2011/2012 for a total of \$7,283,009.

In the 2010/2011 and 2011/2012 fiscal years the UBC School of Nursing faculty submitted a total 158 research proposals to a variety of local, provincial, and national funding agencies. The Canadian Institutes of Health Research (CIHR) attracted the bulk of the School's grant applications, and in turn, CIHR was our primary research funder.

In the spring 2012 CIHR Open Operating Grant competition, over 65% of the 2,284 grants received by the funding agency were scored within the fundable range of  $\geq 3.5$  (out of a maximum score of 5).<sup>1</sup> However, only 400 or 27% of those with a fundable score received funding. In contrast, the overall average success rate for UBC School of

Nursing applications to CIHR (all competitions) was 35% and 29% in 2010/2011 and 2011/2012 respectively.

Our second most substantial source of research and career award funding in 2011/2012 was the Michael Smith Foundation for Health Research (MSFHR). Several of the MSFHR competitions have been suspended due to the economic downturn. In 2008, the BC Ministry of Health injected \$8 million to launch MSFHR's BC Nursing Research Initiative, which funded two UBC led projects in 2011.

However, the bulk of the MSFHR funding secured in 2011/2012 has been through the Career Investigator Program, which was relaunched after a four-year interruption. In the 2011 competition, the School of Nursing had a 33% success rate.

**TABLE 1: GRANT TOTALS—2010/11-2011/12**

	2010/2011			2011/2012		
	Funded	Unfunded	Awarded	Funded	Unfunded	Awarded
<b>Internal</b>						
UBC School of Nursing*	4	4	\$ 10,760	5	7	\$ 12,562
UBC General	0	2	0	3	0	\$ 77,000
<b>Provincial</b>						
MSFHR	1	6	\$ 5,000	4	6	\$ 1,013,512
Vancouver Foundation	0	0	0	2	1	\$ 82,587
Other	0	1	0	2	1	\$ 27,450
<b>National</b>						
CIHR	13	24	\$ 1,777,171	18	44	\$ 5,380,710
Other	1	1	\$ 2,500	2	6	\$ 89,188
<b>TOTAL</b>	<b>19</b>	<b>38</b>	<b>\$ 1,795,431</b>	<b>36</b>	<b>65</b>	<b>\$ 7,283,009</b>

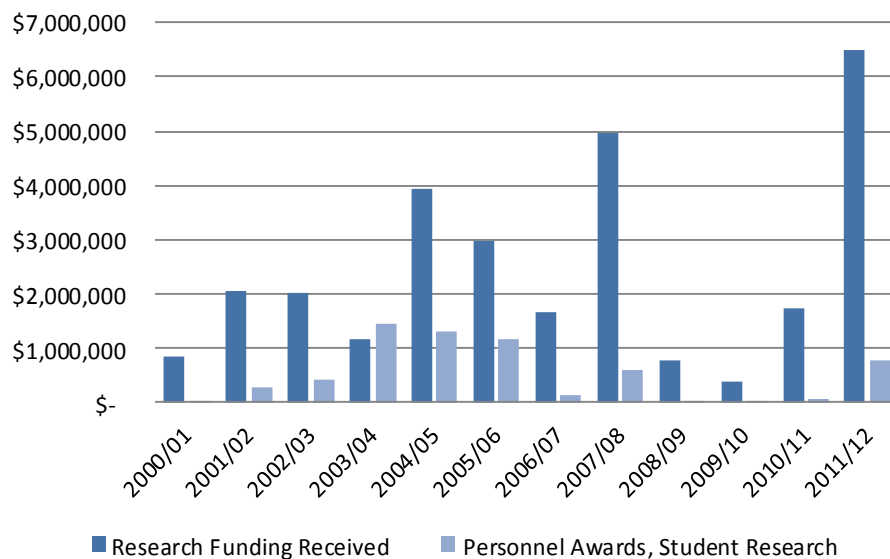
\* Some UBC School of Nursing internal grants are paid to successful student applicants as research bursaries and not included in this data. For full details of these awards see page 6.

## 2011/2012 FUNDING IN CONTEXT

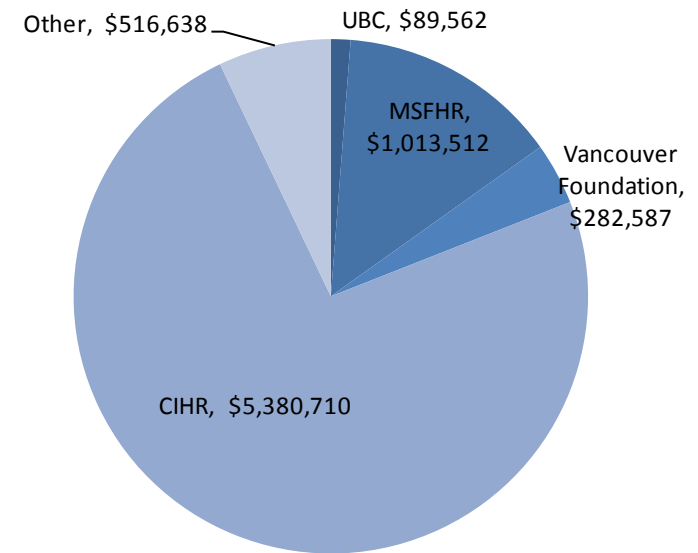
The 2011/2012 fiscal year yielded almost \$7.3 million—the largest annual research funding secured in the history of the UBC School of Nursing. As illustrated in Graph 1, Research Funding by Source (2011/2012), the bulk of the funding was awarded by CIHR (over \$5 million through 18 grants). While personnel award opportunities are increasingly rare, Assistant Professor, Dr. Jennifer Baumbusch, was awarded an eight-year Michael Smith Foundation for Health Research (MSFHR) Career Investigator Award.

Aggregating the total new project funding and salary awards in Table 2; New Research Monies—Lump Sum, by the award year illustrates the impressive achievements of 2011/2012. The success of 2011/2012 will also ‘pay it forward’ as illustrated in Table 3—Research monies—Amortized. For example, large CIHR grants held over five-years and the eight year MSFHR career awards will ensure that research monies (and the research products derived from that work) roll out across the amortization of the grants. In this respect, you can see that although new research monies in 2008/2009, 2009/2010 and 2010/2011 were modest, the successes of previous years (especially 2007/2008) have maintained a consistent funding level of \$3 to \$4 million per year in 2007 through 2011.

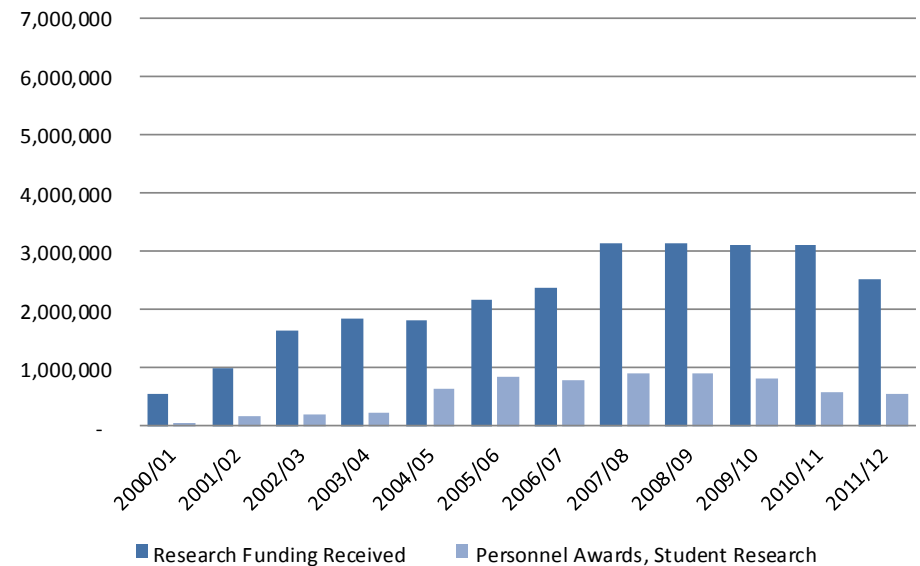
**TABLE 2: NEW RESEARCH MONIES – LUMP SUM**



**GRAPH 1: RESEARCH FUNDING BY SOURCE (2011/12)**



**TABLE 3: RESEARCH MONIES – AMORTIZED**





## Jennifer Baumbusch – MSFHR Career Investigator Award

### Improving the integration of informal caregiving in long-term residential care

In terms of career trajectory, receiving an eight-year health scholar award this early in her academic career is an incredibly exciting achievement for Jennifer. The Michael Smith Foundation for Health Research (MSFHR) Career Investigator Program is designed to foster the development of outstanding health researchers in British Columbia. The program supports researchers to initiate an independent research career, build a leading research program, and expand their potential to make significant contributions to their field of research. As Jennifer confirmed when we spoke with her, “It means that I’ll be able to build my program of research knowing I have support for that length of time. I’ll really be able to plan for the eight years.”

The overarching aim of Jennifer’s program of research is to contribute to more effective health care services within long-term residential care (LTRC) by, (1) extending our understanding of informal caregiving – defined as care provided by family and friends – within LTRC and by translating this knowledge through developing and (2) refining policies and practices to improve the integration of informal caregiving in LTRC.

To address current knowledge gaps, years one to three will focus on understanding informal caregivers participation in LTRC. Ethnographic approaches, which are ideally suited to generating an in-depth and contextualized account, will be used. Findings from these studies will be consolidated with existing literature to provide the basis for knowledge translation (KT) activities in years four and five. Innovative and multidirectional KT activities will include: policy forums that foster a national dialogue about caregiving in LTRC, collaborative KT research, and arts-based KT approaches.

Ultimately, this research will improve the health of aging Canadians living in LTRC by improving the integration, as well as recognizing the unique contributions, of informal caregivers (i.e., family and friends) and formal caregivers (i.e., staff) to care provision, generating new policy directions thereby ensuring more effective care delivery in the LTRC.

“This award will take my program of research from the initial research question of wanting to understand how informal caregivers are currently involved in LTRC, all the way to developing really novel approaches to knowledge translation and intervention research in this area” says Jennifer.

The MSFHR program safeguards 75% of Jennifer’s time to dedicate to research. “As a junior faculty member, that is huge” she says. “It means that the whole balancing act around other components of my role is different. I know I can really dedicate the time that is needed to build my program of research.”

When asked about the writing of her proposal, Jennifer explained: “This was the first salary support that I applied for, and it was very different than applying for an operating grant. One thing that I found outstanding in this process was the incredible level of support from more senior faculty members in terms of crafting the award application.” Further elaborating, Jennifer was quick to encourage others to benefit from the experience within the School.

**“Every step of the way I received mentorship and advice from senior faculty members, coaching me on how to best present my plan. That is a huge resource within the School, and it is given generously.”**

**Jennifer Baumbusch’s MSFHR scholar award provides \$635,000 in salary support over 8 years (2011-2019).**



## Colleen Varcoe – CIHR: Operating Grant

### Addressing the consequences of violence and trauma: A health intervention for women in an indigenous context

Woven deeply throughout the history of Canada's Aboriginal women are threads of violence and victimization from society. The effects of colonization, the reservation system, racism and residential schooling have resulted in a population that is living under chronic stress, with limited educational and employment opportunities. Many of these women access health care in Vancouver's Downtown Eastside.

A new five-year study funded by CIHR will allow researchers at the UBC School of Nursing to work toward creating a better future for Aboriginal women in the Downtown Eastside, starting with their health. The researchers found that health problems and possible "interventions" for Aboriginal people are often studied without taking socio-historical contexts into account.

"In nursing, we have to be close to the patient, and to the patient's home," says Dr. Colleen Varcoe, RN, PhD, the project's Principal Investigator. "Because nurses who work in the community are confronted by the day-to-day conditions of people's lives, they cannot ignore the social determinants of health."

Despite extensive evidence of the connections among childhood trauma, violence and a myriad of health problems, including chronic pain and substance use, mainstream approaches to "treatment" rarely address the historical and social roots of such issues. Often, interventions are designed at an individual level, focus on single-issue problems, and do not account for social determinants of health.

**"Interventions make a huge difference in women's lives. However, we found that after women were no longer experiencing violence, although mental health often improved, physical health did not," says Colleen. "The results of living under chronic stress last for a long time."**

In contrast, current thinking about public health issues emphasizes the need for complex interventions. "Aboriginal women are actively avoiding health care when they know they will be treated poorly," says Colleen. "Working in partnership with Aborigi-

nal elders, we'll be addressing individual women's health issues and also why, as a group, they face victimization from society."

Encouraged by the success of pilot studies in reducing depression, trauma and pain for women, the team is developing an intervention that can be used widely and in partnerships with primary health care providers and a network of anti-violence initiatives. The result should contribute to a more positive next chapter in the history of Aboriginal women.

**Co-principal investigators Colleen Varcoe, Annette Browne and Marilyn Ford-Gilboe along with co-investigators (Victoria Bungay, Cynthia Garrett, Doreen Littlejohn, Marilyn Merritt-Gray, Marlene Moretti, Victoria Smye, Judith Wuest) were awarded \$1,364,687 by CIHR for their five-year study (2011-2016).**



# Annette Browne – CIHR: Programmatic Grants to Tackle Health and Health Equity

## Equity-oriented primary healthcare interventions for marginalized populations: Addressing structural inequities and structural violence

In Canada and other nations, primary health care (PHC) renewal continues to be identified as a key pathway to achieve health equity, with particular implications for marginalized populations. Current research and existing literature show that structural inequities and structural violence have profound negative health effects; however, little is known about how to address these issues.

Dr. Annette Browne is leading a research program that brings together an interdisciplinary team of researchers and knowledge users from nursing, medicine, population and public health, community health sciences, and information and media studies, and leaders in Aboriginal health, women’s health, and the PHC sector.

This project builds and expands on the team’s prior research in PHC for marginalized populations, interventions for women experiencing violence, health equity for Aboriginal people, health policy ethics, and research in knowledge translation in relation to gender and violence. The team’s current research is conducted in partnership with two Urban Aboriginal Health Centres in British Columbia. Annette explained:

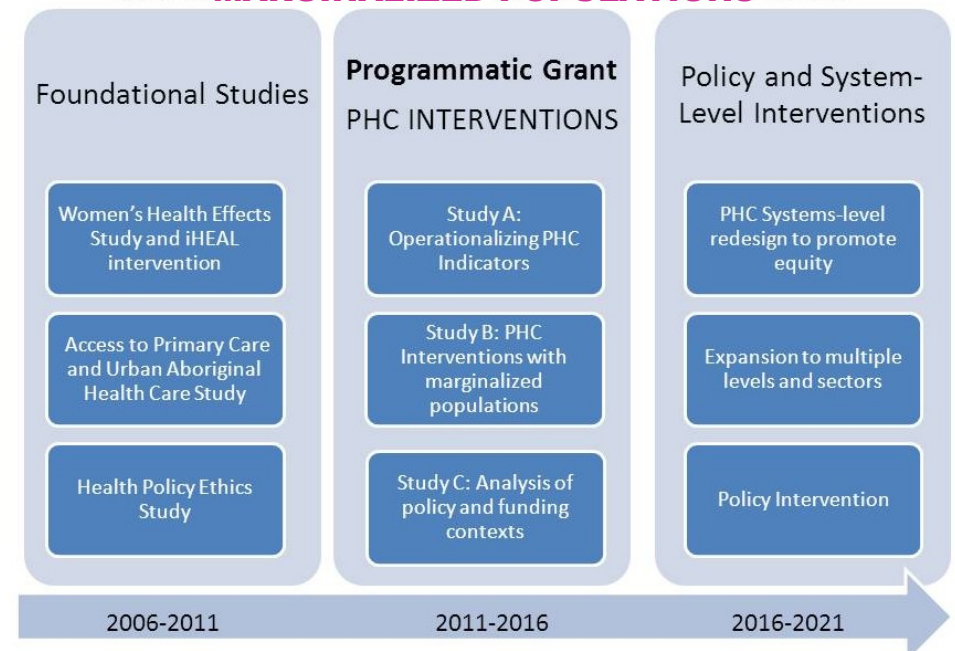
**“Ongoing research on the health effects of violence for women show that people affected by structural inequities and violence have higher rates of chronic pain and other chronic illnesses, and higher rates of emergency department visits and preventable hospital admissions. These studies also show that healthcare system responses to these negative health effects are lacking”.**

The overarching goal of the newly funded research program is to contribute new knowledge about innovative PHC interventions that mitigate the effects of structural inequities and structural violence for marginalized populations, and the policy environments needed to support such programming. The long-term program details are outlined in Diagram 1, Equity-Oriented PHC Interventions for Marginalized Populations.

**Co-principal investigators Annette Browne, Colleen Varcoe, and Marilyn Ford-Gilboe with co-investigators (Victoria Smye, Sabrina Wong, C. Herbert, J.G. Lavoie, M.A. MacDonald, B.M. Pauly, D.T. Tu, N. Wathen) were awarded a \$1,974,691 five-year programmatic grant (2011-2016).**



**DIAGRAM 1: EQUITY-ORIENTED PRIMARY HEALTHCARE (PHC) INTERVENTIONS FOR MARGINALIZED POPULATIONS**







## INTERNAL RESEARCH GRANTS

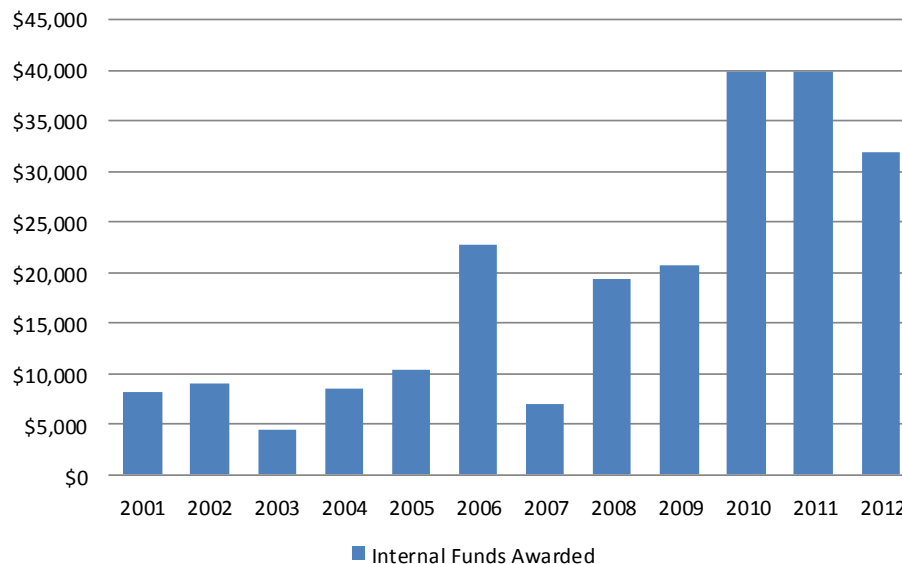
As a result of the generosity of several donors, the UBC School of Nursing has five internal funds available to graduate students and faculty to support small research projects. Applications are adjudicated in a tri-annual research competition by a rotating peer-review committee.

In 2011 and 2012, a total of 37 research proposals were received, of which 26 were funded. Over the past six years, the success rate has ranged between 50% and 79%, and promising, but unsuccessful applicants are provided thoughtful feedback and encouraged to reapply.

In the past two years, there has been an even distribution between masters, doctoral, and faculty led applications. While graduate trainees usually apply for funding support for their thesis work, faculty applicants typically seek support for pilot work to test protocols and feasibility prior to applying for larger operating grants.

Growing demand for these funds suggests that the UBC School of Nursing will need to attract additional donors to continue sponsoring this vital work.

**TABLE 4: UBC NURSING INTERNAL GRANTS**



## UBC TLEF AWARDS

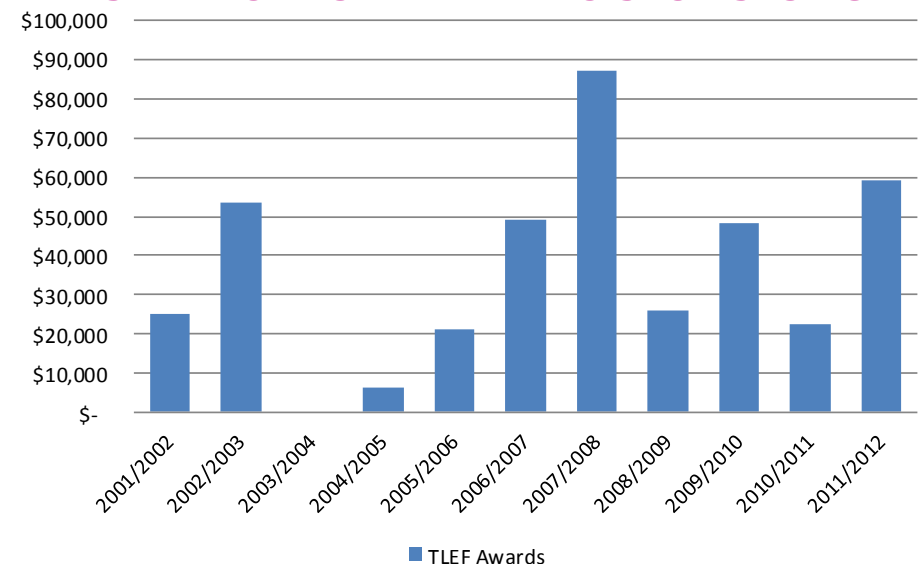
The UBC Teaching and Learning Enhancement Fund (TLEF) was created in 1991 to enrich student learning by supporting innovative and effective educational enhancements. The UBC School of Nursing has, on average, secured funding for one educationally focused project per year from the TLEF.

In 2010/2011, Assistant Professor **Jennifer Baumbusch** was funded \$22,330 to conduct a project titled, *Developing a toolkit for clinical instructors to enhance student learning about nursing care of older adults*.

In 2011/2012, Assistant Professor **Victoria Bungay** was awarded funding (\$59,389) for her project titled, *Redesigning nursing curriculum to enhance student learning and development in leadership and management*.

All TLEF applications include students in the development and/or implementation of the project. It must also be demonstrated that a significant number of students will benefit from the project and that the impact will be sustainable.

**TABLE 5: TEACHING & LEARNING ENHANCEMENT FUND - MONIES AWARDED TO UBC NURSING**



## Victoria Bungay – Teaching & Learning Enhancement Fund

### Redesigning nursing curriculum to enhance student learning and development in leadership and management

Dr. Vicky Bungay's background in leadership and management led her to teach the N512 Leadership in Nursing course. Originally designed for a classroom setting, the course is now being taught online and while Vicky saw strength in the course, she also recognized the need to better respond to the evolving demands in nursing leadership.

"The course wasn't fully fostering the development of leadership skills for students in the way that they were progressing to need it" she says. "The student body has been changing and they have been very good about giving feedback about what works and what doesn't."

The main objective of this funded project is to redesign and revise the course N512 course, Leadership in Nursing, in a manner that supports graduate students' learning and uptake of leadership knowledge, skills, and abilities in an online format. Vicky and her team are synthesizing the most relevant knowledge in leadership theory and practice within course revisions and redesigning the online delivery in a way that better utilizes online teaching and learning strategies.

"By getting funding you can do the project in a more comprehensive way," says Vicky. "Funding helps to resource the project and revise it involving the integration of research and enhancing knowledge translation within the course. By doing this as a TLEF project, our team has a better opportunity to think about the appropriate learning and teaching strategies for leadership and how to build those into the online course and evaluate their effectiveness."

"It's similar to research in that it builds on what's come before and the knowledge that's informing it, but different from say, clinical research, in that it's about the teaching strategies and the pedagogical approaches that you take and how those can be used in an online classroom setting to really promote competency development in the nurses who take it. It is also important that it be approved at the School level and through the Graduate Program Committee. The course has to fit within the current

program curriculum and content."

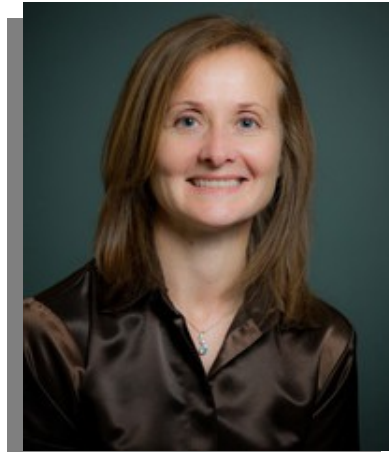
The project must be completed in the one-year time frame, and incorporate students and collaborate with the UBC Centre for Teaching, Learning and Technology. The end deliverable will be an online course which will meet specific criteria laid out in the funding application.

The grant also allows Vicky to work with the students on her team to build capacity in terms of future educators; to critically engage them around the creation of education and course material.

**"We are really investing back into the students, which is great because unless you are taking an education degree or education focus in our MSN, you don't get to talk about curriculum development and design in the same way as the students who are involved in this project."**

Overall, she says, the TLEF program helps to build relationships within the university and our nursing leaders— between faculty and the expertise that exists in departments such as the CTLT, our own programs, and nursing leaders within British Columbia. The revised course will be offered in January, 2013.

**Vicky Bungay and co-investigators Maura MacPhee (UBC Nursing), Jean Carne and Barbara Bedell (both MSN alumni and nurse leaders from Providence Health Care), and Ingrid Handlovsky (MSN alumni and PhD student) were awarded \$59,389 by the TLEF in 2011/2012.**



## RESEARCH PRODUCTIVITY

One way to evaluate the School's research productivity is to consider research outcomes and output relative to the funding that is held. Peer-reviewed journal articles continue to be key performance indicators in academe, and an emerging research metric is to average the cost of peer-reviewed journal articles against the research dollars held. A recent review of 72 American universities found 5-year institutional rates that ranged from \$28,547 to \$128,269 per peer-reviewed article.<sup>2</sup>

Based on the past five years of annualized funding, analyses of the UBC School of Nursing data indicates that the average cost of each peer-reviewed journal article is \$41,937. While acknowledging the limitations to this crude measure including the lag time from research funding to publication as well as the wide variability in the costs of doing research, the metric affords a baseline on which to evaluate output and efficiencies across time.

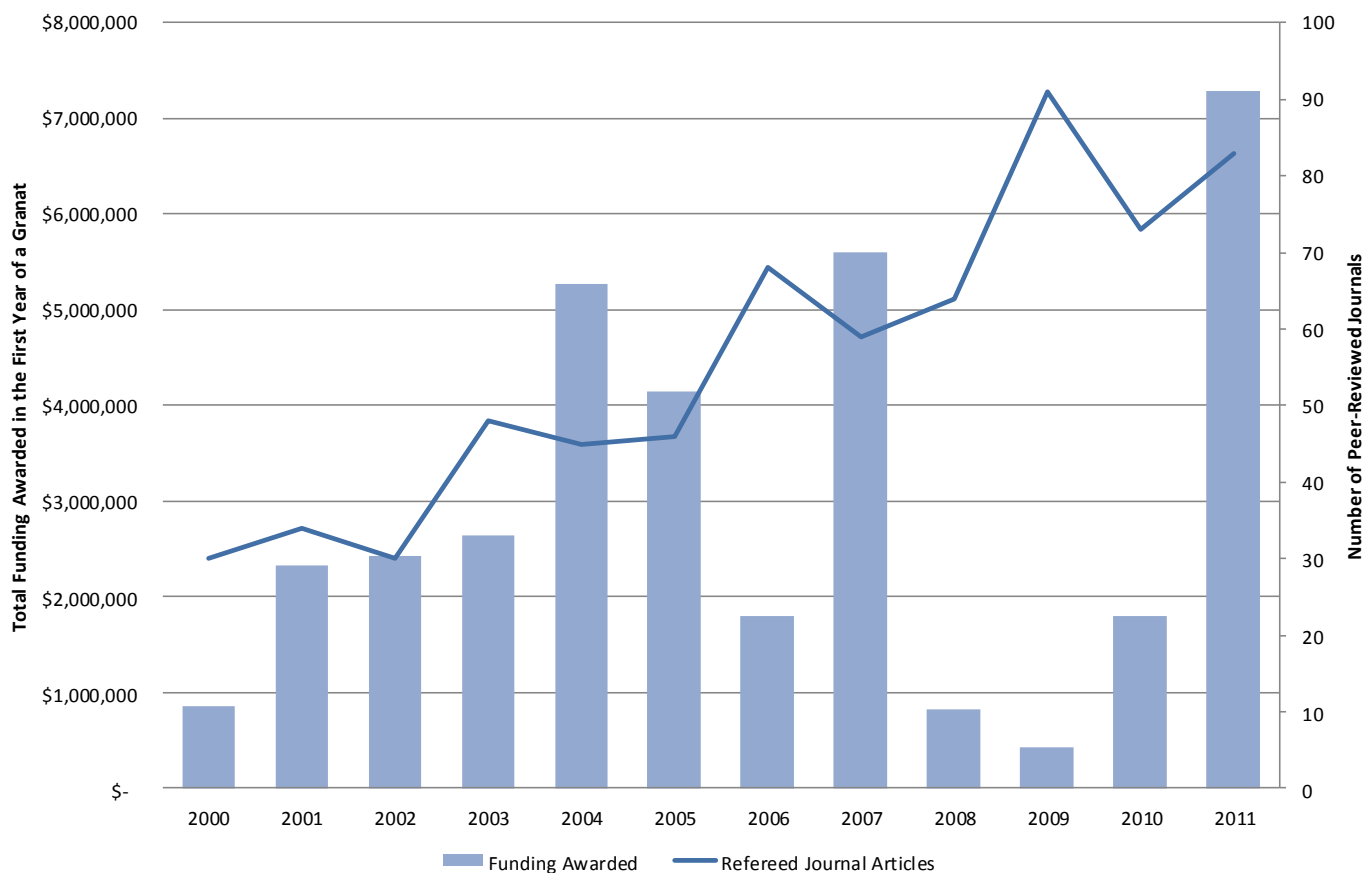
It can also be helpful to consider the general correlations of publishing peer-reviewed journal articles with research funding. In Table 6, Comparison of Funding and Peer-Reviewed Articles, although fewer new research funds were attracted in 2008 through 2010, UBC School of Nursing faculty members continued to produce many peer reviewed publications.

It is notable that publication rates remained high even with the substantial funding success achieved in 2011/2012. The overall trend suggests that the UBC School of Nursing is gathering momentum toward achieving the 100

peer reviewed publications per year milestone.

In addition to the numerous peer-reviewed journal articles that our faculty and students generate each year, books, book chapters and reports continue to be a significant mechanism for knowledge translation.

**TABLE 6: COMPARISON OF FUNDING AND PEER-REVIEWED ARTICLES**



*N.B. The x-axis represents fiscal year (April 1—March 31) for the funding data and calendar year for the publication data, which generates a 3-month lag in the funding listed relative to the publications.*

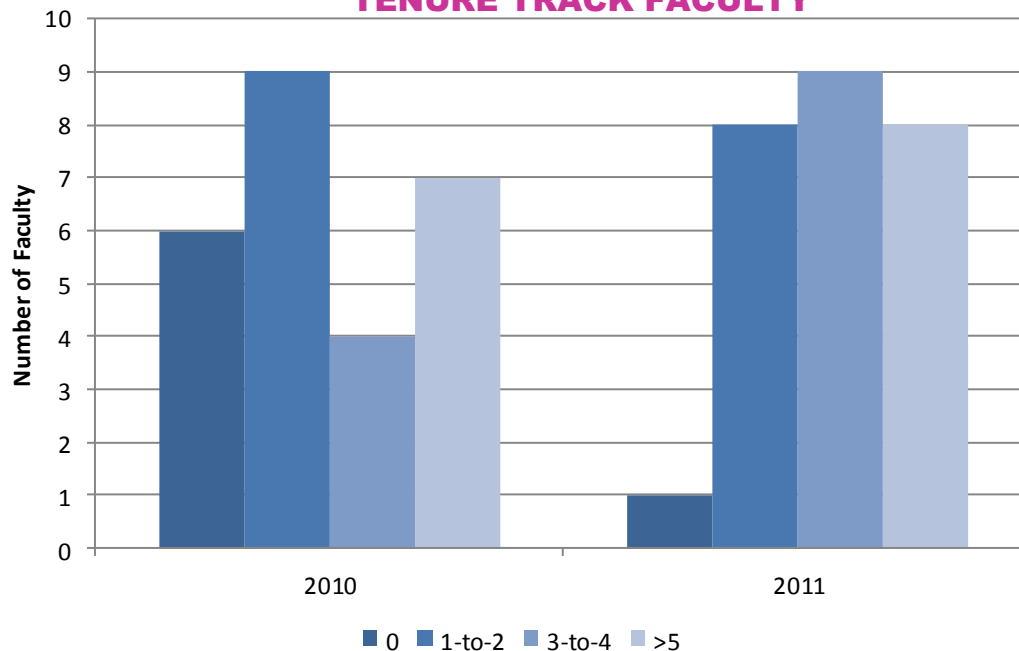
## PUBLICATIONS

There is variability in the number of peer-reviewed publications per faculty per year due to a variety of factors including career stage, size of research program, number of trainees, research approaches, and the types of publications that fit best with particular projects and/or programs.

In Table 7, Peer-Reviewed Articles per Tenure Track Faculty, we contrasted 2010 and 2011. Revealed here is an increase in the number of faculty producing 3 or more peer-reviewed publications per year.

Based on a single count of peer reviewed published articles (even when there are multiple UBC Nursing authors) there was an overall increase from 73 in 2010 to 83 in 2011. Reviewing the data for trainee co-authored articles also shows a slight increase from 22 co-authored articles in 2010 to 24 in 2011. There has also been a shift away from multi-authored (> 4 authors) articles whereby articles written by 4 or less authors increased from 46% in 2010 to 63% in 2011.

**TABLE 7: PEER-REVIEWED ARTICLES PER TENURE TRACK FACULTY**



## BOOK CHAPTERS - 2011 HIGHLIGHTS

The breadth of scholarship occurring in the UBC School of Nursing continues with 20 book chapters published in 2011. Listed below is a small sample of the authors and topics published by faculty:

**Currie L.M.** (2011). Nursing Informatics: Perspective for Healthcare Executives. In K.R. Ong (Ed.), *Medical Informatics: An Executive Primer* (2nd ed.). Chicago, IL: HiMSS.

**Johnson, J.L.,** Hrynkow, S. (2011) Funding Agencies and Transdisciplinary Research. In S. Hwang (Ed), *Converging Disciplines: A Transdisciplinary Research Approach to Urban Health Problems* (pp.149-160). New York: Springer.

Purves, B., Savundranayagam, M., Kelson, E., Astell, A. & **Phinney, A.** (2011). Fostering resilience in dementia through narratives: Contributions of multimedia technology. In: B. Resnick, L. Gwyther, & K. Roberto (Eds.). *Resilience in aging: Concepts, research, and outcomes*. pp. 231-243. New York: Springer.

Ruskin, D.A., Amaria, K., **Warnock, F.**, & McGrath, P.A. (2010). Pain assessment: In-

fants, children and adolescents. In D. Turk & R. Melzack (Eds.), *Handbook of Pain Assessment*. (3rd ed), (pp 213-242). New York: Guilford Press.

**Smye, V.** (2011). Social and ethnocultural considerations (Chapter 4). In D. D'Amico, C. Barbarito, C Twomey, & N. Harder (eds.) *Health & Physical Assessment in Nursing* (pp. 59-72). NJ: Pearson Education.

**Varcoe, C.,** Pauly, B., **Laliberte, S., McPherson, G.** (2011). Intersectionality, social justice and policy. In O. Hankivsky (Ed.), *Health Inequities in Canada: Intersectional Frameworks and Practices* (pp. 331-348) Vancouver: UBC Press.

**Thorne, S.** (2011). Theoretical issues in nursing. In J. C. Ross-Kerr & M.J. Wood (Eds.), *Canadian nursing: Issues and perspectives* (5th ed.) (pp. 85-104). Toronto: Elsevier.

## CITATIONS

Increasingly, citation rates and journal impact factors are key measures of researchers' influence and the significance of their work. Citation metrics can be challenging to interpret and can shift in response to faculty composition, be skewed by a few highly cited articles and can vary by search strategies.<sup>3</sup> Some guidelines recommend considering relative rates, comparing similar organizational units, applying time-series analysis, and contextualizing the results by using multiple measures.<sup>4</sup>

Using a Thomson Reuters Citation Report query, we compared nursing publications from Nursing units at three Canadian universities—University of British Columbia, University of Alberta, and University of Toronto. In Table 8: Citations Attributed to Nursing Faculty at Three Canadian Universities, the publications at the three university nursing units increased over the time period reviewed; however, both the University of Alberta and Toronto show greater impact in terms of number of citations. These rates do not control for disparate nursing faculty full-time equivalents at each institution. These differences may also be influenced by criticality, where articles that have received a critical number of citations show dramatically increased rates of continuing citations.<sup>4</sup>

Future analysis of our faculty members' international collaborations as well as involvement in multi-site research teams may also provide insight as to the factors that shape the UBC School of Nursing's citation rates. Due to the cumulative nature of citations, it is difficult to predict the most cited articles, especially early on, in new publications. That said, numerous citations within the first year of publication may indicate future impact within the field.

Using the Google Scholar Citation Gadget, we identified the most cited peer-reviewed journal articles from the UBC School of Nursing's faculty in 2011. We anticipate that these and other influential UBC School of Nursing peer reviewed articles will intensify our citation rates in future years.

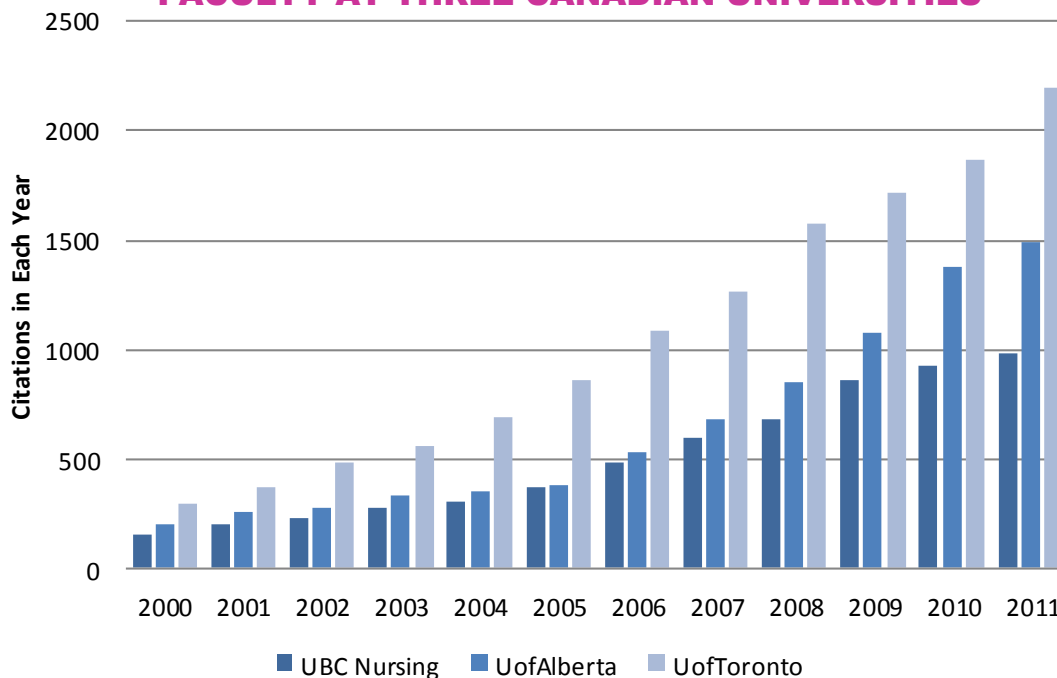
## 2011 CITATION STARS

In less than one year, Sally Thorne and Elizabeth Saewyc's articles have been cited 11 times:

**S. Thorne.** Toward methodological emancipation in applied health research. *Qualitative Health Research*, 2011.

**E.M. Saewyc.** Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal of Research on Adolescence*, 2011.

**TABLE 8: CITATIONS ATTRIBUTED TO NURSING FACULTY AT THREE CANADIAN UNIVERSITIES**





## IMPACT FACTORS

The impact factors (IF) of journals in which faculty are publishing is another way to gauge research output. As with other bibliometrics measures, experts caution against an over emphasis on journal's absolute scores—instead preferring the relative rankings within a field.

The IF of a journal in the given year (i.e., 2010) is the number of citations journal articles received from other indexed journals in the previous two years (i.e., 2008 and 2009) divided by the total number of citable items.

The impact factor of nursing and social sciences peer-reviewed journals are typically between 0 and 5, which is significantly lower than some biomedical journals (e.g., Nature's 2010 IF was 36.1).

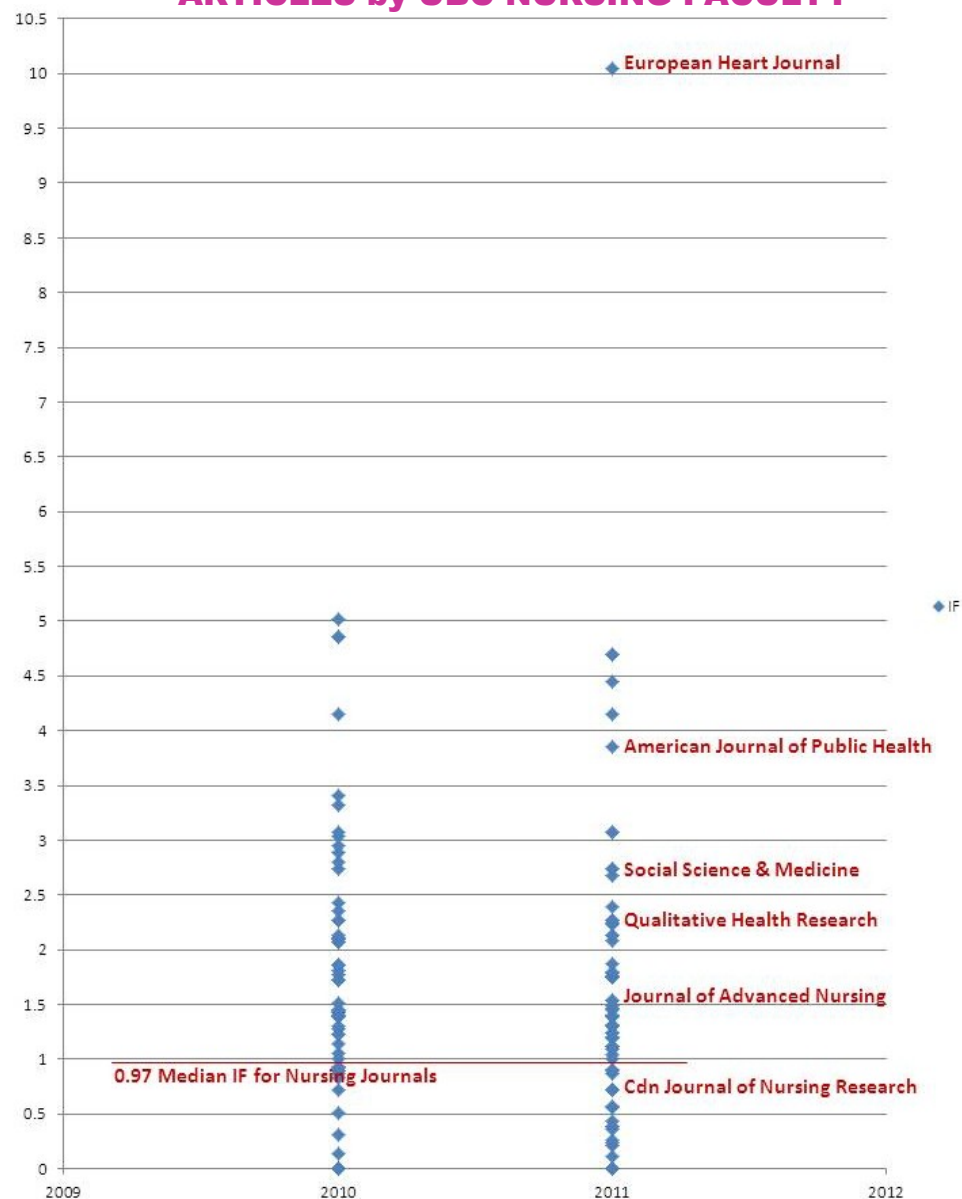
The Thomson Reuters median IF in 2010 for nursing journals was 0.97. In 2010, 68% of UBC School of Nursing publications' journal IFs were above 0.97, which dipped slightly to 59% in 2011. Table 9, Impact Factors of Journals with Articles by UBC Nursing Faculty, maps articles published by faculty and students.

Many specialized nursing journals are too niche and/or new to be included in the rankings. In 2010, nearly 20% of peer-reviewed journal articles published by UBC School of Nursing faculty were published in journals that did not have an IF rating, and this increased to 24% in 2011.

The top publication IF (10.05) for 2011 was co-authored by three UBC School of Nursing faculty:

**Mackay, M. H., Ratner, P. A., Johnson, J. L.,** Humphries, K., & Buller, C. E. (2011). Gender differences in symptoms of myocardial ischemia. *European Heart Journal*, 32, 3107-3114.

**TABLE 9: IMPACT FACTORS (IF) of JOURNALS with ARTICLES by UBC NURSING FACULTY**



## GRADUATE TRAINEE AWARDS - EXTERNAL

For incoming graduate students, securing trainee awards is an important step in their research careers. UBC School of Nursing students are eligible for multiple departmental and university-wide internal awards. In addition, many students apply for funding at the competitive provincial and national levels.

The Canadian Institutes of Health Research (CIHR) is the primary external funding agency for our graduate students. This reliance on CIHR training support has been further accentuated by cuts to from the Social Sciences & Humanities Research Council (SSHRC) and Michael Smith Foundation for Health Research (MSFHR). MSFHR suspended graduate training competitions indefinitely after 2010, and SSHRC narrowed their eligibility criteria to exclude health-related research.

As illustrated in Table 10, UBC Nursing Graduate Student Awards, the funding totals in the past two years were similar with \$414,570 in 2010/2011 increasing to \$448,259 in 2011/2012. In 2011/2012, the UBC School of Nursing's CIHR doctoral award success rate was 29%, which is higher than the national average. We have since piloted a internal review process for all doctoral award applicants to increase success rates in the School.

UBC School of Nursing graduate students are also funded through CIHR Strategic Training Initiative in Health Research (STIHR) grants, which provide stipend support, research allowance, as well as expanded mentoring and networking opportunities in targeted research areas. Two STIHR programs in particular continue to support UBC School of Nursing students: Intersections of Mental Health Perspectives in Addictions Research Training ([IMPART](#)) and Psychosocial Oncology Research Training ([PORT](#)).

Graduate students also access stipends and research assistantships through faculty-led CIHR Operating Grants, and some students pursue operating awards to finance their own research projects through supervisor-sponsored grant applications.

### EXTERNAL AWARDS - 2011 Highlights

**Karen Davison (2011-2012)**, *Food Security and the Transition from Homelessness to Housing: A Critical Ethnography Study*

FUNDING AGENCY: IMPART Training Fellowship (Postdoctoral)

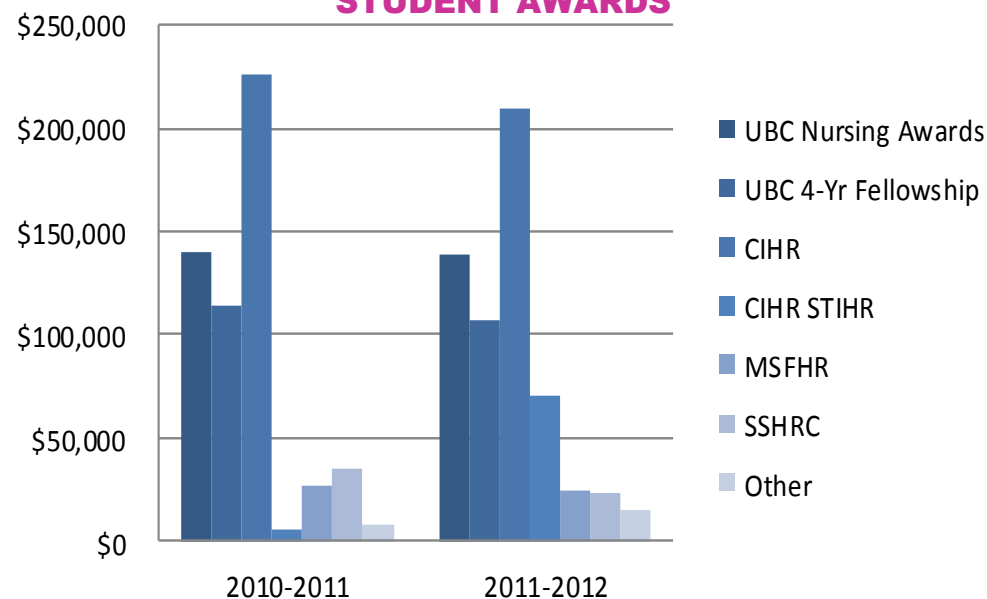
SUPERVISOR: Dr. Victoria Smye

**Jennifer Stephens (2011-2014)**, *Improving the communication environment in hematological cancer care*

FUNDING AGENCY: CIHR Frederick Banting and Charles Best Canada Graduate Scholarships - Doctoral Award

SUPERVISOR: Dr. Sally Thorne

**TABLE 10: UBC NURSING GRADUATE STUDENT AWARDS**





## GRADUATE TRAINEE AWARDS - INTERNAL

### UBC FOUR YEAR DOCTORAL FELLOWSHIP (4YF) AWARDS

The Four Year Doctoral Fellowship (4YF) program helps to ensure that UBC's best doctoral students are provided with financial support of at least \$18,000 per year plus tuition for the first four years of their PhD studies. This program helps UBC to continue to attract and support outstanding domestic and international PhD students, and provide those students with stable, base-level funding for their PhD studies and research. The UBC School of Nursing typically receives funding for two student awards each year.

#### 2010 4YF RECIPIENTS :

**Jennifer Stephens**, *Improving the Communication Environment in Haematological Cancer Care*. Supervisor: Dr. Sally Thorne.

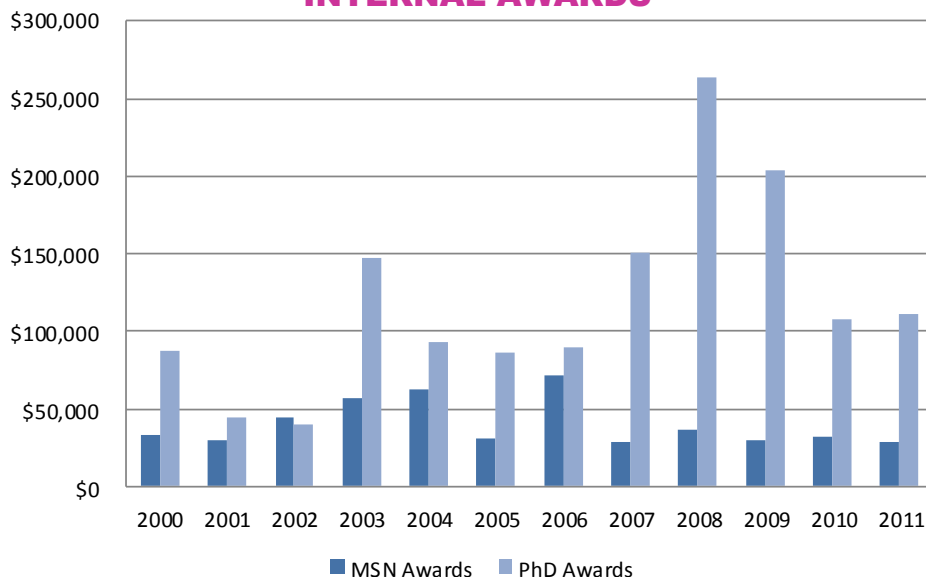
**Priscilla Taipale**, *Patient and Hospital Factors Associated with Chronic Pain after Orthopedic Surgery*. Supervisors: Dr. Joy Johnson, Dr. Tarnia Taverner.

#### 2011 4YF RECIPIENTS :

**Loryle Cender**, *Improving Health Care Providers' Communications With Parents Following Antenatal Diagnosis of Congenital Heart Disease*. Supervisor: Dr. Colleen Varcoe.

**Tracy Truant**, *Improving Cancer Survivorship Through Health Promotion Strategies*. Supervisor: Dr. Sally Thorne.

**TABLE 11: UBC NURSING GRADUATE STUDENT INTERNAL AWARDS**



### DID YOU KNOW?

In addition to the UBC awards available to graduate students, the School of Nursing holds annual competitions for independently funded internal awards. Table 11, UBC Nursing Graduate Student Internal Awards, charts the annual amounts awarded to graduate students.

Nineteen nursing memorial scholarships provide the bulk of the UBC School of Nursing graduate student internal awards. These annual awards provide targeted support to nursing graduate students who are training to become future nurse educators and researchers.

There are currently 49 masters and 41 doctoral nursing student recipients of these memorial awards, which are made possible by the generous donations of individuals and families.

If you would like to consider supporting nursing graduate students, please contact our Development Officer: Darya Sawycky.

[www.support.apsc.ubc.ca/nursing/](http://www.support.apsc.ubc.ca/nursing/)

## Jennifer Stephens – CIHR Doctoral Award

### Improving the communication environment in haematological cancer care

For Jennifer Stephens, receiving the CIHR Frederick Banting and Charles Best Canada Graduate scholarship “has been a blessing”. The award has relieved much of the financial burden she would otherwise face as a doctoral student and provided valuable opportunities for networking, conference participation, and additional research.

Her dissertation, currently titled *Improving the Communication Environment in Haematological Cancer Care*, will examine data collected from over 260 mixed oncology patients over the past decade by the UBC Cancer Care Communication Program to explore similarities and differences in communication experience between general oncology and haematology patients.

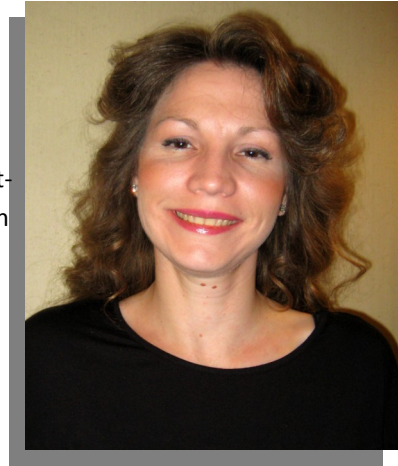
Using interpretive description as a methodological framework, this qualitative study aims to generate an analytical framework within which emerging themes such as decision-making, information interpretation, sense-making, and sustainment of emotional support systems within a shifting world can be explored and interpreted. Rigorous analysis will illuminate the complex challenges associated with effective patient and health care provider interactions. Thematic secondary analysis will inform additional data collection through focused interviews with a new patient cohort of older haematological oncology patients who have been offered and either refused, or accepted, allogeneic haematopoietic stem cell transplantation (HSCT).

The knowledge gained from this study will be used to develop tools for improving clinical practice, as well as publications and presentations within the haematologic oncology and nursing health care communities.

Jennifer’s dissertation is clinically informed, as she has been an oncology nurse for the last ten years in both the United States and Canada. She has worked with a wide range of adult oncology patient populations: acute and critical care medical and surgical floors, radiation (brachytherapy and external beam), chemotherapy, autologous and allogeneic HSCT, and hospice. She noticed tremendous variation in the ways different

groups of oncology patients take on their diagnoses, and patterns in how these distinct patient groups communicate with the health care team, which spurred her pursuit of the matter as a doctoral research project.

**“Receiving this award is such an honour,” she says, “it has opened so many doors. The process of completing the application really helped to flesh out my dissertation.”**



In addition, she was able to attend the Qualitative Health Research Conference and present a research paper with Dr. Sally Thorne. “It really helps with networking. I often register for conferences, and I routinely submit abstracts for posters and presentations. This gives some fire to encourage further interaction with the nursing and health care research community.”

Jennifer is especially appreciative of the opportunity to work with Dr. Thorne in her program of research and hopes to absorb as much as possible about qualitative research processes, article publication, grant writing, and professional engagement. Jennifer sees this as extremely important, especially at the doctoral level, as it prepares the candidate for the type of experience necessary for the transition into a professoriate role.

**Jennifer Stephen’s CIHR award includes a combined stipend and research allowance of \$35,000 per year for three years (2011-2014)**

## REFERENCES:

1. Canadian Institutes of Health Research. Operating Grant: 2011-2012 – Funding Decisions Notification (March 2012 Competition – 201203MOP and 201204MOP). Retrieved June 27, 2012 from <http://www.cihr-irsc.gc.ca/e/45426.html>.
2. Brainard, J. (May 22, 2011). Johns Hopkins and Texas A&M Were the Least Productive Research Universities, Study Finds. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Johns-Hopkins-Texas-A-M-Were/127603/?key=QGomJlI7ZSdNYHBiMTwSPzgEbndpYktzaiFMPXlxbIBUEg%3D%3D>
3. White Paper. Using bibliometrics: A Guide to Evaluating Research Performance with Citation Data. Thomson Reuters. Retrieved from: [http://www.wrclib.noaa.gov/lib/files/Bibliom\\_whitepaper.pdf](http://www.wrclib.noaa.gov/lib/files/Bibliom_whitepaper.pdf)
4. Pendlebury, D.A. White Paper: Using Bibliometrics in Evaluating Research. Thomson Reuters. Retrieved from: [http://thomsonreuters.com/content/science/pdf/ssr/training/UsingBibliometricsinEval\\_WP.pdf](http://thomsonreuters.com/content/science/pdf/ssr/training/UsingBibliometricsinEval_WP.pdf)
5. NHMRC. (2010). NHMRC Removes Journal Impact Factors from Peer Review of Individual Research Grant and Fellowship Applications. Retrieved from: [http://www.nhmrc.gov.au/\\_files\\_nhmrc/file/grants/peer/impact%20factors%20in%20peer%20review.pdf](http://www.nhmrc.gov.au/_files_nhmrc/file/grants/peer/impact%20factors%20in%20peer%20review.pdf)

## ACKNOWLEDGEMENTS:

Many thanks to Clare Kiernan for drafting several research profiles, Joanna Ho for amortizing the annual research budgets, the UBC Nursing Leadership Team (Suzanne Campbell, Elizabeth Saewyc, Annette Browne, and Victoria Smye) and the Research & Teaching Scholarship Committee (Lynda Balneaves, Wendy Hall, Emily Jenkins, Sheila McBurney, Patricia Rodney, Elsie Tan) for their thoughtful feedback.

ISBN: 9780888650450



**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

**UBC SCHOOL OF NURSING**

T201-2211 Wesbrook Mall  
Vancouver, B.C. Canada V6T 2B5  
TEL: (604) 822-7417  
Fax: (604) 822-7466  
[www.nursing.ubc.ca](http://www.nursing.ubc.ca)