

TouchPOINTS

Putting Scholarship Into Practice



Alumni Engagement: The Greatest Gift of All

Sally Thorne, Director

In this 90th anniversary year, those of us who live, work and study in the UBC School of Nursing have been thoroughly basking in the glow of the many accomplishments that have emerged from the foundation of this unique community during its remarkable history. We are enjoying a year of exciting events that commemorate the past, recognize the present and look forward to future possibilities. During this year, many of our alumni from all decades have been involved sharing stories for our Amazing Alumni website (online at http://www.nursing.ubc.ca/About_Us/Alumni/Stories/ if you haven't yet had time to look!), coming back to the School during our Open House, participating in the Alumni Luncheon, and visiting our historical displays both in the School and in the UBC Special Collections and Rare Books (with the B.C. Nursing History Society) over recent months. It has been great connecting with many of you who have always had a soft spot for the School, but not always known how to find your way back home. Hopefully, one of the legacies of this anniversary year will be a permanent welcome mat for all of our alumni!

One of the challenges for a busy school such as ours is trying to find meaningful ways to ensure that our alumni know we still care about them and involve those who seek more active ways to remain part of the School community. This year, we have been blessed with various alumni volunteering as part of our undergraduate admissions interview process (a wonderful and rigorous process that allows us to select not only those applicants who have excellent academic aptitude, but also those with what we like to refer to as "clinical aptitude"). We know that the thoughtful participation of many alumni in this exhaustive process has allowed us to recruit top candidates and produce exceptional graduates in record time.



Members of the Class of 1959 celebrating their 50th anniversary at the annual Alumni Lunch, May 2009

We have also had a number of alumni volunteering to serve as timekeepers or simulated patients for our OSCEs (Objective Simulated Clinical Exams) for nurse practitioner students. These exams require a "cast of dozens" to ensure they are successful in preparing our students for registration examinations and professional practice in B.C.

Further ways that alumni have engaged with us include supporting undergraduate students in clinical practice, mentoring graduate students in new advanced practice roles or consulting on thesis or major essay projects. Some of you have also found your way into the classroom with guest lectures or panel presentations, or come out for talks and special events at the School.

Those who aren't geographically close have also found creative ways to engage with us, including considering the School in your charitable giving, telling us when you think we are doing something well (or not!), and simply extending an encouraging word of support when you run across one of our students or graduates in your travels. All of these

gestures, large and small, sustain us as a vibrant community, proud of the place we each hold in the collective history and committed to the continuance of a brilliant future.

Having had the privilege of serving the School as Director for seven and one-half years now (and counting), I feel especially qualified to attest to how incredibly lucky we all are in having an alumni community that is both colourful and dynamic. You are the heart and soul of the School, and we treasure your continued enthusiasm. **T**

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Raising the Bar



Leadership History in HIV/AIDS Care

“One of the unique things about HIV is that patients and providers are not mutually exclusive entities; we collaborate to support the research, education, treatment and care people need once they are infected, and to advocate for the prevention of infection.”

Irene Goldstone, a longtime Adjunct Professor with the School of Nursing, has had a career with profound influences on nursing administration, education, research and policy related to HIV/AIDS care and harm reduction. As she prepares to retire as Director, Professional Education and Care Evaluation, British Columbia Centre for Excellence in HIV/AIDS, Providence Health Care, we celebrate her accomplishments.

Irene began her career at the Royal Victoria Hospital School of Nursing, Montreal. This experience gave her great respect for nursing history which she pursued through her thesis, “The origins and development of collective bargaining by nurses in British Columbia, 1912-1976,” and through the 75th Anniversary Project of the Vancouver Metropolitan Chapter, RNABC in which 36 pins of schools of nursing were donated and placed on permanent display.

She was an instructor with the School prior to completing her master's degree in health policy and administration at UBC. “Although I couldn't have anticipated the HIV epidemic, this laid the groundwork for understanding the epidemic, its significance and how I approach my work. On completing the program I was appointed Director, Medical Nursing, St. Paul's Hospital just as the first patients with AIDS were being admitted in 1982.” She takes pride in being part of the changes that have occurred in HIV/AIDS care over the past 27 years.

Establishing a palliative care unit at St. Paul's was a major achievement. Because of her experience as a head nurse in a critical care setting at the Royal Victoria Hospital – one of the first hospitals in Canada to establish a palliative care unit, in 1975 – she has always been passionate about the issues around care of the dying. Irene served on Health and Welfare Canada's Caring Together Expert Working Group on Integrated Palliative Care (1986-89). “AIDS became such a challenging issue” says Irene, “and we had no effective treatment to offer. The need for a palliative care unit became critical; the BC Ministry of Health responded and St. Paul's opened the first integrated cancer and AIDS palliative care unit in Canada.” During this time she monitored the outcomes of HIV/AIDS care and worked to address the gaps in care. This led to addressing the need for community-based supportive care and Irene's role in the planning of the Dr Peter Centre.

When the B.C. Centre was founded in 1992, Irene was appointed the first Director of Professional Education with a mandate to deliver programs for undergraduate students in health and human services and practicing health care professionals.

In 1993, Irene collaborated with Anne Wyness, Associate Professor Emerita, to establish an

elective HIV course for nurses. The first of its kind in Canada, it remains unique. The course is now offered by distance education to students and practicing nurses across the province. The course addresses a range of issues including the social conditions that create vulnerability, HIV testing, antiretroviral management, and palliative care. Since only about 50% of those clinically eligible for antiretroviral drugs are receiving them, the course addresses the complexities of care delivery to marginalized populations. As she explains, “We have HIV in 2009, a chronic illness made manageable by adherence to antiretroviral therapy, co-existing with the 1980s version, a disease that, without treatment as is the case for many who use injection drugs, dramatically shortens life.”

In the mid-1990s she again collaborated with Anne Wyness, as well as Dr. Andrew Chalmers (then Associate Dean, Undergraduate Curriculum for the Faculty of Medicine) and Sharon McKinnon (Pharmaceutical Sciences) to develop an Interprofessional HIV/AIDS course delivered through UBC's College of Health Disciplines. Currently, students come from nursing, medicine, social work, pharmacy and nutrition and such diverse backgrounds as education, cell biology, and international relations. “We have a whole new generation of students committed to the issue of social justice, and who understand that disparity in society is one of the factors that makes people vulnerable to HIV. I'm very encouraged by their commitment and motivation to respond to the epidemic.”

Irene has also promoted continuing education in HIV/AIDS and harm reduction through her organization of and participation in HIV conferences locally and nationally and nursing forums associated with the International AIDS and the International Harm Reduction Conferences.



Irene Goldstone, first Director of the BC Centre for Excellence in HIV/AIDS

Teaching Excellence



Technologically Enhanced Nursing

When asked what the best part of the UBC School of Nursing is, Bernie replies without hesitation, “The students. We have very high calibre students; they are great thinkers and problem-solvers and continually challenge us as educators to anticipate and meet their needs. We are very privileged that we have such competition to get into our program, as this consistently provides us with dynamic and fascinating groups.”

Dr. Bernie Garrett, Associate Professor, has a passion for teaching that contributes greatly to the success of our students and the quality of our programs. Teaching concepts related to advanced nursing practice, educational theory and nursing informatics at both the undergraduate and graduate levels, Bernie is committed to helping students acquire the theoretical skills they need to function across a variety of settings and contexts. His recent College of Registered Nurses of B.C. Award of Excellence for Nursing Education celebrates and recognizes these accomplishments.

Bernie’s teaching philosophy is enacted in an informal facilitative style. “I’m not there to be an expert,” he insists, “I’m there to support students’ learning. I can’t force them to learn, but I can facilitate the process by providing the tools with which to teach themselves, giving them opportunities and providing an organized structure to progress through the material and ultimately achieve those ‘Aha!’ moments when they obtain their grasp of the material.”

Kirsten Anderson, a student in Bernie’s recent Educational Processes in Nursing graduate course, recalled it as one of her favourite courses in the MSN program. “Online learning can be challenging; however, he embraced the technology and enhanced our learning. He demonstrated commitment to students by delivering creative lectures, asking thought-provoking questions, and providing prompt and beneficial feedback. It was the first online course where I felt I didn’t miss learning opportunities because I was not in a conventional classroom!”

A large focus of Bernie’s teaching is using technology to enhance learning and, ultimately, nursing practice. He has spearheaded or supported a number of technology-based learning team initiatives within the School, including the High Fidelity Simulation Laboratory. “Our simulation labs are a powerful tool for providing hands-on learning. They enable practice and problem-solving in a safe environment where



Visiting the Air Canada simulation centre, Bernie recently had the opportunity to combine his skills as a pilot with his academic passion for simulated technology

mistakes cannot lead to any real damage,” says Bernie. “Interactive learning is popular with students; it helps build confidence. When students are going out into practice from an accelerated program like ours, it makes them better prepared.” As with all technology, generations of simulators are constantly changing. For example, the latest models have the capacity to simulate a full-blown seizure. Bernie looks forward to continual advances in integrating new simulated learning opportunities into the program.

Supporting Bernie’s application of new technologies within his teaching portfolio is his program of research in how Personal Digital Assistants (PDAs) can influence nursing practice. “When we started, PDAs were cutting edge,” Bernie explains. “Now we have ultra-micro PCs – some the size of a large cell phone – with technology that will soon be so advanced that you’ll be able to access practically everything currently on your desktop from a mobile device.”

Practicing nurses and nursing students find this kind of technology truly enabling. Using PDA-based interactive drug reference systems for example, nurses can type in a list of medications that a patient is taking, and receive alerts on the drugs, important side effects, and cross-check the drugs to indicate potential adverse interactions. Students in the practice setting are able to input journals and clinical logs at the end of their shift while the information is still fresh in mind, thus maintaining accurate and reliable records of the skills and processes learned.

The School’s Practice E-Portfolio (PeP) project, another of Bernie’s scholarly interests, involves a move away from paper-based evaluation of students towards web-based evaluation. Integrating this new tool into our existing educational portfolio provides an innovative experience unlike any other in Canada. From their first day, students begin to build a record of their clinical practice through documenting the procedures they’ve done, reflective journaling, reviewing instructors’ comments, evaluation and clinical performance. “It’s all made accessible through one web-based application,” Bernie explains. “The students can see where they’ve come from, what they’ve achieved, and where they’re going next.”

While the application is currently in its pilot phase, PeP will officially launch with the School’s rollout of a new curriculum this coming September. “I’m looking forward to the challenge of the new curriculum” Bernie says. “It has a really nice flow of content that will make it easier for students to see how their learning develops throughout the program. Students will also gain greater exposure to our faculty’s cutting-edge research, which will help to evolve their understanding of the material as they learn.”

With his infinite curiosity to advance practice and learning through the application of new technologies, Dr. Bernie Garrett is a great asset to the School, and the School is proud that the nurses of B.C. have recognized him with this prestigious Award of Excellence. 

Undergraduate Profile



A Foundation for Change

“I want to work to try and break these cycles, to develop programs unique to specific populations so that they can get healthy and stay healthy. Prevention is key!”

“When I started a major in biology, I was really driven and motivated to be a doctor” says Jason Batalha, “but after a couple of years of biochemistry and microbiology classes of 300 students where you never get to know your professors, I really felt like I was losing touch with what I really wanted to do, which was work with people.”

Jason wanted to see what else the world had to offer, which led him to teaching English in Japan. His experiences in Asia helped point him back to health care. Extensive travel to places such as Cambodia opened his eyes to the conditions there. He saw orphans who were sick and malnourished. “It brought me back to what I had originally envisioned when I was 12 years old, that I wanted to help people. I had never thought about nursing, and didn’t realize the scope of what nursing was and what it could accomplish, but after doing some research, I really got excited about the possibilities.”

Jason saw the UBC School of Nursing as a progressive institution. With all the faculty research being done, he felt there was a real international feel to the program, which excited him right away. “It was a no-brainer” says Jason. “At that point I knew I was definitely coming back to UBC.”

Unlike his previous classes, he noted that in UBC Nursing the professors and instructors made a real effort to get to know students. For an internationally renowned school of nursing, the closeness and personal feel of the program really impressed him. “Here, everyone works together and supports each other.”

In 2008 Jason received the Janet Gormick Memorial Scholarship in Nursing. “It was a huge shock!” he says. “I never expected it, because it’s not something you apply for, they choose you. One day I checked my email and there it was, and it floored me. It was such an amazing feeling to be recognized in this way. I know that Janet

Gormick was really involved and made a difference to nursing and meant a lot to people, and I’m still so honoured by this!”

Jason has also just received the Helen L. Balfour Prize, awarded to the undergraduate student obtaining the highest standing in the final year of the program. Janet Gormick would certainly have been delighted to know that her support contributed to his exceptional academic success!

Jason is now working in an acute medical unit at Vancouver General Hospital. “There is a whole range of conditions from cardiac to neurological, respiratory and psychosocial issues” says Jason. “As such, the care is very multidimensional in that we are not only treating their physical illnesses, but must also focus on their living situation, social networks, mental and emotional states. It’s challenging, because you have to keep track of the entire set of factors affecting your patient, but I really wanted to start there because it provides a great foundation.”

“No matter what I do in the next five or ten years, I do eventually want to go into prevention in the community,” says Jason. He sees many complex patients such as IV drug users in acute care. While hospitals can treat their immediate care needs, if they are not adequately supported in the community once they leave the hospital, they



Jason, with Sarah Morgan-Silvester, Chancellor of UBC

keep cycling in and out of acute care settings. He sees his background in teaching being an asset for educating clients and explains, “I want to work to try and break these cycles, to develop programs unique to specific populations so that they can get healthy and stay healthy. Prevention is key!”

Like many of his fellow graduates, Jason is eager to create meaningful change, but he wants to take his time and absorb all he can from his current position. “I want to know what being in the hospital is like, so that when I am in the community working with clients I’ll know what they’ve gone through in the hospital and will have another perspective on their experience.”

“Community is definitely something that I love, but I’m also very interested in cardiac care, and am intrigued by the role of the nurse practitioner. I also like the idea of working abroad with different non-governmental organizations (NGOs). I’m keeping all of my doors open right now” says Jason, “I’m learning and taking any opportunities I can, I don’t know what the future will hold for me, but I’m eager to find out. I’m very excited to finally be out there and I know that I’ve definitely made the right choice with nursing!” 

Graduate Profile



A Passion for Policy

“When I started the program I felt like the other students knew more and were more experienced than I was, but I found that you don’t realize how much you know until you start sharing your knowledge. We’re all nurses, we all care about the same thing: patient care.”

Harveer Sihota graduates from the MSN program ready for a challenge and fuelled with ambition to pursue and effect change. When told she had won the Pauline Capelle Award, which goes to the top MSN graduate, Harveer said she was sure there must be some mistake. “Even when I received the Mallory Award [in 2008], I was taken aback. I know I was so passionate about what I was doing and worked really hard, but it was still a huge surprise! Because I’ve come into the program at a younger age than most, it’s been very motivating, and encourages me to try to accomplish even more.”

“I always wanted to do my master’s,” she says. “Even when I was in the basic baccalaureate program I knew I was going to go for further education. The UBC School has a great reputation and when I looked at the instructors’ profiles I was so impressed with the type of work that they do. I’d wanted to do my basic degree at UBC, but it hadn’t worked out, so I felt honoured when I received my MSN acceptance letter!”

Harveer had general ideas coming into the program of what subject she might choose for her culminating scholarly project, but was grateful that faculty encouraged students to be open-minded to discovering new opportunities. “I wanted to prepare myself for leadership positions in nursing and health care and find my career focus. It’s not that I have a definitive goal in mind even now, but think I know where I’m heading and feel like I’m on track.”

When she began the program, health policy held no particular interest for Harveer, “I would just shut my ears thinking, ‘That’s not something that’s relevant to me or nursing.’” However, the first policy course she took was with Associate Professor, Dr. Colleen Varcoe. “Even through the online medium, I could sense Dr. Varcoe’s enthusiasm and passion. The articles and

assignments ignited my interest and enthusiasm for health policy.”

Working as a case manager in Home Health Care, Harveer had been conducting comprehensive care assessments. She recognized that the definition of necessary care as hospital-based services has



Harveer Sihota, top MSN graduate

typically led to significant cuts to government services for home care, and that this policy decision has affected the ability of many of her clients to lead independent lives. She became aware that, when applications for home care services were declined, it was often women who were forced to become family caregivers. In this observation she found the subject for her original scholarly project.

“It is estimated that 80% of informal caregiving is provided by wives, daughters and daughters-

in-law” says Harveer. “I focused on that group, analysing the home support policy in B.C. and the adverse effects it is having on women as informal caregivers. The system, and society, assume these women want to look after their family members, but often the burden on their own health and lives is severe.

“I want to use my career to influence the health policies that contribute to these issues” she says. “I used to think that policy was something outside of nursing and that it wasn’t something we need to deal with, but everything is linked to policy. When health care supports are cut back, we can’t provide the best care for our patients.”

This month, Harveer starts a new position as a care coordinator, with the Chronic Care Clinic in Surrey. A new project applying a novel approach to managing chronic diseases, the focus of this clinic is on self-management support. “We’ll be developing care plans that acknowledge the patient as the expert on his/her own body and disease. I will act as a facilitator rather than a teacher and be there for guidance, referring them to various community resources, providing any necessary education and whatever they need to get them to the point where they have the confidence to do it on their own.”

With her passion for health policy and the difference it makes in the lives of those nursing serves, Harveer will be ideally placed to enthusiastically embrace new ways of enacting service delivery, while critically reflecting on the intended and possibly unintended impact on patients and their families. “Change is good” says Harveer, who is eager to begin her new position. “That’s why I love nursing, there are always opportunities to learn!” The health care system is in excellent hands supported by compassionate critical thinkers like Harveer, and we know that Pauline Capelle would have been proud to acknowledge her accomplishments.

Clinical Practice Innovation



Empowering Students Through Practice

“It shows the nurses and nurse leaders how the students can help, and makes them come to us and say, ‘I have a project, do you have any students available?’ “

At the UBC School of Nursing, faculty are continuously searching for innovative ways to improve the teaching of nursing practice and make sure that students leave our program with the highest standard of education. Such innovation can be seen in the Quality & Safety in Practice option that is offered through the undergraduate course in Leadership and Management in Healthcare led by Dr. Maura MacPhee, Assistant Professor.

Quality and safety (QS) are of growing concern in health care. Nurses, who make up a large portion of the health care work force, must be actively involved in maintaining standards in the workplace. This course option can improve QS standards by providing practice experiences that allow students to immediately apply what they are learning in class. The option was developed in conjunction with Hilary Espezel and Kris Gustavson, QS officers from Provincial Health Services Authority and adjunct faculty with UBC School of Nursing.

Because of the nature of UBC’s accelerated nursing program, many students have had leadership or project management experience. “We needed to produce something to facilitate learning of nursing leadership in practice contexts to help

prepare them for entry into practice” says Maura. “With all of the QS work nurse leaders are involved with, it seemed like an ideal opportunity to ‘buddy’ students with nurse leaders to work on projects where they get firsthand knowledge of what nurse leaders do, how practice environments are managed and what trends are important.”

Students volunteer to participate at the beginning of their fourth term. “We frontload material that they need to know about nursing leadership in the first five weeks of the course, and in the last seven they enter the practice environment and meet with their nurse leader, develop a project plan, timeline and deliverables. The projects are self-directed, but we provide open avenues of communication for any assistance needed.”

One project carried out at Richmond Hospital with Marg Meloche, Program Manager of High Acuity and Nursing Professional Practice Leader, is influencing policy change in practice. The project evaluated the safety and efficacy of decreasing or eliminating the time spent in the ICU among post-operative Carotid Endarterectomy (CAE) patients. The students’ project work included a systematic literature review, best practice benchmarking, and staff interviews. The traditional procedure at Richmond Hospital has been to put CAE patients in ICU. The students found that

most of these patients do very well going straight onto a cardiac care unit. As a result, the team at Richmond Hospital is changing its policy, which will effectively free up ICU beds while sending the



(from left) Kris Gustavson, Maura MacPhee, Hanneke Croxen (grad/post doc student) and Hilary Espezel

CAE patients to a place where they get safe and effective care.

“The outcomes of this partnership have been very successful for both the students and the hospital” says Marg. “It’s giving students the opportunity to be part of a decision-making team, to influence change and improve the quality of patient care, and to be recognized and appreciated for the value of their work.”

“One of the things we’ve learned is that the partnership with the practice community is very important” says Maura. “This project really helps to strengthen those existing relationships. As new learners, students feel quite vulnerable going out into the practice setting; often they don’t feel prepared for the clinical responsibilities. This gives them a chance to ease into them and see how the skills they have around critical enquiry, project management, even what they know about leadership and teamwork, all make a difference. It also shows the nurses and nurse leaders how the students can help, and makes them come to us



The Richmond Hospital project team (clockwise from front) Marg Meloche, Patricia Hynds, Tim Gauthier, Cherity Langer, and Pete Brennan

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Development



A Focus on Students

Supporting nursing students through academic scholarships and needs-based bursaries was a wonderful way to give back to the country and province that they came to cherish as their home.

Mr. Dieter and Mrs. Hanne-Lore Knigge arrived in Vancouver from war-torn Germany in 1952 with ten dollars in their pockets. Dieter had studied business management and Hanne-Lore was a student of music. They were drawn to Canada by its support of individual freedoms and the possibilities for business development. Once situated in Vancouver, Dieter established a successful import business and career in real estate development, while Hanne-Lore worked for years with the Children's Aid Society.

A strong desire to contribute to the community, accompanied by their high value of education, led them to believe that talented hard-working students should be given the opportunity to pursue their dreams. Because of this they approached the university to discuss ways in which they could support students.

Over the past 20 years, they have given gifts to many UBC departments, often choosing those which have had some personal meaning for them, or which they believed were not receiving sufficient support. When Mr. Knigge had an episode of hospitalization, and they saw the wonderful work

being done by nurses, they decided that supporting nursing students through academic scholarships and needs-based bursaries was a wonderful way to give back to the country and province that they came to cherish as their home.

Since 2000, 28 nursing students have been supported by the Knigges' generous donations. Their ongoing commitment to nursing has been truly appreciated by the students who, in many cases, have expressed their heartfelt thanks through letters, which the Knigges love to receive. Cherity Langer, who received one of the Knigge scholarships says, "Thanks to the generosity of people like the Knigges I have been able to focus on my studies and not my finances. I believe this focus has enabled me to provide a higher quality of care to my patients and I am truly grateful!"

Jie Xu, who graduated this past May, is passionate about maternity nursing and is now working in the area of postpartum care at B.C. Women's Hospital. "I'm truly grateful and honoured to

In the new curriculum, the QS option will be transformed into what will be called the "Synthesis Project," to become a required curriculum component for all students. "It's a practice-based profession," says Maura. "Critical enquiry and other concepts, such as leadership, are truly important, but students need to know how to apply them. This kind of innovative learning experience gives them a different perspective to prepare them for the practice environment!"

Empowering Students, con't.

and say, "I have a project, do you have any students available?"

Because of the work done thus far, the project has received the 2007 Ted Freedman Innovation in Education National Award, and has just been nominated for a Sigma Theta Tau International Education Award.



Dieter and Hanne-Lore Knigge

have received the D.C. & H.L. Knigge scholarship in nursing," says Jie. "It contributed tremendously to my success during my studies at UBC. I am sure the generosity shown by the Knigges to the university is appreciated by all!"

The UBC School of Nursing is honoured to count its students among the recipients of the Knigges' generosity. The School wishes to express the utmost in gratitude to the Knigges for their continued support of our programs and students.

Make A Donation

If you are interested in creating a bursary, establishing a scholarship, funding critical research purchasing clinical equipment or creating a special project, I would be pleased to discuss the many ways you can help the School ensure high quality education for the next generation of nurses. Please call me for a confidential appointment.

Debbie Woo,
Major Gifts Officer

604-822-6856

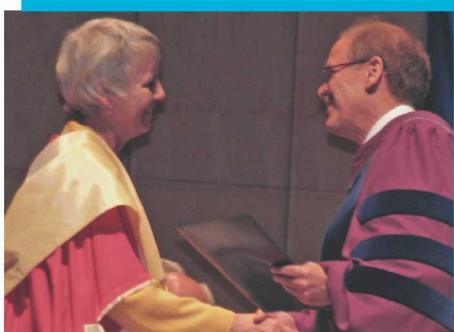


Final Touches



Awarded for Excellence

Professor Wendy Hall was awarded a Killam Teaching Prize at this May's graduation ceremony. A passionately committed clinical expert and researcher in behavioral health intervention for young families, Wendy has been a prominent advocate of teaching and learning. Through Wendy's unique blend of research and education she exemplifies the integration of knowledge with practice for which the School of Nursing stands. Congratulations Wendy!



Introducing Dean Aboulnasr

Dr. Tyseer Aboulnasr joined UBC as the new Dean of the Faculty of Applied Science in late 2008. Situated for its full 90 years as a School within Applied Science, UBC Nursing enjoys its reputation as the world's only nursing program structurally aligned with Engineering. Formerly Dean of Engineering at the University of Ottawa, and an award-winning applied scientist in her own right, Dr. Aboulnasr was attracted to UBC by the unique opportunities it offered to forge creative solutions to complex societal problems through the application of educational innovation and scholarly collaboration. An electrical engineer with special expertise in digital signal processing, Dr. Aboulnasr's current research includes "smart" hearing aids – a project whose importance will be self-evident to all nurses!

Dean Aboulnasr has enthusiastically embraced the opportunity to engage with the School and with the wider community of nursing. As she recently stated, "I have a huge amount of respect for the School, and an incredible sense of pride for being the dean of a faculty that includes a



profession as prestigious as nursing. This is a profession that engineering is most proud to be associated with." She is quickly discovering that UBC Nursing deserves its excellent reputation. "Since joining Applied Science, I've been hearing firsthand about what the School is doing with the vulnerable populations within our community. This is an incredible testimony to how highly regarded the School of Nursing is. Other schools of nursing and other faculties throughout the country look to the school of nursing here at UBC for guidance as to what direction to take, in context of curriculum, as well as teaching and research."

We are delighted to have a passionate and dedicated champion and advocate in Dean Tyseer Aboulnasr, and look forward to her ongoing support for the important work we do. Her appreciative excitement of the School is a clear reminder that service to society is the fundamental core that binds all of the disciplinary partners within the UBC Faculty of Applied Science. **T**

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Editor: Dr. Sally Thorne
Associate Editor/Writer: Clare Kiernan
Editorial Advice: Dr. Marilyn Willman
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The UBC School of Nursing
T201-2211 Wesbrook Mall
Vancouver, B.C. V6T 2B5

Tel: 604.822.7417
Fax: 604.822.7466
www.nursing.ubc.ca

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CANADIAN ADDRESSES TO
THE SCHOOL OF NURSING
T210-2211 WESBROOK MALL
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