touchpoints
UBC School of Nursing

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Life in the MEO

Martin Payne's situation represents a growing trend. Then again, his situation is rather unique.

A commercial lawyer with a Masters degree from Harvard Law School, he worked for a private firm in Jamaica and was responsible for millions of dollars. But he wasn't happy. After volunteering to care for people with leprosy, and caring for his ailing grandmother, Payne discovered his true calling.

His decision to be a nurse took him to Houston Baptist University where he completed 2 years of preliminary courses and volunteered at an AIDS Hospice. Planning to immigrate to Canada, Payne wanted to finish his studies with a Canadian perspective and within a 2 year time period.

The problem: it takes 3 years to complete nursing study at the undergraduate level in Canada for students with a previous degree. Just as he was scouring Canadian universities for a nursing program that fit his criteria, the School of Nursing at UBC was accepting its inaugural students for the Multiple Entry Option (MEO) Baccalaureate Program. The timing was perfect.

Launched in September 1997, the MEO is similar to most nursing programs offered at universities in the United States, such as the one in Houston. Students who enter from high school spend the first 2 years taking electives before commencing the concentrated 5-term nursing program. Prior to the MEO, nursing

MEO student Martine Payne and instructors Mary Jane Duke and Elaine Carty display posters from Duke's theory class. In the new MEO Program, instruction in theory is timed to best facilitate critical thinking during clinical situations.

students took elective and nursing courses concurrently across all 4 years.
In the new program, students who enter with a previous degree or substantial credits toward one are free to focus exclusively on nursing study and practice.

According to Sonia Acorn, Associate Director of Academic Programs, the School was seeing more and more students, like Payne, with "advanced standing" who wanted a streamlined, concentrated program of nursing study. This growing trend was a deciding factor in redesigning the BSN curriculum.

Another factor was scheduling. Under the former program, faculty had difficulty fitting clinical placements around a student's University timetable. Now with electives completed, students may spend up to three consecutive days with a patient, rather than 1 and a half.

Says Payne, "this consistency is very helpful. Sometimes I'm with a patient throughout the duration of their stay. If I were in only once a week, my care wouldn't be as comprehensive and my feedback as good."

Also helpful is the complementary balance between theory and practice. He says, "my perspective on patients used to be quite limiting. I am learning to consider a broader picture when I administer care and to dig deeper to discern what impacts a person's health. That challenges me."

The program's intensity also challenges Payne who argues that his nursing experience has been more demanding than his experience in law.

Clinical shifts and nursing courses, which were formally timed to spread out over 12-week terms for 4 years, are now condensed. MEO students can spend up to 26 hours a week on a clinical course, rather than 12 to 14.

The objective in Term 1 is to provide students with the basics in nursing prior to beginning clinical assignments by the term's end. It's an intense building-block approach that MEO instructor Elaine Carty says "allows us to put information in place where it makes sense for it to be."

Rather than overwhelm the students, this approach effectively prepared Payne's class for the next level of learning. Carty, who guided them through the maternity portion of clinical in Term 2, reports that they readily applied the concepts and vocabulary that they had learned in Term 1.

And to the instructors' surprise, the students' skill level by Term 3, taken this past summer, was comparable to 4th year standing.

Their quick development is attributed to their background. All with advanced standing were admitted to Term 1 of the concentrated program. Says instructor Mary Jane Duke, "their motivation, life experiences and high GPA have made a huge difference."

The instructors agree that the real test will come next year when the students who were admitted from high school, and currently taking electives, begin the nursing courses in year 3. Will the concentrated program scare students away?

Argues graduating student Casi Brennan, "the MEO will certainly attract students who are serious about being nurses." Time will certainly tell.

Brennan's graduating class numbers among the last of the former program that will phase out in 2 years. Supportive of the curriculum change, she is quick to praise her own education and, like Payne, is impressed with the complementary balance of theory and practice. She says, "my program challenged me to critically think through the type of care that I provide."

Faculty members have been sensitive with regard to student feedback, ensuring students of the former BSN model that their education will not be compromised during the transition. They also meet with MEO students to address areas that need improving.

The transition has been relatively smooth, despite the Herculean task of juggling two curriculums concurrently as one phases in and the other out. Challenge areas, such as adjustments to accommodate Registered Nurses pursuing a baccalaureate degree and the consolidation of clinical experiences, are manageable and will be solved as the new curriculum is fully implemented over the next 2 years.

Judging by the student performance, the MEO is off to an impressive start with a dynamite group of nurses scheduled to graduate next May.

For more information, contact Sonia Acorn, Associate Director of Academic Programs at 822-7457
or email sacorn@unixg.ubc.ca

UBC SoN Praised *for* Growth *and* Leadership during External Review

The School of Nursing at UBC has progressed remarkably in 4 years and is well positioned within the University to be a model for future development, according to an external review released July 24th.

External Review committee members interviewed faculty, staff and students and toured facilities on April 30 and May 1. Their review assesses the strengths and balances of the School's scholarly activities, academic programs, and teaching and professional service activities.

Chaired by Dr. Penny Ericson, Dean of the Faculty of Nursing at the University of New Brunswick, the Committee praises the faculty for the substantial growth in relationship development, internal reorganization, curricular change and scholarly productivity.

In particular they write, "there has been remarkable growth in practice linkages and opportunities within the community which is highly valued by the leaders in the community.

External organizations clearly see the Director and faculty as leaders in the practice area."

They also credit Dr. Katharyn May who was appointed Director in July 1994 for outstanding leadership and for facilitating faculty recognition.

The review states that "Katharyn has demonstrated leadership within the School, the university, the community, and nationally as a nurse and an academic. There is a remarkable change in the community's internal and external perception of the faculty as leaders. She has helped the faculty develop committee and other working relationships that facilitate quick response and responsibility and accountability for decisions."

The review recommends that faculty "consolidate and prioritize their goals" through integrating clinical and teaching assignments and international and consultative outreach activity with continued development of research and clinical scholarship.

The review also recommends that the School encourage joint planning with clinical agencies, broaden the leadership base to increase faculty involvement, increase faculty appointments to relieve workload and balance scholarly foci, and encourage staff input.

The review describes the students as "bright, enthusiastic and committed to their programs," and suggests campaigning for higher ethnic diversity in the student, faculty and staff complement. It also encourages structural modifications to enhance study space.

A committee is struck every 4 years and is comprised of colleagues from nursing schools and health care facilities. The 1998 committee members include Ms. Lynette Best, Director of Nursing at St. Paul's Hospital, Dr. Kathleen Potempa, Professor and Dean of the School of Nursing at Oregon Health Sciences University and Dr. Judith Ritchie, Professor of Nursing at Dalhousie University.

To receive a copy of the External Review, please contact the School of Nursing at 822-7747.

Director's Note

Touchpoints is the latest of many ways that UBC School of Nursing seeks to reach out, not only to alumni and colleagues in the health care agencies with which we work, but also to the communities that we serve through nursing education, research, scholarship and practice.

Reaching out to meet the needs of the community has long been a UBC Nursing tradition. In 1920, UBC Nursing established a public health nursing diploma program, augmenting the degree program that opened just the year before. In 1973, the School closed the diploma program and fully integrated classroom and clinical preparation for community health nursing into the new baccalaureate curriculum. There, it remained a central component for more than 20 years and is at the heart of our Multiple Entry Option BSN program, launched last year.

The efforts that put education into practice have also forged a strong partnership between UBC nursing students and faculty and the Vancouver Health Department over the last decade. Students and faculty have participated in a number of initiatives, including the Bridge Clinic, which serves immigrant families; the Street Nurse program that focuses on the reduction of HIV and other serious health risks for people in the downtown core; and the mobilization of nursing programs to prevent a measles epidemic in the Lower Mainland by helping to staff rapid-response immunization clinics. In some cases, faculty led in initiatives such as Healthy Beginnings, a project serving childbearing women and their families in the Lower Mainland.

Soon the School will have an opportunity to demonstrate to the rest of the University how community-university partnerships are done. The University's new mission-statement-in-progress, known as "Trek 2000", lists community outreach as a major priority.

I hope Touchpoints becomes a "window on the School" and an enjoyable and effective way for you to stay connected. I also invite you to become part of UBC Nursing's bright future–by reaching out to our students, graduates and faculty as they continue the important work of UBC Nursing.

KATHARYN MAY, D.N.Sc., R.N, F.A.A.N.
Director and Professor

Care to the Caregiver: Nurse Researcher Connie Canam looks at Homecare

"We had been home five weeks and I was totally exhausted. I had [my son's] total care and my daughter on top of it. I was up with [my son] all the time....He needed suctioning at least every two hours or more...and we had a lot of emergencies and ambulance calls quite often. It was very, very stressful." A parent of a child with a severe respiratory condition.

Parents of children with medically fragile conditions will never forget the first harrowing weeks at home from the hospital with their child. With the move to community-based care and advances in medical technology, these parents are expected to adopt highly specialized knowledge and skills to care for their child at home.

Connie Canam, a specialist in families of children with chronic health issues, says that nurses play a vital role in helping parents develop confidence as they become the primary caregiver for their child.

In an effort to assist parents, the government developed the Nursing Respite Program in 1989, which places nurses in the home to provide relief support. But nurses do more than give parents a break, according to Connie Canam, an Assistant Professor at the UBC School of Nursing and Ph.D. student at the University of Victoria. Nurses are guiding hands during this critical process when parents struggle to develop their skills and confidence.

Canam (MSN '80) is a specialist in chronic health issues related to children and youth–from a health promotion standpoint. She explains, "I learned early in my career that if you want to help children, you need to help their parents. Too much pressure for moms and dads compromises adequate care for children. So my research focus has been parents of children with chronic health conditions and disabilities."

Canam was the principal investigator of a qualitative study that sought to better understand the perspectives of nurses and parents caring for a child with a medically fragile condition in the home environment. With a grant from BC Medical Services, she and her co-investigators Carol Bassingthwaighte and Lysbeth Cunada, nursing consultants for the Nursing Respite Program, interviewed 14 nurses and 12 mothers three to nine months after their children were discharged from the hospital.

The findings revealed that nurses play a vital role in facilitating mothers' progression towards competency and confidence as caregivers. Says Canam; "the goal of the Nursing Respite Program is to give parents a break. But nurses recognize very early on that parents need emotional and informational support as well."

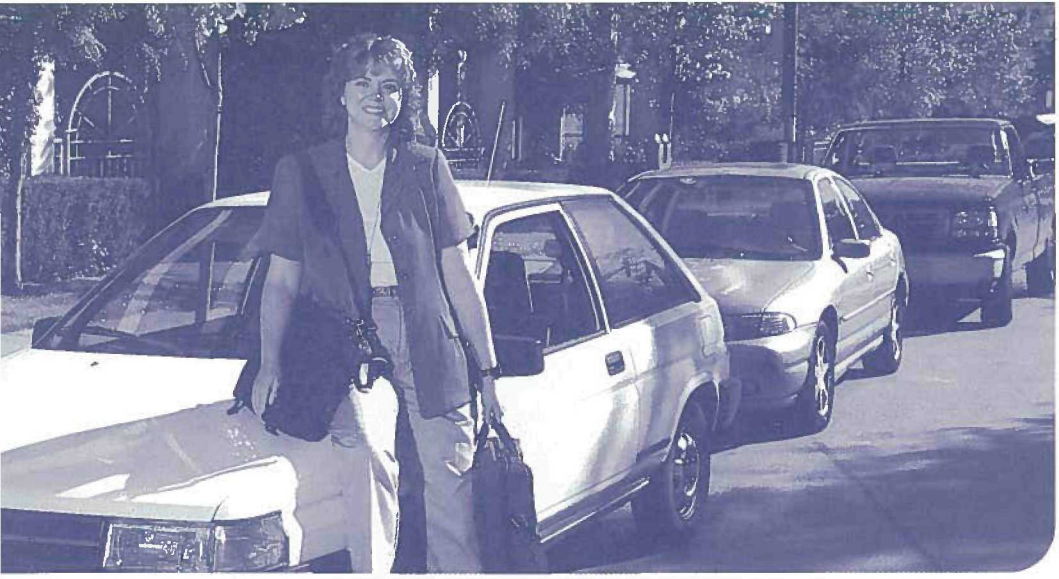
One way nurses provide support is by role modeling. One nurse recounted that the mother of a developmentally delayed child assumed that the child could do nothing but sit in his swing. After the nurse showed her the various tasks that he could do, the mother began to actively engage her child, increasing his development markedly. Another mother explained that she was afraid to take her child out for a walk until she saw the nurse do it and then she was willing to try it.

Nurses also discussed the contrast between providing nursing care in the home and in the hospital environment. It was clear to them from the outset that, unlike the hospital setting, they were on the parent's "turf" in the home and the parents were in control, regardless of the amount of support they needed. Parents expected to be consulted about their child's care and were upset if nurses assumed control without consulting them. Nurses learned to work collaboratively with parents while providing them with support.

The findings from the study have been categorized under three major headings: organizational issues, nurse-parent relationship issues and professional issues. Within these categories, problems such as staffing, trust and boundary issues among parents and nurses and ongoing education for nurses are addressed.

The findings, presented to nurses and parents, have helped improve the working dynamic between the two and ultimately the quality of care. The next step is to address the implications of these findings with policy makers.

For more information, contact Connie Canam at 822-7494 or e-mail canam@nursing.ubc.ca



Healthy New Beginning

Growing up, Sharon Williams (BSN '97) did not want to be a nurse. Injections made her squeamish. Hospitals made her faint. Occasionally she would accompany her mother, a community health nurse, on her rounds and firmly decided to never follow a similar career path.

Now a mother of three, Williams continues to follow her mother's footsteps, only this time as a community health nurse herself, offering maternity care in one of the most challenging areas in Vancouver–the Downtown Eastside and Mt. Pleasant.

She's come a long way, crediting her degree in Post RN studies from UBC for not only getting the job that she wanted but for broadening her vision as a nurse. For Williams it was the breath of life in a career that has spanned 15 years–a reminder of why she fell in love with nursing in the first place.

Williams became a nurse because she wanted to help people. She studied social work, but dissatisfaction and illness prompted her to leave.

Her career search led her to the RN program at Camosun College in Victoria, despite an earlier plan to study practical nursing in order to avoid giving injections.

To her surprise, she loved it. And her squeamishness? Williams discovered that she could manage situations and tasks that would have disarmed her years before. In fact, she began her career in the medical surgical wing at Victoria General, moving to a surgical unit at Vancouver Hospital and Health Sciences Centre, UBC Site where she spent 5 years.

She went on to study obstetrical nursing at the British Columbia Institute of Technology and worked in ante and post-partum at Grace Hospital, now BC Women's.

Despite enjoying her work, Williams knew that something was missing.

"I had worked 13 years in hospitals and was getting restless," she reflects. "I think what happened to me was that nursing became less of a profession and more of a job. I didn't think about nursing issues and that started to bother me. I was also intrigued by community health. That's when I investigated pursuing a degree."

After moving her family to a residence on campus, Williams embarked on the 2-year Post-RN degree program at UBC Scool of Nursing.

At first, she wondered if she could manage school again; but the instructors Lynda Anderson, Joanne Ricci and Louise Tenn mindfully eased her and her colleagues back into the school environment. She also benefited from a writing workshop and computer lab. Developing lasting friendships also made a difference.

Now a year after graduation Williams reflects, "even if I returned to doing what I did before, I would be a better nurse for having gone through the program. I see things differently–globally rather than as my little piece of the pie."

The courses on issues, advanced thinking and research and the stimulating discussions renewed and introduced areas of interest.

She cultivated one such area, post-partum depression, during a clinical posting at BC Women's Hospital and a course on mental health issues. Now as a community health nurse she works with colleagues and clients to address this problem.

Another area, preventative health, bolstered her interest in community health care, which she nurtured during her clinical practicum.

She says, "the program gave us the freedom to choose our clinical experiences. It expected us to identify our needs, and to ask for and go after what we wanted."

What she wanted was to work at a health unit for the Vancouver-Richmond Health Board, particularly the 'Healthy Beginnings' Program. Staff turnover at the units is minimal; so in order to get her foot in the door she requested a 3-week practicum at the West Main Health Unit just prior to graduating. The supervisor took notice and it wasn't long before she began working at the Burrard Health Unit (BHU).

Covering the city's most economically disadvantaged areas for over a year now, Williams divides her week answering a newborn hotline and providing follow-up support and encouragement during home-visits.

While tending to the most pressing client need, usually breastfeeding support, Williams also addresses depression and drug use, including the ethical dilemma of encouraging needle exchanges to prevent HIV infection when parents are involved.

But the most challenging and rewarding aspect of her job, she says, is the responsibility of self-regulation. Despite feeling "out there sometimes," she has finally found the sense of autonomy that was missing for her in the hospital environment.

The next step? After learning the ropes as a community health nurse, she plans to pursue independent practice. That requires a Master's degree; and returning to school is something she looks forward to.

Mentorship *at the* School of Nursing: Linking Novice *to* Expert

In presenting Judith MacDonald (MSN '76) with the Alumni Recognition Award at the May 7th Nursing Alumni Dinner, Dr. Betty Davies compared her efforts in fostering student development to those of a gardener who nurtures seedlings to bloom and grow.

A gardener in her own right, MacDonald is the former President of the Nursing Division of the UBC Alumni and is retired from nursing practice and teaching. She is also a matchmaker.

Noted for encouraging student involvement in the Alumni, MacDonald was specifically recognized for the Mentorship Program that she developed with student representatives from the Alumni Executive in 1995. Working as Program Coordinator, MacDonald matches students with experienced nurses for advice and direction in their areas of interest.

The process is straightforward. MacDonald receives profiles from students that detail their professional interests, as well as expectations of the mentor. She finds a match either through the Registry that she created, which lists nurses and their specialties, or through independent search if the right match cannot immediately be found.

Students who apply tend to be in the final 2 years of the Baccalaureate Program, despite MacDonald's efforts to include students from all programs and years. She's not surprised. Students at this time begin to think seriously about their career directions, while graduate students tend to make their own contacts.

Some students misunderstand the Program, expecting clinical experiences. MacDonald says that while students observe their mentors in action occasionally, the Program is designed for networking, encouragement and sharing ideas, and not hands-on learning.

Rosella Jefferson (MSN '98) has been a mentor since the Program's inception. A clinical nursing specialist in the Intensive Care Unit at Children's Hospital, Jefferson meets with a student 5 to 6 times each academic year. She explains that "students offer fresh approaches that positively affect the way I think."

The Program also enables her to connect with potential employees. In fact, one of the students she mentored, now graduated, was hired by Children's Hospital as a result of Jefferson's networking assistance.

MacDonald has received positive response from professional nurses like Jefferson. To date, 75 nurses are listed in the Registry while requests from students average 25 a year.

MacDonald enjoys bringing people together and the detective work that sometimes ensues. Her work begins in September when she distributes and collects application forms. In November, the Alumni hosts the annual "kick-off" at Cecil Green Park for students and mentors to celebrate their partnerships.

Now retired, MacDonald appreciates maintaining close ties to the School of Nursing where she taught for 8 years. In fact, she has been actively involved in nursing education throughout her career. She served as Director of Nursing Education Services at Children's Hospital and taught at McGill University for 15 years. Her Master's thesis is on student perceptions of clinical experiences.

MacDonald realized as Alumni President that to build a solid foundation for the Division she would need to address the future alumni. Social events that were sparsely attended were discontinued while career oriented events that involved alumni and students were put in place.

MacDonald gives credit to her late husband's class at Queen's University, whose mentorship assistance to students inspired her to develop the one at UBC. She also thanks Gary Bowman at the School of Nursing for developing and designing the Program brochure.

Having devoted her career to education, MacDonald cannot see herself letting go in the near future. The Mentorship Program that she set in motion will maintain a full bloom for years to come. And she will be there to ensure its longevity.

For information on the Mentorship Program please contact Judith MacDonald at 261-7197.

Celebrating UBC Nursing

80 *years*

take a new look

CELEBRATING 80: PLANNING FOR 1999

The new millennium is fast approaching and so is another milestone. The School of Nursing is about to turn 80. Credited as the first degree granting nursing program in the British Commonwealth, the School will finalize plans this fall for celebrations in the 1999-2000 academic year.

Please stay tuned!! Expect a schedule of events in the mail during the spring of 1999 or consult the School of Nursing Web Site at www.nursing.ubc.ca. Your input and support is very important. For more information please contact Cathy Ebbehoj at ebbehoj@nursing.ubc.ca or 822-7468.

Bridging Past and Future *a Word from your Nursing Alumni Division*

Presenting pins to graduating students at Convocation on May 29th has been one of many highlights for me as Nursing Alumni President. It was a wonderful opportunity to warmly welcome the grads into the alumni as they embarked on their nursing careers and new beginnings.

With the support of the School of Nursing and the Alumni Association, the Nursing Division has forged stronger ties with the students. The graduation ceremonies and other events, such as the Mentorship Program and career planning sessions, are examples of the commitment and spirit of willingness of nurses who give their time and expertise to support the next generation.

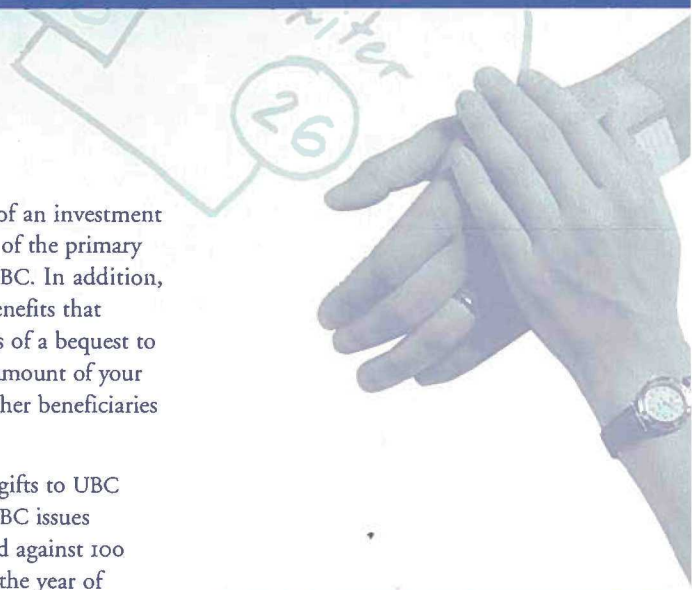
The Nursing Division of the UBC Alumni also serves as a vehicle for communication and socialization, and recognizes colleagues with the Young Alumni, Distinction and Recognition Awards. We are excited as we gear up for the 80th anniversary of the School, and are preparing for the many events and activities of celebration. We have recognized some of the challenges and shortfalls in maintaining communication with our alumni membership. In response, we have teamed up with the School to establish our voice, utilizing this publication as a vehicle to bring news to you, our valued members.

We would love to hear your suggestions and create closer ties. Cathy Ebbehoj has tirelessly worked to increase our membership. It's a deal at just $10.00! Please contact Cathy at 822-7468 with regard to membership, suggestions and tours of the school during reunions. The Alumni Association can provide support in the planning of reunions and events. The contact person is Catherine Newlands at 822-8917.

Our lives are touched by the University in many ways. The motto of UBC is *Tuum Est–It is yours, it's up to you.* I hope as alumni of the UBC School of Nursing we realize that each of us played a part in the past, and play an integral part in the future of our Alma Mater.

KRIS GUSTAVSON
President, Nursing Alumni Division

Donors *Make* a Difference



One of the adages of fundraising is that people give to vision rather than need. People give time and money because they want to make a difference and support programs that they believe in.

The vision and commitment of the School of Nursing will carry it well into the next millennium. As funding for the School increased to $26,109 in the 1996/97 fiscal year, we would like to thank you, our donors, for making a difference.

We receive many questions regarding will and estate planning. Many nurses, both retired and working, would like to do more for the School, but do not have the current financial means to do so. Here are some answers to frequently asked questions regarding donations to the School of Nursing through planned giving.

How does the School of Nursing benefit?
Once you have provided for the financial needs of your family and loved ones through your will, you can still make a significant and permanent difference to UBC through a bequest.

Support from alumni and friends is essential for UBC to provide financial assistance to students, attract and retain the best faculty, fund important new research and purchase equipment and upgrade facilities

How do I benefit?
The personal satisfaction of an investment in higher education is one of the primary benefits of a bequest to UBC. In addition, there are substantial tax benefits that will reduce the actual costs of a bequest to UBC and increase the net amount of your estate available for your other beneficiaries

Tax credits?
As a registered charity, all gifts to UBC generate full tax credits. UBC issues receipts, which can be used against 100 per cent of net income in the year of death. Unused or excess credits may be carried back one year. This is an important feature in estate planning and can result in a refund of taxes paid and more money available to your beneficiaries.

Interested donors are encouraged to seek advice regarding their specific circumstances from legal and financial professionals. Representatives of the Development Office will gladly work with you and your advisors should you wish additional information or clarification of any ideas and suggestions in this article.
Please call Simone Carnegie at 822-0603 or e-mail at simone.carnegie@ubc.ca

WANTED! NEEDED! UBC NURSING ALUMNI

We are rebuilding and we need the support of each and every graduate of the UBC School of Nursing. How?! By joining the Nursing Alumni. Non-UBC nursing alumni are welcome as Associate Members.

Your input and involvement is necessary to build a strong alumni association.

For input, membership and to find out more, contact Cathy Ebbehoj (BSN '75) at 822-7468.

CONGRATULATIONS

check w/ Susan. ☆ Joan B.-

AWARDS

- Dr. Barbara Paterson, *Associate Professor*
  3M Teaching Fellowship, The Society for Teaching and Learning in Higher Education (STLHE)
- Dr. Katharyn May, *Director and Professor,*
  Award of Excellence in Nursing Administration, RNABC
- Dr. Joy Johnson, *Associate Professor*
  Award of Excellence in Nursing Research, RNABC. Health Research Scholar Award, Health Canada, National Health and Research Development Program
- Dr. Sonia Acorn, *Professor*
  Award of Excellence in Nursing Research, RNABC
- Dr. Anna Marie Hughes, *Assistant Professor*
  Award of Excellence in Nursing Education, RNABC
- Cheryl Entwistle, *Director of the BSN Outreach Program*
  Award of Excellence in Nursing Education, RNABC
- M. Anne Wyness, *Associate Professor*
  Award of Excellence in Nursing Education, RNABC
- Dr. Pam Ratner, *Assistant Professor,*
  Outstanding New Investigator Award, the Canadian Association for Nursing Research
- Dr. Joan Bottorff, *Associate Professor*
  Nurse Researcher Award, Canadian Association for Nursing Research
- Radhika Baghat *(BSN '85)*
  Young Alumni Award, Nursing Alumni Division
- Judith MacDonald *(MSN '76)*
  Alumni Recognition Award, Nursing Alumni Division
- Alison Rice *(BSN '67)*
  Award of Distinction, Nursing Alumni Division
- Gary Bowman, School of Nursing
  Best of the Web Award, HealthyWay

APPOINTMENTS

- Dr. Pam Ratner, appointed *Assistant Director* of the Institute of Health Promotion Research (IHPR)
- Dr. Joan Anderson, *Professor*, appointed to the NHRDP "Health Determinants" Peer Review Committee of Health Canada, Health Promotion and Programs Branch

BOOK LAUNCH

Shadows in the Sun: The experience of sibling bereavement in childhood by Dr. Betty Davies 1998. Philadelphia: Taylor and Frances/Bruner Mazell.

Living with brain injury: A guide for families and caregivers by Dr. Sonia Acorn and Penny Offer, eds. 1998. Toronto: University of Toronto Press.

FROM THE EDITOR

Just a quick note to welcome you to the first issue of Touchpoints, the outreach newsletter of the UBC School of Nursing. Published biannually, its purpose is to keep you informed about the various activities and events within and related to the School. You may have seen the annual report that appeared last year entitled UBC Nursing at Work. The response to that publication was so favourable that we decided to produce a newsletter that would keep you informed through articles and event listings.

Your input is important to us. Addresses and phone numbers follow most stories and we encourage you to contact touchpoints@nursing.ubc.ca or 822-7747 for comments and suggestions. We hope that Touchpoints will be an enjoyable resource that will keep you in touch with the School of Nursing.

UP-COMING EVENTS

WHO/UNICEF Baby-Friendly Initiative, National Conference and Launch
November 19–21
The Westin Bayshore, Vancouver, BC
Sponsored by the Breastfeeding Committee for Canada. Hosted by the BC Reproductive Care Program, 875-3737

The 1998/99 Nursing Rounds
A speaker series held every 4th Wednesday at the Ground Floor Lecture Theatre G-279, Acute Care Unit, UBC Hospital Site.
For a complete listing consult www.nursing.ubc.ca/docs/NetEvents or contact the Office of Nursing Research, onr@nursing.ubc.ca or 822-7453.

WORKSHOP:
Systematic Research Reviews: Retrieving, Reading, Rating, Writing & Relating
FACILITATOR: Dr. Donna Ciliska, Associate Professor, Faculty of Health Sciences, McMaster University
February 5; 8:30 AM–5:30 PM
Detwiller Theatre, Detwiller Pavillon, UBC Campus
CONTACT: Office of Nursing Research, onr@nursing.ubc.ca or 822-7453.

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Think About It.
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