TOUCHPOINTS

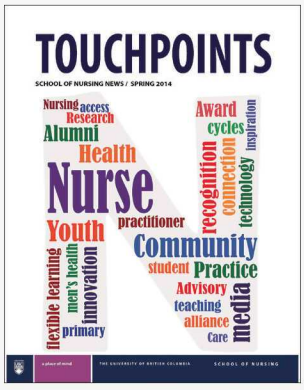
SCHOOL OF NURSING NEWS / SPRING/SUMMER 2014

Photo: Martin Dee

"Thank you to our alumni, who, everyday, are ambassadors for UBC's School of Nursing in the myriad of healthcare settings and communities in which you work and live."

ON THE COVER

A word cloud created using words from the content of the newsletter.



Director's Message

It's a time of transition and excitement for moving nursing forward in the province.

In 2014, UBC Nursing marked our ten-year anniversary of offering the Masters in Nursing-Nurse Practitioner program. Also this year, we received a seven-year renewal of our undergraduate and Family Nurse Practitioner programs by the College of Registered Nurses of BC.

We continue to get high numbers of applications to the undergraduate program at UBC Nursing. This year we received over 500 applications and conducted 190 interviews for 120 spaces in the BSN program.

As a School, we are looking at program changes and curriculum renewal in both undergraduate and graduate programs. Our goal includes increasing enrolment in graduate programs with more funding being offered for top candidates.

Faculty is re-envisioning the PhD with key stakeholders at the table to better represent the job opportunities and needs of the health care system that are occurring at a national level.

On the international engagement front, we continue to foster strong connections with international visiting scholars from India, Brazil, Iran, and Sweden, to name a few. We thank them for visiting and contributing to exciting collaborations with UBC Nursing researchers on topics that range from hospital ethics to improvements in infection control and lactation in premature infants.

I'm enormously proud of our students who have shown exceptional initiative in student involvement. Students have organized town hall meetings, and letter writing campaigns to raise awareness of violence on campus, raised funds for charities that support victims of violence, organized research events, and dedicated time and energy to the UBC Nursing Student Journal to advance nursing research and practice.

The School is also saying farewell and congratulations to several faculty members, two of whom are taking on new leadership roles outside UBC. We wish Victoria Smye and Joy Johnson all the best in the future and thank them deeply for enriching the School with their talents. Dr. Anne Dewar will retire at the end of September; we are grateful for her contributions over the years.

I hope you enjoy this issue of Touchpoints. Please get in touch with your feedback. I welcome hearing from you.

Sincerely,

Suzanne H. Campbell

Suzanne Hetzel Campbell
PhD, RN, IBCLC, WHNP
Director

a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA
School of Nursing

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Photos (top and bottom): Still photos from the film CYCLES

Photo: EyeCue Creative

CYCLES

More youth voices, balanced dialogue needed in marijuana discussion

Olin is 17 years-old. He lives with his parents and younger brother. He has a part-time job. He loves mountain biking, music, and spending time with his friends. He's been smoking marijuana for two years and thinks it's the best part of hanging out with his buddies. Olin and his friends are confident that they know when it's OK to smoke marijuana, and when it's not. They're definitely not influenced by messages from traditional school resources that warn them of the drug's effects. However, when Olin's drug use starts to affect other areas of his life and his relationships, he starts to question his choices.

This is the premise of CYCLES, a new film produced by Eyecue Creative for researchers in the School of Nursing, in partnership with SACY (School Age Children and Youth) at the Vancouver School Board. The fictional drama is based on research projects conducted by Professor Joy Johnson and Project Director Barbara Moffat since 2005.

The film focuses on decision making and marijuana use, highlighting different reasons for use, its personal impact, and its potential influence on others. In addition to the film, educators can get resource materials to facilitate meaningful dialogue with students about decision making and marijuana after viewing the film.

Early indications suggest that CYCLES and its accompanying resources will help fill a need. One BC teacher had this feedback after watching the film with students: "I was happy to hear the kids state that the film was non-judgmental and that they are more likely to engage in a discussion if they are not being 'preached' at."

According to Johnson, rather than preaching about the harms of marijuana, CYCLES focuses on helping young people reflect on the choices that they make.

"Over five years ago, I was conducting research on tobacco use among young people in B.C. high schools and we often received feedback like, 'Why are you asking about tobacco? Marijuana is much easier to get a hold of and used more often. No one asks us about marijuana.'"

Moffat and Johnson hosted a screening of the film and panel discussion with the filmmakers, school board representatives, health authority staff, and educators.

"Resource materials in public health, including those on marijuana, are largely dominated by the adult voice," says Moffat. "The inclusion of the youth voice, as occurs in CYCLES, is essential for balanced dialogue about marijuana to occur."

You can find information about the film, including photos and a trailer for CYCLES at **http://www.cyclesfilm.com/**

Photo: EyeCue Creative

Photo: Falcon

Photo: A submission from Falcon, a participant in the Man-Up Against Suicide Photo Exhibition

UBC Nursing research on men's depression gets boost from Movember Canada

UBC Nursing professor and founder of the UBC Men's Health Research program, Dr. John Oliffe, received almost $3.0 million from Movember Canada. His research is one of several projects to share in $12 million in funding from Movember Canada with guidance from the Canadian Men's Health Network (CMHN) to support men's mental health initiatives.

Dr. Oliffe came to research this area while writing for grant funding back in 1997. Looking at published literature on the topic, he noted, "depression was underreported in men, men were diagnosed with depression at half the rate in which women were, the suicide rates were so much higher amongst men, up to four times that of women."

"We felt this was discordant in many ways, and gathered our interests about investigating in what I refer to as the 'blackbox, a pathway between depression and suicide that we don't fully understand and if we could better understand how depression was and wasn't diagnosed and managed then we might have a way to intervening around suicide prevention."

The funding from Movember will support specific Masculinities and Men's Depression and Suicide Network (MD&S-Net) research and five programs that will address men's depression, prostate cancer recovery and Post Traumatic Stress Disorder in veterans.

Project 1 is to develop a Men's Depression-Help Yourself website with multiple online tools for depression management.

Project 2 is to extend the existing Vancouver based DUDES club (Downtown Urban Knights Defending Equality and Solidarity), a program for First Nations men, into other areas of B.C.

Project 3 will focus on the older men at risk of depression or suicide, this group is least likely to seek help and yet are at a higher risk for suicide. This project will evaluate the effectiveness of an existing program called Men's Sheds which provide a masculine environment (woodworking, crafts, etc.) and age and gender appropriate mental health services. It will develop a toolkit available across Canada to enable Men's Sheds to develop countrywide.

Project 4 is to support the existing group-based intervention program called the Veteran's Transition Program for use by college men and sufferers of prostate cancer, the most common cancer to affect Canadian men.

Project 5 is called Man-Up Against Suicide, a photovoice method used to hear from men who have experienced suicidal thoughts, as well as men and women who have lost a male friend or family member to suicide. The Man Up Against Suicide photo exhibition was held at the Foster Eastman Gallery and will be traveling across Canada. The exhibit features photos from 25 people who have direct experience with a suicide attempt or contemplation. Visit the exhibit's online gallery at **www.manupagainstsuicide.ca**

Photo: Jon Gilbert Leavitt

The importance of safe, inclusive spaces in youth health

What do we know about the health needs of young people in Canada? Are programs and services available to youth meeting their needs? These are some of the questions driving the research of the Stigma and Resilience Among Vulnerable Youth Centre, lead under the direction of Dr. Elizabeth Saewyc, Professor in the UBC School of Nursing.

Over the last year, researchers with SARAVYC published studies in various journals using data from the BC Adolescent Health Survey (BCAHS). This survey of British Columbia youth is done every five years by the McCreary Centre Society, a non-profit agency dedicated to improving youth health through research, education, and community projects.

These studies have been the focus of four UBC media releases. In July 2013, a study about the sexual health practices of East Asian BC youth was released. This study found that although the vast majority of youth who self-identify as East Asian are not sexually active, those who are may be engaging in risky behaviours. This study was the first population-based survey in Canada that asked East Asian adolescents their reasons for abstaining from sex.

In August of 2013, SARAVYC research was the focus of a UBC media release on the relationship between gay straight alliances in Canadian schools and the prevalence of binge drinking. This study found that the presence of an established gay straight alliance club in a school had a positive influence on the rates of problem drinking among gay and straight students who attend the school.

The study used data from the British Columbia Adolescent Health Survey to look at whether students' odds of recent substance use were lower in schools with recent or more established anti-homophobia policies and gay straight alliances compared to schools without these strategies.

In January 2014, UBC Nursing researchers published a study that found that anti homophobia interventions such as gay straight alliances in schools reduce the risk of youth suicide and suicidal thoughts among both straight and sexual minority youth.

"We know that LGBTQ students are at higher risk for suicide, in part because they are more often targeted for bullying and discrimination," says Saewyc, lead author of the study. "But heterosexual students can also be the target of homophobic bullying. When policies and supportive programs like GSAs are in place long enough to change the environment of the school, it's better for students' mental health, no matter what their orientation."

This study garnered widespread attention from mainstream media across North America, and social media platforms such as Reddit.com.

UBC Nursing researchers hope that these studies will provide evidence to policy makers, educators, and service providers to continue to ensure that services meet the needs of all students.

Photo: Jacqueline Wong

"I've had students tell me that this was the best day and that they have found their career niche."

When Ranjit Dhari began working as a public health nurse in Ontario, her car was equipped with home health supplies, a shovel, and sandbags. To navigate the long, snow-packed driveways of the rural farmhouses where her elderly patients lived, she needed to be resourceful. "You had to know how to dig yourself out of these driveways or else you were stuck in the snow," recalls Dhari. "I loved it."

Dhari takes that same resolve and resourcefulness to her teaching in the UBC Nursing BSN program. Dhari teaches Professional Population Public Health. The course teaches students how to address population health issues from a nursing perspective and exposes students to population groups that range in age, ethnicity, gender, income, education, housing status, and other determinants of health.

Examples of the work students do in the course include postpartum depression screenings for new mothers, newborn baby home visits, and presentations to secondary students about sexual health and STI prevention. Students have also been a part of UBC initiatives such as Thrive, which promotes mental health.

The course also introduces students to working with populations that traditionally have been underserved such as new fathers, newcomers who face language barriers, and the elderly who may face isolation and access to services.

"One day I was with my students at a food bank and we were doing a blood pressure screening, which often lets us start a conversation with someone who may be in need of other services. A man appeared very stressed and agitated. He came to the students' screening booth and said: 'I want to get dry. I want to start today.'"

Dhari and her students stayed with the man and immediately got in touch with an addictions counsellor at the Ravensong community center who was able to see him right away. "We went to the centre to make sure he didn't get lost in the shuffle and got the services he was looking for."

Other experiences for students include shadowing a home health nurse working with clients who live in single room occupancy hotels in the downtown eastside of Vancouver. Dhari says that students are looking for a challenging hands-on experience, even though at first they may be a bit scared, nervous or a little overwhelmed. She says the experience is all about creating a proper fit.

"I want to make sure my students have the knowledge that our communities are made of different types of people and how we do outreach to those who are underserved and how to build trust with people. When you're a public health nurse you only have a couple of minutes sometimes to build that trust so you need to build your communication and trust in a quick way."

Photo: Ken Colwell

Enhancing student experience with flexible learning

The next time you're in a coffee shop, a library, or a park, and you see a nursing student with a laptop watching a video, he or she may be using flexible learning to prepare for their next lab or class.

Flexible learning strategies are designed to encourage more effective improvements in learning and allow for students to have more choice in when, and how they learn. UBC has made a significant commitment to flexible learning, and, thanks to a recent grant from the Teaching and Learning Enhancement Fund, the School of Nursing has introduced some strategies in the undergraduate curriculum.

For example, during a recent public health class at the School of Nursing, a public health expert was invited to give a presentation on dental care. That presentation was videotaped, and made available to all students via Connect, the UBC online learning system. That way, even students who weren't able to be present for the speaker have access to the information.

Students are then given targeted guiding questions related to the topic, and asked to watch the video on their own before class. When the class meets in person, students form groups and work on the questions in a group setting where they can discuss together, compare responses, and exchange ideas.

"The benefit to the students is that they get immediate, formative feedback – from their fellow students and the instructor – in a group setting," said Marc Legacy, who recently joined UBC Nursing as a Curriculum Associate. "It also allows the instructor to see where the students stand in terms of comprehension of the material, and if there is a knowledge gap to be addressed." In addition, students come to class with a higher level of critical thinking; they have absorbed the information, they bring questions and tie it to their past experiences. This enriches the learning overall.

Another benefit is more efficient use of time for both students and instructors. Time that students spend doing independent activity such as reviewing a video with guided questions, will be banked and given back to students at a later time when they may need it most (e.g. to prepare for an exam, or finish a paper) during a particularly busy period. This is negotiated between the instructor and the class.

Other tactics include completing a new template for video capture that the School of Nursing can give to a guest speaker to produce a presentation from their own location. The presentation would then be available to students via Connect, along with a set of targeted questions related to the material.

The flexible learning team is made up of Bernie Garrett, Cathryn Jackson, and Maura Macphee. They're assisted by Marc Legacy. They will be getting feedback from students and faculty on the flexible learning strategies that are being piloted in the School. This feedback will help with future decisions about how and when to use flexible learning in nursing courses.

MARISSA BIRD - BSN ('14)

"It takes a whole team to put a student through nursing school."

Marissa Bird, BSN '14, is this year's winner of the Janet Gormick Memorial Scholarship in Nursing. The award is given to a student who shows outstanding promise in nursing practice. Marissa has now graduated from the BSN program and is ready to embark on her career in Nursing. We had the opportunity to chat with her and share her experiences in the BSN program.

What does it mean to you to be recognized as a scholarship recipient?

I am hugely honoured. It is such a privilege to be recognized with this award, as I know that Janet was someone who contributed a lot to the nursing community at UBC and whose memory is very dear to everyone here.

How has this scholarship affected your experience as a nursing student?

Along with the financial contribution, the vote of confidence on behalf of the School of Nursing in nominating me for this award is a huge inspiration. With the rising costs of post-secondary education, scholarships such as this one make it possible to fully commit to being a nursing student, which is incredibly valuable.

What can be the consequences of not having financial stability as a student during this BSN program?

The UBC BSN program is a condensed and incredibly intense experience. With so many important things to concentrate on, having the added anxiety of financial instability can be extremely stressful for students.

What are your career and/or educational plans following graduation from the BSN program?

After graduating from the BSN program, I plan to pursue my passion of pediatric nursing. I find this population to be incredibly inspiring, challenging and fun, and look forward to learning and working with them for years to come.

If you had a message for those who are considering donating to support nursing students, what would that be?

These days, it takes a whole team of people to put a student through nursing school. From the incredible support of family and friends, to our inspiring faculty, to people who generously contribute to our academic success – you cannot be thanked enough.

If you had a message for those responsible for your scholarship, what would that be?

Thank you! It is something very special to be honoured with a scholarship such as this one, and I am incredibly grateful.

Photo: Tim Fitzgerald, The News

JANET ROSENFELD - MN-NP ('09)

"When NPs and physicians work collaboratively, the patient care is enhanced and the overall primary health care experience is improved."

Janet Rosenfeld (MN-NP '09) has worked in various roles as a Registered Nurse and is currently working as a Nurse Practioner at Fraser Health under the Mental Health and Substance Use Services. Janet shares with us her experience in the profession.

Tell me about your professional practice experience before becoming an NP? Where did you practice?

Upon graduating with a diploma in nursing in 1983, I worked in a variety of roles as an RN including adult, paediatric, perinatal and women's health in medical units and in hospitals such as Royal Columbian Hospital and Royal Alexandra Hospital in Edmonton. Prior to starting in the NP program at UBC in 2007, I became a sexual assault nurse examiner.

What attracted you to become a nurse practitioner? What year did you graduate with your MN-NP?

I was attracted to the NP role as I wanted to continue 'hands on care' with a strong component of patient contact, therefore I believed that the NP stream of the Masters program would be the most suitable. I graduated from the UBC program with my Masters of Nurse Practitioner Degree in 2009.

Tell me about the work you do now and the partnership with Fraser Health. What is your role?

Currently, I am a Nurse Practitioner at Fraser Health with the Mental Health and Substance Use Services. In this role, I am working as a full scope Nurse Practitioner including ordering diagnostic services and providing advanced interventions, prescribing medications, and seeking physician consultation and referral.

Nurse practitioners have been a part of the health care system for decades but the awareness of them varies from country to country and even province to province. What did you know about nurse practitioners before you started your graduate program?

I must admit that I knew very little about nurse practitioners before I started the graduate program, other than nurse practitioners where relatively new to BC, and that NP's have direct contact with the patient's. I knew that there were 3 streams of practice, adult, family, and paediatric, in which I chose the family stream as I felt that was the most versatile, and the NP education programs in BC are only focusing on the family stream of practice.

There is a lot of discussion right now about improving access to primary care for BC patients. Much of that discussion focuses on family doctors. What are your thoughts on that?

The focus is on family doctors because that is what the current funding supports – a medical model. If the funding model was changed in a way that would support physician's and NP's to work together in a collaborative practice the access to primary care for BC patients would be improved. At present, the majority of NP positions are serving populations that are 'difficult' or 'time consuming' to treat. If a funding model was in place that would support NP-led clinics or in physician offices, the attachment to a care provider would increase for all individuals.

Marion Woodward Photos: vsaranphotodotcom

MARION WOODWARD LECTURE 2013

"Health starts in our neighbourhoods, our homes, our schools and our workplaces."

The 46th annual Marion Woodward Lecture, graciously supported by Mr. and Mrs. P.A. Woodward's Foundation and organized by UBC School of Nursing was held on November 6, 2013 at UBC Robson Square. Dr. Josephine Etowa, an Associate Professor and Loyer DaSilva Research Chair in Public Health Nursing, in the School of Nursing, Faculty of Health Sciences, University of Ottawa was invited. Dr. Etowa's evening talk, "Strengthening Leadership in Community Health Nursing and Collaborative Partnerships" gathered a range of audience members, including alumni, practicing nurses, students and faculty and was part of two events organized for the day by the School of Nursing.

Dr. Etowa's lecture, examined and discussed the kind of leadership needed in community health nursing and outlined effective collaborative partnerships including the processes, activities, and relationships necessary to deal with the challenge of collaboration. She concluded with a discussion of the vital role that community health nurses play in promoting innovation in community health practice and collaborative leadership.

Prior to the evening event, the School hosted an afternoon nursing symposium, "Envisioning the Future: Promoting and Sustaining Excellence in Community Health Nursing," Five nursing leaders in professional practice shared their varied experiences of community health nursing, followed by a lively dialogue between the panel and audience.

For the 2014 Marion Woodward Lecture, the School of Nursing has invited Dr. Bonnie Stevens, a professor and the Signy Hildur Eaton Chair in Pediatric Nursing at the University of Toronto. Dr. Stevens' discussion will be related to implementation science and effective knowledge translation strategies and how nurses' can work to change and maintain health care providers' behaviours and promote patients and family outcomes. The School of Nursing welcomes all to this event.

Scenes from the 2013 Marion Woodward Lecture. Clockwise from the top left: Attendees including nursing faculty members (Paddy Rodney, Joanne Ricci, Ranjit Dhari and Farah Jetha); Paddy Rodney asks a question; attendees at the lecture; Dr. Josephine Etowa; Dr. Josephine Etowa and Dr. Suzanne Campbell share a photo and a conversation with an attendee.

Photo: Jan Henderson

A photo taken at the 2011 reunion of the 1975 UBC Nursing graduating class

ALUMNI ENGAGEMENT

UBC NURSING CLASS OF 1975

There is a lot to mention about the UBC Nursing Class of 1975. Two of the School's faculty members - Cathy Ebbehoj and Joanne Ricci - come from this class. Also, the College of Registered Nurses of BC honoured a member of this class, Val Munroe, in 2013 with an Award of Excellence in Administration, and this year Joanne Ricci will receive an Award of Excellence in Teaching. We caught up with Joanne Ricci, lecturer at the UBC School of Nursing as she shares with us how the members of her class continue to stay connected with one another, their experience studying and working as a practicing nurse while obtaining their undergraduate degree in the UBC Nursing program.

Forty years is a long time to maintain connected with members of your class. What do you think it is about this group that has kept up this motivation and effort to stay connected and up to date with one another?

We were quite a socially well connected group during our undergraduate years. We had a small class size (37 or so of us) so it was fairly easy to stay in touch. During our studies, we always managed to do a great job of balancing work and play! For a good portion of our graduate year and thereafter, we continued to work in nursing, many of us for a very long time, for 25 to 30 years. There are still a few of us working in the nursing profession but many have retired in the last few years. I believe that the education we received from UBC gave us good grounding and taught us how to critically think. We were all university baccalaureate prepared nurses and were very proud of our education. We all entered the Nursing program with only one year of university under our belts whereas now, many of the current nursing students already have a baccalaureate degree in a variety of disciplines. We were also off of school from May until the end of August which is when many of us had the opportunity to work at the hospitals as a practicing nurse. For many of us, working as a nurse was a great experience and definitely helped with adding to our clinical expertise and not to mention a pretty decent summer job! We worked all 3 shifts (days, evenings and nights) which gave us a real taste of what nursing was all about in all times of the day.

Do you know yet what you're planning on doing for your 40th alumni reunion?

We will likely have a get together at an alumni's house for our 40th reunion, which is right around the corner in 2015!

Photo: Jacqueline Wong

Joanne Ricci (left) and Cathy Ebbehoj (right) looking at their 1975 Nursing alumni reunion photobook.

Photo: Jacqueline Wong

ANNA RUSSELL - BSN ('11)

"I love what I have learned from the people in these communities."

Anna Russell (BSN '11) has turned a self-described 'restlessness' into an asset in building a very full resume in the few years since her graduation from UBC. She has worked at an outreach clinic in Vancouver's downtown eastside, the Dr. Peter Centre, the acute spine unit at Vancouver General Hospital, and now in rural BC communities with the First Nations Health Authority.

Russell's final preceptorship during her BSN was at a clinic run by Vancouver Native Health in the downtown eastside of Vancouver. During this experience Russell says she was able to consolidate a lot of the concepts from her BSN such as the social determinants of health, harm reduction and compassionate care. "It was also my introduction to working with aboriginal patients in an environment that cared about aboriginal health and valued their culturally specific health needs."

After graduation Russell continued to work at Vancouver Native Health and also looked for work in both acute and community areas. She was offered a position at the Dr. Peter Centre Day Health Program. She describes the Dr. Peter Centre as a "wonderful, multi-disciplinary centre for HIV positive individuals to eat, socialize, and be connected to health care and other resources."

Russell then took the suggestion of a friend and fellow UBC Nursing graduate Ben Fischer (BSc '09, BSN '11) and applied for a job at the acute spine unit at Vancouver General Hospital. Not one to be staying still for too long, she also found opportunities to work in orthopedics and trauma.

She heard about remote nursing from a colleague. A few months later she was on a flight to Prince George to meet with the First Nations and Inuit Health Branch, and then off to Aurora College in Yellowknife to take their Introduction to Advanced Assessment. "This was the best course I have ever taken in my life. It was taught by two Nurse Practitioners who had 40 plus years' of nursing experience each, and with tons of hands-on practice. It was only six weeks but I can't believe how much I learned! I highly recommend this course to everyone!"

Since then Russell has been working in remote communities around BC. She describes her current work in remote practice as a "rewarding adventure", albeit a path that she didn't ever consider in nursing school.

"It's an interesting mix between primary care, pediatrics, prenatal care, emergency, community and even public health. Sometimes I will even be the veterinarian or the physiotherapist. Above all I love what I have learned from the people in these communities and about aboriginal health. In October 2013 Health Canada transferred the care of these communities to the FNHA (First Nation's Health Authority). This was a huge step in aboriginal health and I am excited to see what the future of First Nation's health care holds."

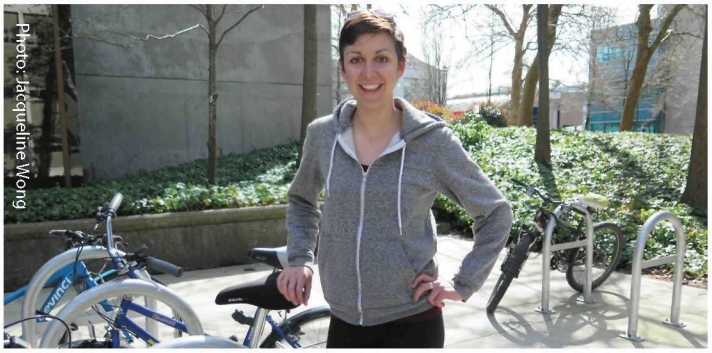
Photo: Jacqueline Wong

UBC Nursing says farewell

JOY JOHNSON to be next SFU Vice President, Research

UBC Nursing Professor Joy Johnson will take the reins as Simon Fraser University's fifth Vice President, Research starting September 1, 2014.

Joy Johnson has been a faculty member with the UBC School of Nursing since 1993 after completing her doctoral studies at the University of Alberta. She has been a mentor to students and faculty, while making expert contributions to the School in strategic planning, development, alumni relations, and important initiatives like the establishment of the Nursing Advisory Council.

A leading scholar in the field of health promotion, Joy Johnson was appointed in 2008 as Scientific Director of the Canadian Institutes of Health Research's Institute of Gender and Health. In 2010 she was recognized as one of British Columbia's Women of Influence.

The School of Nursing gives heartfelt thanks to Joy for her service to the School, and wishes her the best success in this exciting leadership position at SFU.

"I have spent 21 highly rewarding years as a faculty member with the UBC School of Nursing. I have been very privileged to work with talented colleagues, students, and research staff. I am grateful for having had the opportunity to work in an environment where I have been encouraged to take on new challenges. As an alumna of UBC, I look forward to maintaining a strong connection with the School of Nursing."

VICKI SMYE to take new leadership role at UOIT

Associate Professor Vicki Smye will begin a new role as Director of Nursing at the University of Ontario Institute of Technology in Oshawa, Ontario.

Vicki Smye completed her PhD at the UBC School of Nursing. She joined the School as Assistant Professor in 2005 after teaching at the University of Victoria. As a faculty member, Vicki taught at the undergraduate and graduate levels, and served as Associate Director of Undergraduate Programs, and Chair, Undergraduate Programs and Policy Committee. Vicki has been an integral part of the leadership of CRiHHI, the Critical Research in Health and Healthcare Inequities, research unit. Her research has made important contributions to improving knowledge around access to mental health and addictions care.

The School is grateful to Vicki for her many years of service, enthusiasm, and passion for nursing education as a clinician, educator, and scholar.

Says Vicki: "I have thoroughly enjoyed my time at UBC as a member of the faculty and staff team here in the School for the past nine years. As a faculty member during this time, I have experienced the many rewards associated with being part of this world-class institution. I am proud to have been a participant in its programs of education, scholarship and leadership."

KUDOS

Geertje Boschma, Professor, received the Mary Adelaide Nutting Award for her research on the history of nursing.

Suzanne Campbell, Director, won a Book of the Year Award from the American Journal of Nursing.

Paddy Rodney, Associate Professor, won a Distinguished Service Award from the Canadian Bioethics Society.

Leanne Currie, Associate Professor, was named winner of a CRNBC Award of Excellence in nursing research.

Joanne Ricci, Senior Instructor, was named winner of a CRNBC Award of Excellence in nursing education.

UPCOMING EVENTS
Save the Date

OKANAGAN DAYS SUMMERFEST
Date: July 18, 2014
Location: UBC's Okanagan Campus Commons
Time: 7:00 to 11:00pm
Cost: Free
https://www.alumni.ubc.ca

UBC HOMECOMING
Date: September 12-13, 2014
Location: UBC Thunderbird Stadium
gothunderbirds.ca/homecoming

MARION WOODWARD LECTURE
UBC School of Nursing presents Dr. Bonnie Stevens
Location: UBC Robson Square, 800 Robson Street, Vancouver
Date: November 6, 2014
Time: 7:00 to 8:00pm
Symposium preceding at 3:00pm
Cost: Free
www.nursing.ubc.ca/Research/MWL

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Are You Planning a Reunion?

To read the Reunion Planning Guide visit:
http://www.alumni.ubc.ca/get-involved/reunions/reunion-planning-guide/

Whether it has been 5, 25, or 50 years since you graduated, a class reunion is a great way to reconnect with classmates and reacquaint yourself with the UBC School of Nursing! With your shared experience at UBC, class reunions provide an excellent opportunity for you to renew old friendships, share your stories, and make new connections.

A reunion can be what you want, whether that is a campus tour, a boat cruise or a themed cocktail night among other activities. If you are thinking of planning a reunion, the alumni relations team can assist! The alumni relations team organizes countless events throughout the year and are available to help you every step of the way. They can provide you with class lists, ideas for programing, advice, and ongoing support.

The Reunion Planning Guide from alumni UBC is also a valuable resource to help with suggested activities, venues, tools, and more.

Reunions say as much about the future as they do about the past and the UBC School of Nursing has a proud past and exciting future that would not have been made possible without you. We would love to profile your successful reunion and publish a story and photo about your get-together, so please contact us if you have already had your reunion and you would like to share your story with us!

For more information about how to get involved or to update your mailing address, please contact Sarah Barclay, Alumni Relations Manager at sarah.barclay@ubc.ca or 604-822-9454.

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