SCHOOL OF NURSING STATUS REPORT  2008-2013

McMaster University
School of Nursing
WORKING TOGETHER—MAKING A DIFFERENCE
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OUR VISION

Working together—making a difference

OUR MISSION

To strengthen nursing’s contribution to health for all, locally to internationally, through leadership in education, research, practice, policy, and service.

WE VALUE

Integrity  COLLABORATION  Person-Centredness
Professionalism  Innovation  Social Justice
Community Engagement  Inclusiveness

OUR OBJECTIVES

- A cohesive faculty & staff that has moved from Me to We --> share a common vision, mentor and role model what we want in our students by demonstrating critical qualities of mind and durable and admirable attributes of character.

- Our graduates are leaders in their fields and known for the pursuit of excellence.

- We are recognized internationally for innovation and leading-edge nursing education, practice and research.

- Community responsive research. We are known for our intervention and outcome research --> we are out there “doing something.”

- “Go To” source of evidence-informed practice. The School is sought after for advice in evidence-based practices to improve population health, quality of care, effectiveness and the patient experience within the healthcare system.

- A sustainable financial outlook.

- Strong, innovative educational programs. Recognized internationally for our expertise, educational scholarship and evidence-informed educational practices.

- Cutting-edge technologies are fully utilized to maximize opportunities in research, education and service delivery.
As the McMaster School of Nursing (SON) nears 70 years since its inception, we look back at a period of great creativity, and academic and research excellence. The years from 2008-2013 saw the development of the new and exciting undergraduate Kaleidoscope Curriculum and an enhanced focus on community engagement – getting undergraduate students off campus and into the community to learn through service learning, the Health in the Hubs initiative, and in the School's Community Site at the Perkins Centre. A significant financial investment has also been made in the McMaster Downtown Health Campus, and strategic recruitment into tenure-track positions has ensured sustained research growth in future years. Our researchers and research chairs have remained productive and we were successful in attaining our first Canada Research Chair. Each of these strategic investments has positioned the School to move forward in important new directions.

The School has celebrated a number of educational milestones over the past five years. 2011 marked the 10-year anniversary of collaboration with its college partners, Mohawk and Conestoga Colleges, in creating and maintaining the collaborative Bachelor of Science in Nursing (BScN) program. Bringing the Primary Health Care Nurse Practitioner (PHCNP) stream into the graduate program at the master’s level was another highlight because it recognizes the skills and competencies needed by PHCNPs for practice.

At times the School has struggled to balance its mandates. For example, the development of the Kaleidoscope Curriculum and the maintenance of our collaborative program have taken significant time, energy and monetary resources, and has had an impact on how the School has achieved its other mandates, particularly in the area of research. This will remain a delicate balancing act.

The growth of the SON’s full- and part-time faculty complement has brought a lot of expertise to students, but it has increased the School’s size and complexity. In 2007, the teaching professor stream was introduced, with the important focus on valuing undergraduate teaching. Since then, 15 faculty members have moved into this stream. However, the loss of long-term faculty through retirements and the impact of university policy related to contractually limited faculty positions are challenging us to maintain the valuable areas of expertise that these people brought, and which the School is losing at a time when it is in a period of fiscal restraint with respect to hiring.

Uncertainty in relation to government funding to universities, the impact of the new budget model, future salary increases, and accessibility of research and career funding, will present ongoing challenges over the next five years. The ending of Ministry of Health and Long-Term Care stable funding for The Health and Social Service Utilization and Nursing Health Services Research Units, and the 10-year commitment of CIHR/CHSRF funding for the Canada Research Chair in Advanced Practice Nursing and the Ontario Training Centre in Health Services and Policy Research, will have a significant impact on the School’s future directions.

Specific areas of focus for fiscal accountability will include: the sustainability of the new undergraduate curriculum; staying true to McMaster President Patrick Deane’s vision of community engagement, but doing it in a more efficient and effective way; and succession planning, with faculty and staff members nearing retirement. Ever-tightening research dollars will be a challenge, as CIHR research and career funding has become more difficult to obtain and there is less funding available. Thus, the School will be challenged to respond with careful and strategic fiscal decisions and restraint.

However, there are also exciting opportunities ahead. Since the emphasis of late has primarily been on the undergraduate program, the School will put a greater focus on marketing the graduate program and what makes it unique, so it can attract more of the best and brightest students. Overall, the SON has real strength in education, reflected with the innovative and cutting-edge Kaleidoscope Curriculum and strong graduate programs, and in research, with a particularly solid group of junior to mid-career researchers who will carry the torch forward for those who are nearing the end of their careers. Endowment funding for our Research Chairs is secure and while there is a necessity for careful and strategic decisions regarding use of these funds, the work of exceptional researchers holding these positions will have a broad and important impact in primary health care and cardiovascular nursing locally, nationally and beyond. Our new CRC Chair in Aging, Chronic Disease and Health Promotion Interventions will provide a leading role in interventional research in the care of the community-based aging population in Canada. As we develop new community partnerships and strengthen the partnerships we already have, there is the potential to develop new and creative learning opportunities for both undergraduate and graduate nursing students. Finally, the School’s quest to secure a major endowment continues.

We look forward to the future with caution in relation to our fiscal position, but with optimism based on the great strengths of the staff, faculty and students of the School of Nursing and our position within a vibrant and dynamic Faculty and University.

- Dr. Catherine Tompkins, Associate Dean, Health Sciences and Director, School of Nursing
McMaster’s School of Nursing is located at the following locations in Hamilton, Ontario:

- McMaster University Medical Centre (MUMC)
  1280 Main St. W., HSC, Hamilton, ON L8S 4K1

- Juravinski Cancer Centre
  699 Concession St., Hamilton, ON L8V 5C2

- McMaster Innovation Park Unit 105
  175 Longwood Rd. S., Hamilton, ON L8P 0A1

- National Collaborating Centre for Methods and Tools and Health Evidence
  1685 Main Street West, Suite 302, Hamilton, ON L8S 1G5

- McMaster University School of Nursing Community Site
  Dr. John M. Perkins Centre
  1429 Main Street East, Hamilton, ON L8K 1C2
The School of Nursing now has office, classroom and clinic space at the Perkins Centre for student learning within the community.
ORGANIZATIONAL STRUCTURE

EDUCATION

■ Undergraduate
  Assistant Dean
  Undergraduate Nursing Education
  Dr. Janet Landeen (until June 2012)
  Dr. Olive Wahoush (July 2012- )

  Program Administrator
  BScN Program
  Anne Cholewka

  Program Manager
  Collaborative Program
  Sharon Baptist

  Admissions Coordinator
  Vicki Benedetti

  Coordinator of Studies
  (equivalent to Associate Dean of Studies in other Faculties)
  Ola Lunyk Child (until July 2011)
  Dr. Mary Guise (August 2011- )

  Student Advisors
  Liz Reeves (McMaster Site)
  Martha Davis (Mohawk Site)
  Anne Bolender (Conestoga Site)

■ Graduate
  Assistant Dean
  Nursing Graduate Program
  Dr. Margaret Black (until June 2011)
  Dr. Jennifer Skelly (July 2011- )
  Dr. Donna Ciliska (acting November- December 2012)

  Graduate Officer
  Mary Lynn Taylor

  Diploma in Health Services and Policy Research
  Program Manager
  Miguel Perez

■ Specialty
  Ontario Primary Health Care Nurse Practitioner Program
  Site Coordinator
  Dr. Eric Staples
  Administrative Coordinator
  Mediha Kadic
  Technical Support Specialist
  Chris Nash

  Nursing and Health Care Leadership and Management Program
  Director
  Dr. Colleen McKey
  Program Administrator
  Barbara Tatalovic

  Nurse Continence Advisor (NCA)
  Distance Education Certificate Program
  Director
  Dr. Jennifer Skelly

RESEARCH

  Assistant Dean
  Dr. Wendy Sword
  Dr. Maureen Markle-Reid
  (acting 2011-2012)

  CHSRF/CIHR Chair in Advanced Practice Nursing
  Dr. Alba DiCenso

  Dorothy C. Hall Chair in Primary Health Care Nursing
  Dr. Ruta Valaitis

  Heart and Stroke Foundation/ Michael G. DeGroote Endowed Chair in Cardiovascular Nursing Research
  Dr. Heather Arthur

  Nursing Education Research Unit (NERU)
  Director
  Charlotte Noesgaard

  Nursing Health Services Research Unit (NHSRU)
  Principle Investigator (McMaster Site)
  Dr. Andrea Baumann

  Health and Social Service Utilization Research Unit
  Director
  Dr. Gina Browne

  Effective Public Health Practice Project (EPHPP)
  Project Leader
  Dr. Donna Ciliska

  Health Evidence
  Principle Investigator
  Dr. Maureen Dobbins

  National Collaborating Centre for Methods and Tools (NCCMT)
  Scientific Director
  Dr. Donna Ciliska (until December 2011)
  Dr. Maureen Dobbins (January 2012- )

ADMINISTRATION

  Associate Dean, Health Sciences
  Director, School of Nursing
  Dr. Catherine Tompkins

  Director of Administration
  Tracey Carr (until December 2009)
  Marg Harrington (February 2010- )

  Executive Assistant
  Administration
  Sue Giavedoni

  Assistant Dean
  Academic Resources
  Dr. Colleen McKey

  Accountant
  Dale Stevens

  Administrative Operations Manager
  Kate Toth (January 2011-July 2012)

  Human Resources Coordinator
  Kate Toth (until January 2011)
  Robin Unger (January 2011-August 2012)
  Courtney Humes (September 2012- )

  Communications Coordinator
  Amanda Boundris (January 2011- )
SCHOOL COMMUNICATION

COMMUNICATIONS COORDINATOR

Strengthening communications has been a key focus for the School of Nursing. This began with the hiring of a communications coordinator in late 2010, which has resulted in significantly more news items being produced, published and circulated, as well as enhanced profile and exposure for the School, particularly through coverage on the Daily News and by external media outlets.

WEBSITE

One of the School’s most effective communication tools continues to be its website. In 2011, the School completed another major redevelopment of the site to bring it in accordance with McMaster’s new brand template, improve navigation, and better highlight news items. Some of its key features include:

- **Redesigned home page**
  A redesigned home page highlighting the top four nursing stories about developments and achievements in the School, with a list of links to previous stories underneath. These news items are updated regularly and are often cross-posted to the Faculty of Health Sciences (FHS) home page, the McMaster Daily News website, and sometimes featured in Network, the FHS alumni newsmagazine.

- **Icons**
  Icons on the home page that link to the macnursing Facebook and Twitter pages, which were also developed in 2011. These pages have enhanced the School’s ability to share interesting and exciting nursing news with students, faculty, staff and interested stakeholders through social media.

- **Contact Us**
  A Contact Us section accessible directly from the home page that captures key contacts in each area of the School to facilitate ease of connection.

- **Tabs**
  Tabs across the top lead to other pages that inform about key aspects of the School and those pages have sections at the bottom containing Related Topics and Key Contacts, making it easier to get the information you are looking for with fewer clicks.

- **Updated biographies**
  Updated biographies of full-time faculty under the Faculty & Staff section.

In 2011, the website for the Graduate Program in Nursing was also completely overhauled to further attract applicants to the School’s graduate programs and make the site easier to navigate. The website now clearly describes the program and admission information, along with program requirements, for each degree and diploma program. Also, there are descriptions of each of the six areas of excellence in which the School has strong faculty expertise and consolidated research activities that create synergy and foster collaboration. A list of potential supervisors to contact with links to their biographies is found under each area, making it easier for prospective students to plan their future studies.

NURSING EVENTS ORGANIZER

The new Nursing Events Organizer (NEO) calendar system for the School was launched in 2011. This easy-to-use system allows faculty and staff to more efficiently book and keep track of meetings taking place in all areas of the SON, which helps facilitate communication across the School.

FACULTY AND STAFF MEETINGS

Faculty and staff meetings continue to be held every other month, and town hall meetings are also held regularly as an informal open forum for faculty and staff to voice any concerns, comments and announcements.

DEPARTMENTAL DISTRIBUTION LISTS

Departmental distribution lists are used by key administrative support roles to disseminate information of interest to various groups within the School, or of importance to all School members. This is done in an effort to maintain and improve internal communication.

RETREATS

The School has also organized retreats over the past five years. These retreats have been welcomed by faculty and staff as opportunities for all to come together to reconnect with our common purpose, learn from the diverse perspectives in the School, and recommit to a shared vision.
The School of Nursing, along with its people, their research and activities, have been highlighted frequently in the media and the McMaster Daily News. The following lists headlines of some of our top stories.

**NURSING IN THE NEWS**

- **Nurse inspired by hospital care during years of surgery**
  - Stoney Creek News (June 21, 2012)

- **Hamilton researcher gets nearly $1M for cancer screening**
  - CBC Hamilton (July 5, 2012)

- **McMaster Graduate, mother is finally a nurse at 49**
  - Hamilton Spectator (Nov. 14, 2012)

- **Health in the Hubs: What really matters to your neighbourhood**
  - Hamilton Spectator (Aug. 8, 2011)

- **Hamilton boards turn to online votes for health program**
  - CBC Hamilton (Nov. 14, 2012)

- **From patient to practitioner**
  - Hamilton Spectator (June 14, 2012)

- **Better health care is different health care**
  - Hamilton Spectator (July 20, 2012)

- **Three Mac profs named to top 100 RNs list**
  - Hamilton Spectator (Nov. 26, 2008)

- **Future nursing leaders sharpen skills at McMaster**

- **Canada’s most prestigious scholarship awarded to eight McMaster students**
  - McMaster Daily News (May 18, 2010)

- **School of Nursing to honour more than 350 top students**
  - McMaster Daily News (Mar. 7, 2011)

- **Gallery of Graduates celebrates nearly seven decades of nurses**
  - McMaster Daily News (May 4, 2012)

- **School of Nursing celebrates 10 years with college partners**
  - McMaster Daily News (June 3, 2013)

- **Doug Csima nurses rowing dream**
  - Toronto Sun (July 22, 2012)

- **Jailhouse rocks for new nurse**
  - McMaster Daily News (Mar. 7, 2011)

- **Stoney Creek News (June 21, 2012)**

- **McMaster Daily News (Nov. 11, 2011) and Mississauga News (Nov. 21, 2011)**

- **Toronto Sun (July 27, 2012)**

- **CBC Hamilton (July 5, 2012)**

- **Stoney Creek News (June 21, 2012)**

- **McMaster Daily News (Nov. 26, 2008)**

- **Hamilton Spectator (Mar. 8, 2012)**

- **McMaster Daily News (May 18, 2010)**

- **Hamilton Spectator (Aug. 26, 2009)**

- **McMaster Daily News (June 3, 2011)**

- **Hamilton Spectator (Nov. 26, 2008)**

- **McMaster Daily News (Mar. 7, 2011)**

- **McMaster Daily News (June 3, 2011)**

- **McMaster Daily News (Aug. 26, 2009)**

- **McMaster Daily News (May 18, 2010)**

- **Hamilton Spectator (June 14, 2012)**

- **McMaster Daily News (May 4, 2012)**

- **Hamilton Spectator (Mar. 8, 2012)**

- **McMaster Daily News (Mar. 7, 2011)**

- **McMaster Daily News (June 3, 2011)**
OBJECTIVE – to be a cohesive faculty & staff that has moved from Me to We → share a common vision, mentor and role model what we want in our students by demonstrating critical qualities of mind and durable and admirable attributes of character.
Over the past five years, the School of Nursing has experienced an increase in faculty. Overall numbers have grown from 274 in 2008-2009 to 335 in 2012-2013 (see Table 1). Significantly, most of this growth has occurred in the Lecturer/Part-Time Instructor category. This trend can be attributed to new, junior faculty joining our School in response to increased enrolment; the need to release full-time faculty from teaching responsibilities to devote time to curriculum revision; and a lack of available funding to sustain full-time appointments.

Our full-time faculty are primarily research/educators, with seven members maintaining clinical practice as part of their faculty roles. Meanwhile, the majority of our part-time faculty members maintain nursing roles in the clinical area in addition to teaching for our School. As illustrated in Table 1, the overall number of Associate Professors is increasing as Assistant Professors are promoted. In addition, one Associate Professor was promoted to Professor.

Table 1. Rank by type of faculty appointment

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<td>1</td>
<td>15</td>
<td>14</td>
<td>1</td>
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<tr>
<td>Assistant Prof</td>
<td>33</td>
<td>15</td>
<td>48</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>Lecturer/PT Instructor</td>
<td>3</td>
<td>202</td>
<td>205</td>
<td>3</td>
<td>213</td>
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<tr>
<td>TOTAL</td>
<td>56</td>
<td>218</td>
<td>274</td>
<td>58</td>
<td>228</td>
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</table>

Table 2. Type of appointment held (as of June 30, 2013)

- 22 Tenured
- 8 CAWAR
- 5 Contractually limited
- 15 Post-doctoral study
- 7 Doctoral degree in progress
- 15 Master's degree
- 5 Nurse Practitioner

Table 3. Highest academic credential – full-time faculty only (as of Feb 20, 2013)

- 15 Doctoral degree
- 15 Master's degree
- 5 Nurse Practitioner
- 7 Doctoral degree in progress
- 22 Tenured
- 8 CAWAR
- 5 Contractually limited
- 15 Post-doctoral study

Table 4. Faculty members who hold Associate appointments in other departments (as of June 30, 2013)

- Clinical Epidemiology and Biostatistics: Dr. Noori Akhtar-Danesh, Dr. Gina Browne, Dr. Maureen Dobbins, Dr. Susan Jack, Dr. Maureen Markle-Reid, Dr. Wendy Sword
- Oncology: Dr. Denise Bryant-Lukosius
- Pediatrics: Dr. Michelle Butt
- Family Medicine: Dr. Sharon Kaasalainen, Dr. Basanti Majumdar
- Psychiatry and Behavioural Neurosciences: Dr. Jeannette LeGris
- Health, Aging and Society: Dr. Jenny Ploeg
CARCER GUIDANCE/PROMOTION AND TENURE

The School of Nursing has a strong history of providing faculty development and career guidance in order to build capacity from within. Examples of our investment include the creation of the Office of the Assistant Dean, Research (Nursing) to assist faculty in developing their research portfolios, and paying part-time faculty for the hours they serve in McMaster faculty development workshops. This investment in part-time faculty has serviced us well; many of the recent hires into full-time positions have been from this pool.

Career guidance is offered to all full-time and part-time faculty on a yearly basis as part of the annual Career Review process. Catherine Tompkins, Associate Dean of Health Sciences and Director, School of Nursing, meets with all full-time faculty, while Prof. Kristine Rogers, Chair of Academic Resources, meets with all part-time faculty. Prior to the Career Review, faculty members submit an updated CV, Looking Forward document and also complete the Year in Review package which includes information on Educational, Research/Scholarship, Professional Practice & Service and Administrative contributions over the previous academic year. This material is reviewed during the Career Review meeting and guidance is provided as to areas for further development or changes in faculty interests. Changes to the Mutually Agreed Responsibilities Form (R4) are also discussed.

New recruits meet with Dr. Tompkins to establish expectations for academic, clinical and research roles. Faculty development is offered through the Collaborative Faculty Development Committee for faculty teaching in the undergraduate program and through the Assistant Dean, Graduate Education for faculty teaching in the graduate program. Faculty are encouraged to take advantage of offerings through the Program for Faculty Development and the Centre for Leadership and Learning. Faculty in a research-focused track are encouraged to meet with our Assistant Dean, Research, while the Research Support Services office within the School provides ongoing faculty and staff development opportunities related to building research capacity.

The School of Nursing Tenure & Promotion (T&P) Committee and Human Resources staff within the school provide support to faculty who are applying for consideration for tenure/CAWAR, permanence, and promotion. This committee meets monthly to review all aspects of the application package and provide recommendations for improvements to the candidates.

AWARDS AND HONOURS (TO DEC. 2012)

The scope and broad spectrum of awards and honours conferred to School of Nursing faculty, staff and students over the last three years is a testament to the quality of our people. Here are some of them:

FACULTY

Heather Arthur: Heart and Stroke Foundation/Michael G. DeGroote Endowed Chair in Cardiovascular Nursing Research (2003-2013); Canadian Association of Cardiac Rehabilitation 20th Anniversary Leadership Award for Advocacy (2011).

Marilyn Ballantyne: Best Overall Poster, Canadian Association of Neonatal Nurses (CANN) National Conference, Toronto (Feb. 2012);

Best Quantitative Research Poster, CANN National Conference, Calgary (Feb. 2011); Post-Doctoral Fellowship Award, CIHR Training Program in Genetics, Child Development and Health and Alberta Children’s Hospital Research Institute, STHHR Partnership (Apr. 2012-Mar. 2013); Post-Doctoral Fellowship Award, Preterm Birth and Healthy Outcomes Team (PreHOT) Training Core (2011).

Debbie Bang: Service Excellence Coach, St. Joseph’s Healthcare (2008); Hamilton Wentworth Occasional Teachers Association Community Agency award (2008); Nomination for a Nursing Excellence Award in Nursing Leadership (2008); Winner of the Microsoft Partner Program IMPACT Award – Community Leadership Category for “A Woman’s Write” (writing group at Womankind Addiction Service) (2008).

Cathy Bennett: CPEN Excellence in Cancer Patient Education Award (team award, 2010).

Lynda Bentley-Poole: MSU Teaching Award (2007-2008).

Veronique Boscart: Post-Doctoral Fellow, Toronto Rehabilitation Institute (2010-present); Gordon Cressy Leadership Award, University of Toronto Alumni Association (2010); First Prize, PhD student Poster Competition, Canadian Institutes of Health Research, Institute of Aging (2009); Canadian Nurses Foundation Doctoral Scholarship (2008); Best Paper presented at the Annual Doctoral Research Week, Lawrence S. Bloomberg Faculty of Nursing, U of T (2008); Gail J. Donner Award for Excellence in Nursing Education, Sigma Theta Tau International Lambda-Pi-At-Large, Toronto (2010); Teaching Award for Academic Excellence, Lawrence S. Bloomberg Faculty of Nursing, U of T
(2009); Early Career Teaching Award, Lawrence S. Bloomberg Faculty of Nursing, U of T (2008).

Gina Browne: Fellow, Canadian Academy of Health Sciences (2012); Ontario Municipal Social Services Association, Champion of Human Services Award (2010); Honorary Doctorate of Laws, Ryerson University, Toronto (2009); Ministry of Health and Long-Term Care Theme Lead – Innovative and Integrated Systems of Prevention and Care initiatives (multiple) (2009-present).

Denise Bryant-Lukosius: Eli Lilly Mentorship Award, Canadian Association of Nurses in Oncology (2008).

Sandra Carroll: Post-Doctoral Fellowship, HSFO/Michael G. DeGroote Chair in Cardiovascular Nursing Research (July 2011-June 2012); Outstanding Thesis Award, Faculty of Health Sciences, McMaster University (2011).

Ruth Chen: Clinical Epidemiology & Biostatistics Top Publication Award for a PhD student (2012); McMaster Student Union Faculty Teaching Award (2008-2009).

Donna Ciliska: Winner of the Margaret L. McClure Visiting Nurse Scholar Program, New York University Medical Centre (June 2009-May 2010).

Kristin Cleverley: Programs Excellence Award, FHS Graduate Program, McMaster University (2011); Teaching Assistance Excellence Award, FHS Graduate Program, McMaster University (2011); Canadian Institutes of Health Research (CIHR)/Public Health Agency of Canada (PHAC) – Fellowship (2007-2011); CIHR: Institute of Human Development, Child and Youth Health – Travel Award (2010); Best Poster by a Trainee, Canadian Academy of Psychiatric Epidemiology - Annual Conference (2010).

Kirsten Culver: McMaster University Student Union Teaching Award (2009-2010).

Kathy Cunningham: Cornerstone Award, Hamilton Health Sciences Corporation, Neonatal Nurse Practitioner Group (2010).

Alba DiCenso: CHSRF/CIHR Chair in Advanced Practice Nursing (2001-2011); inducted as a Fellow of the Canadian Academy of Health Sciences (2010); named Honorary Member of the Nurse Practitioners’ Association of Ontario (2010).

Maureen Dobbins: Career Scientist, Ontario Ministry of Health and Long-Term Care (2004-2010); Ann C. Beckham Travel Award (2010).

Winnie Doyle: John C. Sibley Award (2012).


Tracey Jewiss: Ann C. Beckham Travel Award, School of Nursing (2012).


Helen Kirkpatrick: Lawrence S. Bloomberg Faculty of Nursing Award of Distinction (2012).

Yvonne Lawlor: Ann C. Beckham Travel awards, School of Nursing, McMaster University (2009, 2012).


Maureen Markle-Reid: Ann C. Beckham Travel Awards, School of Nursing, McMaster University (2009, 2010, 2011); Research project, The effects and expense of a proactive, nurse-led, multifactorial and interdisciplinary team approach to falls prevention for older at-risk home care clients, named as one of the top five exemplary research projects of 2005 by the Canadian Patient Safety Institute (2008); Career Scientist Award, Health Research Personnel Development Fund, MOHLTC: $250,000 for The Needs, Effects and Expense of Alternative
Approaches to the Care of Elderly Persons with Chronic Needs and their Informal Caregivers Requiring Home Care Services (2004-2009); CIHR Tier 2 Canada Research Chair in Aging, Chronic Disease and Health Promotion Interventions, $500,000 (2012-2017).

**Lynn Martin**: The Inaugural Paul R. MacPherson Fellowship (2012).

**Sue Matthews**: OHA - Margrét Comack Award of Excellence in Nursing Leadership (2011); CNA – Centennial Award (2008).

**Terry McCurdy**: FHS Graduate Programs Outstanding Thesis Award (May 2010); Ann C. Beckingham Travel awards, School of Nursing (2011, 2012).

**Iris Mujica**: MSU Teaching Award (2010-2011)

**Kristine Newman**: 2011 Gordon Cressy Student Leadership Award, U of T; RosenstädT Fellowship (2010-2011); Jeannette Elizabeth Watson Memorial Fellowship (2010-2011); U of T Lawrence S. Bloomberg Faculty of Nursing Graduate Fellowship Award (2008-2011); CHSRF Research Scholarship (2010); Registered Nurses Foundation of Ontario – Informatics Nursing Interest Group Award (2010); Government of Ontario/U of T Foundation, Ontario Graduate Scholarship in Science and Technology (2009-2010).

**Charlotte Noesgaard**: Ann C. Beckingham Travel Award (2009); Nominee, COUPN Teaching Innovation Award (2009).

**Jan Park Dorsay**: Cancer Care Ontario, Cancer Quality Council of Ontario, Canadian Cancer Society (Ontario) Innovation Award (2010).

**Jenny Ploeg**: Mid-Career Research Award, MOHLTC: $321,300 for Exploring Nursing Approaches to Support Older Adults and Their Caregivers (2009-2012); Best of Worldviews on Evidence-Based Nursing Award, Sigma Theta Tau 2011 International Awards for Nursing Excellence, for paper titled The Role of Nursing Best Practice Champions in Diffusing Practice Guidelines: A Mixed Methods Study, accepted in Grapevine, Texas; Ann C. Beckingham Travel Award, School of Nursing, McMaster University (2009).

**Jenn Salfi**: Collaborating Across Borders III, International IPE/IPC Conference Best Poster Award (Development Theme) (2011); Canadian Association of Schools of Nursing (CASN) Research Poster Award (2010); Alan Blizzard Award for Excellence in Learning and Teaching (PIPER), Society for Teaching and Learning in Higher Education (2012); Dr. John Gilbert Interprofessional Education (IPE) Mentorship Award, National Health Sciences Students’ Association (2012); Award for Excellence in Nursing Education (Non-Tenured Position), Canadian Association of Schools of Nursing (2012).


**Dyanne Semogas**: McMaster Alumni Association Hamilton Community Impact Award (2012); Alan Blizzard Award for Excellence in Learning and Teaching (PIPER), Society for Teaching and Learning in Higher Education (2012).

**Diana Sherifali**: Heart and Stroke Foundation of Ontario Nursing Post-Doctoral Research Fellowship Award (2008-2010).


**Patricia Strachan**: Post-Doctoral Research Fellowship, Heart and Stroke Foundation of Ontario (2005-2008); Travel Award, European Society of Cardiology (May-June 2010); Travel Award, FUTURE Program for Cardiovascular Nurse Scientists (April 2009).

**Helen Tindale**: RNAO Leadership Award in Political Action (2010).

**Jane Underwood**: Canadian Public Health Association and PHAC Public Health Human Resources Award (2011); Award of Merit, Community Health Nurses of Canada (2010); Honourary Life Member, RNAO (2009).

**Ruta Valaitis**: Dorothy C. Hall Chair in Primary Health Care Nursing (2007-present); Arts Research Board Travel Grant (2010); Ann C. Beckingham Travel Award (2009); CIHR Best Brains Exchange Travel Award (2012).

**Karima Velji**: Teaching Excellence (Student Nominated) Award, Lawrence S. Bloomberg Faculty of Nursing, U of T (2011); Ontario Hospital Association (OHA) Margrét Comack Award of Excellence in Nursing Leadership, Toronto (2009).

**Olive Wahoush**: Canadian Health Services Research Foundation (CHSRF) Post-Doctoral Fellowship (2008-2010).

**Kathleen Willison**: Elizabeth J. Latimer Prize in Palliative Care (2010).

**STAFF**

**Sharon Baptist**: President’s Award for Outstanding Service (2010).

**Laurie Kennedy**: McMaster Alumni Association Hamilton Community Impact Award (2012).
UNDERGRADUATE STUDENTS

Financial assistance is provided through entrance scholarships and OSAP. McMaster entrance awards and bursaries are available only to McMaster-site students. Entrance awards are automatically awarded to all full-time students, as noted below.

<table>
<thead>
<tr>
<th>Admission Ranking</th>
<th>Entrance Award Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% +</td>
<td>$2,500</td>
</tr>
<tr>
<td>90 - 94.99%</td>
<td>$1,000</td>
</tr>
<tr>
<td>85 - 89.99%</td>
<td>$750</td>
</tr>
<tr>
<td>80 - 84.99%</td>
<td>$500</td>
</tr>
</tbody>
</table>

The School of Nursing has an awards committee with representation from the McMaster, Mohawk and Conestoga sites which coordinates the Nursing-specific awards, as well as recommending students for university-wide awards. McMaster awards are open to all students.

Awards are granted either on the basis of academic achievement or nominations by both faculty and students. An awards website is in place that lists all available awards.

GRADUATE STUDENTS

Entrance scholarships are awarded to all students in the M.Sc. and PhD programs with an A- GPA in their undergraduate degree.

There are also four awards for which applications are rated by members of Graduate Faculty:

- The Ann C. Beckingham Graduate Scholarship ($10,000 per year) awarded to graduate nursing students studying in the field of Gerontology
- The Rose C. Mosgrove Scholarship consisting of remission of fees for one year
- The Dr. Vivian Wood Graduate Scholarship to support the education of graduate nursing students ($3,000)
- The Aileen McPhail Memorial Prize ($1,000) awarded annually to graduate nursing students with an interest in oncology

RECRUITMENT AND DEPARTURES

The recruitment process is based upon both the budget and the academic mission of the School. With the growth of the undergraduate and graduate programs, the primary need for new full-time faculty has been for teaching. The teaching-track category is considered particularly important to the School because it recognizes the substantial contributions our faculty make to education. Recruitment of full-time faculty in 2010-2011 focused on meeting our School’s needs in the category of teaching. In addition to recruitment, over the last five years numerous faculty members received permanence from this category.

Recognizing the need to maintain our strength in research, we have successfully maintained our tenured positions. Two tenure positions were filled by internal faculty, while five tenure-track positions, which were vacated by retirements, were all filled by internal faculty except for one.

Appointments into tenure-track and tenured positions have been filled internally for years since we generally try to build capacity within our own ranks.

In addition, the School also recently recruited externally for the Heart and Stroke Foundation/Michael G. DeGroote Chair in Cardiovascular Nursing.

### Table 5.

<table>
<thead>
<tr>
<th>Year</th>
<th>Appointment Category</th>
<th>Rank</th>
<th>Internal/External</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Christopher Gombay  CLA</td>
<td>Assistant</td>
<td>External</td>
</tr>
<tr>
<td></td>
<td>Jennifer Yost        Tenure-Track</td>
<td>Assistant</td>
<td>External</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Marilyn Ballantyne  CLA</td>
<td>Assistant</td>
<td>External</td>
</tr>
<tr>
<td></td>
<td>Sandra Carroll       CLA</td>
<td>Assistant</td>
<td>External</td>
</tr>
<tr>
<td></td>
<td>Eileen Hanna         CLA</td>
<td>Assistant</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Peter Helli          CLA</td>
<td>Assistant</td>
<td>External</td>
</tr>
<tr>
<td></td>
<td>Tracey Jewiss        CLA</td>
<td>Assistant</td>
<td>External</td>
</tr>
<tr>
<td></td>
<td>Terry McCurdy        CLA</td>
<td>Assistant</td>
<td>Internal</td>
</tr>
<tr>
<td>2009-2010</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Courtney Evers       CLA</td>
<td>Assistant</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Amy Palma            CLA</td>
<td>Assistant</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Diana Sherifali      Tenure-Track</td>
<td>Assistant</td>
<td>Internal</td>
</tr>
</tbody>
</table>
RECRUITMENT AND DEPARTURES – CONTINUED

In 2007, when McMaster University announced the creation of the teaching-stream faculty positions, the University also stated that it would be strictly enforcing the six-year limit on Contractually Limited Appointments (CLA), a policy that was included in the *McMaster University Revised Policy And Regulations With Respect To Academic Appointment, Tenure And Promotion* (see Section II, clause 12d). As an acknowledgement of the change in policy enforcement, the University determined that CLA faculty who had held their roles for longer than six years could be granted, at most, another six years to June 30, 2013. As per the Tenure and Promotion Policy, in 2012-2013 the School of Nursing was required to lapse five full-time faculty who held Contractually Limited Appointments. An additional four will retire and three CLAs were converted to teaching-track or special appointments. Departures between the years of 2008-2011 have been primarily due to retirement, except when required due to the University’s Tenure and Promotion Policy described above.

Unable to offer full-time opportunities, and affected by growing pressures in clinical settings, the School of Nursing faces challenges in retaining part-time faculty. Financial challenges and staffing shortages in the clinical settings also affect our ability to maintain a stable pool of part-time faculty. The increasing need for nurses to fill direct service roles challenges our ability to recruit or second suitable candidates for part-time teaching. This challenge has been increasing over the last five years and is anticipated to continue to increase.

<table>
<thead>
<tr>
<th>Year</th>
<th>Appointment</th>
<th>Category</th>
<th>Rank</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>Garry Benson</td>
<td>CLA</td>
<td>Assistant</td>
<td>Retirement effective July 1/13</td>
</tr>
<tr>
<td></td>
<td>Anne Ehrlich</td>
<td>CLA</td>
<td>Assistant</td>
<td>Lapse of CLA</td>
</tr>
<tr>
<td></td>
<td>Anita Fisher</td>
<td>CLA</td>
<td>Associate</td>
<td>Retirement effective July 1/13</td>
</tr>
<tr>
<td></td>
<td>Michael Ladouceur</td>
<td>CLA</td>
<td>Assistant</td>
<td>Retirement effective July 1/13</td>
</tr>
<tr>
<td></td>
<td>Christine Patterson</td>
<td>CLA</td>
<td>Assistant</td>
<td>Lapse of CLA</td>
</tr>
<tr>
<td></td>
<td>Gladys Peachey</td>
<td>CLA</td>
<td>Assistant</td>
<td>Retirement effective July 1/13</td>
</tr>
<tr>
<td></td>
<td>Jennine Salfi</td>
<td>CLA</td>
<td>Assistant</td>
<td>Lapse of CLA</td>
</tr>
<tr>
<td></td>
<td>Ruth Schofield</td>
<td>CLA</td>
<td>Assistant</td>
<td>Lapse of CLA</td>
</tr>
<tr>
<td></td>
<td>Eric Staples</td>
<td>CLA</td>
<td>Assistant</td>
<td>Lapse of CLA</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Clint Betts</td>
<td>CLA</td>
<td>Assistant</td>
<td>Not renewed</td>
</tr>
<tr>
<td></td>
<td>Margaret Black</td>
<td>Tenure</td>
<td>Associate</td>
<td>Retired</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Carolyn Ingram</td>
<td>Tenure</td>
<td>Associate</td>
<td>Retired</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Jennifer Blythe</td>
<td>CLA</td>
<td>Associate</td>
<td>Retired</td>
</tr>
<tr>
<td></td>
<td>Dawn Kingston</td>
<td>CLA</td>
<td>Assistant</td>
<td>Not renewed</td>
</tr>
<tr>
<td></td>
<td>Janet Pinelli</td>
<td>Tenure</td>
<td>Professor</td>
<td>Retired</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Valerie Abbott-Mitchell</td>
<td>CLA</td>
<td>Lecturer</td>
<td>Resigned</td>
</tr>
</tbody>
</table>

STAFF

Research and administrative support staff are key contributors to our success. We are fortunate to have a dedicated group of administrative and research staff working with our faculty to attain the mission and goals of the School.

The Director of Administration has a high-level mandate related to strategic planning, stakeholder relations, communications and the financial and administrative aspects of our School. Our Human Resources Coordinator provides support and guidance to Dr. Tompkins, as well as faculty and staff for all HR related issues. The Executive team, along with the Accountant and Executive Assistant to Dr. Tompkins, provide invaluable support in the day-to-day management of our School as well as provide guidance related to future directions.

Due to our size and dispersed office locations, the School faces ongoing challenges in helping faculty and staff to feel connected. In response, we hold bi-monthly general meetings and offer a number of professional development opportunities and social events throughout the year. The School also takes every responsibility to recognize the hard work of our staff, including holding an annual Administrative Professionals Appreciation Luncheon and submitting nominations for the President’s Award for Outstanding Service.

The greatest challenge with staffing has been the system barrier posed by several new job analysis processes that have been introduced by the University over the past five years. The move to Job Content Questionnaires (JCQs) and the revised job evaluation process, following the recent introduction of the two shorter standardized job descriptions, has resulted in significant delays in time to post a position and evaluate current positions.
ADMINISTRATIVE STAFF

Administrative staff strengths include a significant number of long-term employees with a great deal of knowledge and expertise. This has been coupled with opportunities to recruit new administrative staff into increasingly complex administrative roles supported by information systems. The School of Nursing has a relatively lean administrative structure. Although this works well for day-to-day operations, providing coverage for employees who are on leave or vacation can be challenging.

Research and administrative support staff are key contributors to our success. We are fortunate to have a dedicated group of administrative and research staff working with our faculty to attain the mission and goals of the School.

RESEARCH STAFF

We have been successful in obtaining research funding which has allowed us to hire regular and temporary/casual research staff over the past five years. One of the greatest challenges with research staffing has been the frequent changes in the job evaluation process and job descriptions, described above. This has resulted in significant delays in time to post a position once a research grant is funded. The period of time that elapses between identifying a vacancy and being able to post the position has increased from approximately two weeks to eight weeks or more. At the same time, because investigators often receive short notice that funding has been approved, their projects are behind before they even start. The combination of these two factors has posed significant challenges in ensuring that research staff is hired and in place when they need to be for project timelines.

The provincial government’s decision in the spring of 2012 to change the funding model for long-standing research units has also created challenges. Two of the School’s research units (Nursing Health Services Research Unit and the Health and Social Service Utilization Research Unit) did not receive funding under the new model.

Our School highly supports the professional development of our research staff. All employees are invited to our School of Nursing retreats. In addition, the Office of the Assistant Dean, Research (Nursing) holds monthly research “lunch and learn” sessions and offers a wide variety of workshops which are open to all research staff.

| Table 7. Administrative Support staff by staff category and funding type (as of Feb. 19, 2013) |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Staff Category                 | Full Time MET | Full Time Soft | Full Time Total | Part Time MET | Part Time Soft | Part Time Total |
| TMG                            | 3             | 0             | 3             | 0             | 0             | 0             |
| CAW                            | 32            | 14            | 46            | 2             | 0             | 2             |
| Temp/Casual                    | 0             | 0             | 0             | 28            | 0             | 28            |
| TOTAL                          | 35            | 14            | 49            | 30            | 0             | 30            |

| Table 8. Research staff by staff category and funding type (as of Feb. 19, 2013) |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Staff Category                 | Full Time MET | Full Time Soft | Full Time Total | Part Time MET | Part Time Soft | Part Time Total |
| TMG                            | 0             | 3             | 3             | 0             | 0             | 0             |
| CAW                            | 2             | 14            | 16            | 1             | 4             | 5             |
| Temp/Casual                    | 0             | 0             | 0             | 1             | 32            | 33            |
| TOTAL                          | 2             | 17            | 19            | 2             | 36            | 38            |
**SCHOOL OF NURSING**

**FINANCIAL STRUCTURE**

OBJECTIVE – A sustainable financial outlook.

| 0.29 | 36.64 | 26.03 | 9.51 | 6.22 |
| 39.82 | 43.11 | 8.45 | 3.64 | 9.58 |
| 12.27 | 1.85 | 5.17 | 1.13 | 1.32 |
The financial resources available to the SON derive primarily from enrolment-based revenue that flows from the Ministry of Training, Colleges and Universities (MTCU), and from the Ministry of Health and Long-Term Care (MOHLTC) for the seven courses that are part of the Ontario Primary Health Care Nurse Practitioner (PHCNP) Program. In 2011-12, 95 per cent of total revenue related to enrolment, while the balance was associated with research and other salary recoveries. This represents an increased dependence on enrolment-based revenue compared to four years ago when revenue from enrolments accounted for 87 per cent of total revenue, and recoveries (research and other) accounted for 13 per cent.

The annual base allocation from the University represented 36 per cent of total revenue in 2011-12, compared to 31 per cent in 2007-08, reflecting the School’s increased reliance on base funding to support its activities.

The Clinical Education Funding received from MTCU has remained constant over the past few years.

Changes in the structure of the PHCNP Program (e.g., dissolving the hub model) in 2011 resulted in a loss of revenue for the School since we no longer received the administrative funds for our administrative and coordination role as the Western Region Hub. While this resulted in fewer administrative duties, it also reduced our salary recoveries.

The most critical financial challenge for the School of Nursing is the fact that 94 per cent of expenses relate to compensation. This is a challenge because the value of a BIU increases only marginally, if at all, on an annual basis, while compensation costs have increased in the past by an average of four to seven per cent annually. Given that each year a BIU has less purchasing power relative to salaries, the School must increase revenue, or further reduce non-compensation expenses.

In the past, the School undertook several strategies to increase revenue or decrease expenses. These included growing enrolments, increasing the ratio of part-time instructors to full-time faculty in the undergraduate program, and expanding student group sizes in an effort to reduce the resource-intensity of the undergraduate program. Further increases in Level I undergraduate enrolment are currently not permitted.

Graduate expansion in the past resulted in our existing full-time faculty with graduate faculty status increasing their contributions to graduate education, thereby reducing their availability to teach in the undergraduate program. The undergraduate teaching hours have been reallocated to part-time instructors. Likewise, release time for full-time faculty to create the new undergraduate curriculum resulted in greater use of part-time instructors. Increased reliance on part-time faculty for undergraduate teaching allows continued flexibility in salary costs. While there are cost savings in the use of this cohort of faculty, there are increased faculty development and coordination costs with larger numbers of faculty, many of whom are off-site. It is essential that we maintain the existing full-time faculty positions to ensure academic stability and sustainability, and the reputation of the School of Nursing for academic excellence.

The requirement for a number of research grants to provide matching or in-kind contributions has created additional expenses for the School. For example, the awarding of the Canada Research Chair requires that the School provide matching funds of $100K for each of five years, with the possibility of renewal for a further five-year period. While there are obvious benefits to the School, Faculty and University from these awards, they add additional expenses.
OBJECTIVE – Our graduates are leaders in their fields and known for the pursuit of excellence.
UNDERGRADUATE EDUCATION

BScN PROGRAM

Our undergraduate nursing education program (referred to as the BScN Program) continued to evolve from 2008-2013. In response to provincial legislation requiring all new graduating nurses to have a baccalaureate degree in nursing, McMaster University, Mohawk College and Conestoga College formed an educational consortium in 2001 to offer the McMaster nursing degree through the McMaster Mohawk Conestoga BScN Program. As the consortium has matured, the issues and goals of the partners have shifted. From 2008-2011 the main foci of the BScN Program were the implementation of a renewed curriculum, called the Kaleidoscope Curriculum, and the strategic consolidation of streams amongst the three collaborative partners. Currently there are nearly 2,000 BScN students across all streams and sites of the program, and maintaining the resources, including faculty, clinical opportunities, and space, has remained a challenge. Implementation of the Kaleidoscope Curriculum rolled out with the incoming class of 2009 with careful oversight of all aspects of the student experience. The first cohort of students from the Kaleidoscope Curriculum will graduate in June 2013.

Stream A (Basic Stream)

Since the establishment of McMaster University’s School of Nursing in 1946, students have received a Bachelor of Science in Nursing (BScN) degree upon graduation. Since the 1950s, the program has functioned completely under the supervision of the University, while enjoying the full cooperation of community hospitals and agencies in the operation of its clinical courses. Students from this stream usually enter directly from high school, although a number of spaces are reserved each year for students with other qualifications. The same curriculum for this four-year program is offered at all three sites, with McMaster faculty providing 100 per cent of the direct teaching to McMaster site students and 40 per cent of the direct teaching contact hours to students at the Mohawk and Conestoga sites (previously named Stream D).

Stream B (Post Diploma RN Stream)

The Post Diploma Registered Nurse Stream of the BScN Program was introduced in 1982 to provide diploma-registered nurses with full- and part-time opportunities to complete a BScN degree. The final intake into this stream was at the McMaster site in September 2008 as the demand for this stream has diminished since the introduction of the BScN degree as the registered nurse entry to practice requirement. It is anticipated that all students in this stream will graduate by 2015.

Stream E (Post Diploma RPN Stream)

This stream began at McMaster in 2005, followed in 2007 with intakes at both the Mohawk and Conestoga sites. Students in this stream complete the program in three years, with their first transition year focused on the differences in scope of practice between the RN and RPN roles. Students join the curriculum of Basic (A) Stream students in their final two years. As of September 2011, this stream is only offered at the Mohawk and Conestoga sites.

Stream F (Basic Accelerated)

This stream was reintroduced in 2007 and is only offered at the McMaster site. Designed for students who have completed previous university work in the sciences, students in this stream complete their studies in one calendar and one academic year. Their curriculum allows them to join the Basic (A) Stream students in their final year.

Enrolment data for 2008-2009 to 2012-2013 for McMaster BScN Program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>McMaster Basic</td>
<td>465</td>
<td>472</td>
<td>483</td>
<td>509</td>
<td>547</td>
<td></td>
</tr>
<tr>
<td>Mohawk Basic</td>
<td>613</td>
<td>599</td>
<td>597</td>
<td>548</td>
<td>503</td>
<td></td>
</tr>
<tr>
<td>Conestoga Basic</td>
<td>442</td>
<td>462</td>
<td>476</td>
<td>446</td>
<td>429</td>
<td></td>
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<tr>
<td>McMaster Accelerated</td>
<td>57</td>
<td>74</td>
<td>89</td>
<td>91</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>McMaster Post RN</td>
<td>62</td>
<td>43</td>
<td>23</td>
<td>13</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>McMaster Post RPN</td>
<td>57</td>
<td>69</td>
<td>60</td>
<td>37</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Mohawk Post RPN</td>
<td>68</td>
<td>114</td>
<td>146</td>
<td>146</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>Conestoga Post RPN</td>
<td>66</td>
<td>104</td>
<td>114</td>
<td>119</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1830</td>
<td>1937</td>
<td>1988</td>
<td>1921</td>
<td>1889</td>
<td></td>
</tr>
</tbody>
</table>
Educational Activities

UNDERGRADUATE EDUCATION – CONTINUED

WORKING WITH OUR McMaster Mohawk Conestoga Consortium

The McMaster Mohawk Conestoga BScN Program has matured over the past five years, building on the relationships that have developed since the inception of the consortium.

Working in a collaborative environment requires that the needs of students and faculty at each of the three sites must be considered. Faculty at the two college sites work within unique cultures where there are different expectations related to workload and involvement in research and scholarly work. McMaster and Mohawk share the same campus while Conestoga is a 60-minute drive away. The unique cultures and geographic locations of our three sites have had a major impact on the development of a successful ongoing collaboration and involvement in research and scholarly work. McMaster and Mohawk share the same campus while Conestoga is a 60-minute drive away. The unique cultures and geographic locations of our three sites have had a major impact on the development of a successful ongoing collaboration and involvement in research and scholarly work. McMaster and Mohawk share the same campus while Conestoga is a 60-minute drive away. The unique cultures and geographic locations of our three sites have had a major impact on the development of a successful ongoing collaboration and involvement in research and scholarly work. McMaster and Mohawk share the same campus while Conestoga is a 60-minute drive away. The unique cultures and geographic locations of our three sites have had a major impact on the development of a successful ongoing collaboration and involvement in research and scholarly work. McMaster and Mohawk share the same campus while Conestoga is a 60-minute drive away. The unique cultures and geographic locations of our three sites have had a major impact on the development of a successful ongoing collaboration and involvement in research and scholarly work.

THE INTRODUCTION OF THE KALEIDOSCOPE CURRICULUM

Background

The McMaster BScN Program was established in 1942 and has been regarded as a leader in nursing education since then. The introduction of problem-based, self-directed learning in the 1970’s was an educational innovation which has allowed minor revisions with ease, in that it is a process-based curriculum, rather than a content-based curriculum. The last major curriculum revision occurred in 1989, which saw the development of the McMaster Philosophy of Nursing and Nursing Education. With the introduction of the McMaster Mohawk Conestoga BScN Program in 2000, the opportunity to review the curriculum was postponed to focus on collaboration. The integrated model of this consortium allows students at all sites to engage in a common curriculum, leading to a McMaster undergraduate degree. After full implementation of the curriculum throughout the consortium, the process of curriculum renewal was initiated. Although the curriculum renewal process was led by the McMaster BScN team, representatives of Mohawk and Conestoga Colleges have been engaged in the process and all have contributed to what we have named the Kaleidoscope Curriculum.

The curriculum renewal has applied equally to all sites and it has been implemented in a staggered process beginning in 2009 for the Basic (A) Stream students, as all students in all streams share a common final year in the program.

Renewal Process

Based on the philosophical and pedagogical foundations of the BScN Program, the work of the Curriculum Innovations Committee (CIC), and the College of Nurses of Ontario 2007 Entry to Practice Competencies, program goals were established for the Kaleidoscope Curriculum. Key nursing concepts and themes were then identified and leveled throughout the program. The overall plan for the curriculum, which contained broad outlines of the course of studies and the program outcomes, was approved by the McMaster University Undergraduate Council in 2009. In order to make the lived-curriculum relevant to faculty, detailed planning was left for Level Teams to propose learning activities, evaluation measures, and the details of courses. To ensure that there is horizontal and vertical integration of concepts, course-based teams submit detailed plans to CIC for approval. After courses have been offered once, they then return to CIC for further review to determine if the curriculum-as-planned was realized if there were any significant challenges and successes. Courses are then referred to the Program Evaluation Committee for ongoing quality monitoring.

Highlights of the Kaleidoscope Curriculum

The Kaleidoscope Curriculum emphasizes the person as the central focus for learning, and problem-based learning has evolved into person-based learning within a problem-based approach. Students encounter the person (an individual, family or group) through a multi-media narrative that is designed to engage them in the learning process. Students are assisted in considering the strengths and assets of the person in the care scenario, in addition to the health challenges that may be present. In addition, students attend to different ways of knowing in nursing, including empirical, ethical, personal, aesthetic and emancipatory. All required nursing courses now include at least two ways of knowing.

Key concepts are made explicit to students and faculty to address the “hidden curriculum.” Findings from educational research suggest that students learn concepts best through multiple exposures in differing contexts. Thus, care scenarios and professional practice course learning activities have been carefully constructed to ensure that students have repeated exposure to key concepts with increasing complexity. By turning the kaleidoscope and changing the context, transfer of learning within, across, and among concepts is facilitated.

Other features of the Kaleidoscope Curriculum include a blended-learning model for key pathophysiology and
The end of their program. Students encounter this content through interactive online modules. This content is then integrated into the carefully constructed care scenarios and student learning is reinforced. Transfer of knowledge is facilitated by complementary scenarios, learning activities, and evaluation measures across both theoretical and professional practice/clinical courses.

Within the Kaleidoscope Curriculum Basic (A) Stream and RPN to BScN (E) Stream students encounter the person through service learning experiences. Students contribute 32 hours per year in their first year(s) of the program providing service to various community organizations such as Big Brothers/Big Sisters, food banks, retirement homes, and breakfast programs at schools. There they interact with people experiencing different health challenges and learn to connect with people first. They bring their different experiences back to the classroom to explore social determinants of health, advocacy, and social justice.

Interprofessional Education
Interprofessional education (IPE) has been integrated within required core course expectations and students are expected to meet the required FHS competencies by the end of their program. In the early years students learn about group process and their own roles and responsibilities within nursing, expanding to exploring interprofessional roles in their final years through shared learning experiences and required assignments in their PBL/PBL and professional practice courses. For example, all Level III students in all Streams from the McMaster and Mohawk sites participated in the first annual Interprofessional Education Day held in January 2012 which included students from Medicine, Occupational Therapy, Physical Therapy, Midwifery, and the Physician Assistant Program. Students at the Conestoga site have different interprofessional partners but have multiple learning opportunities through events such as the Interprofessional Disaster Day.

Clinical Simulation in Education
Since nursing received funding for clinical simulation equipment in 2006 and an Imperial Oil Implementation grant in 2008, clinical simulation has witnessed steady growth as a teaching/learning strategy within the BScN Program. Housed within the FHS Centre for Simulation-Based Learning, clinical simulation promises to increase interprofessional learning opportunities as the next phase for development. Within the BScN Program, a scholarly approach was taken to ensure that evolving best practices were used to guide implementation. The use of simulation was informed by regular feedback from students and faculty, as well as targeted faculty research and the growing body of research literature on simulation. Faculty have been supported through numerous faculty development activities; scenarios have been written and pilot tested; and resource requirements for each simulation have been determined. All students now encounter clinical simulation ranging from the use of standardized patients to various “task trainers,” such as I.V. arms, to high-fidelity simulators where they encounter post-partum hemorrhage and acute adult shock, for example.

Clinical simulation has proven to be an excellent vehicle for slowing down the thinking process, allowing students to critically analyze their own clinical reasoning skills. Our experience, supported by the research literature, reinforces that critical learning occurs within the “debrief” experience, immediately following recorded simulation experience. At present, clinical simulation space for student learning is expanding at McMaster and a core nursing faculty team are developing more advanced expertise as a resource to plan for our future needs in this field. This team is also informing planning for the new space.

Focus on Global Health
One popular learning opportunity within the BScN Program has been a fourth-year elective course in Global Health. Students explore a range of topics such as: epidemiology; primary health care; the Millennium Development Goals; and priority populations such as Indigenous Peoples, women and children, and migrants and refugees. After completing this elective, students who meet specific and rigorous requirements have the opportunity to complete one of their two final, 12-week professional practice courses in international or Canadian outpost settings. There, students work directly in practice locations, learning while delivering health care to the local population under the supervision of a local nurse preceptor while staying connected to their faculty tutor at McMaster. While this opportunity has existed since 1984, there has been a significant increase in the number of students participating, with an all-time high of 20 students participating in the 2010-2011 academic year. Placement sites have ranged from Rankin Inlet, Nunavut to the Aga Khan University Hospital in Nairobi, Kenya and the Hospital Pastor Oropeza in Carora, Venezuela, among many others. Our students have reported their experiences to be transformational, and many have gone on to further education in Global Health and have assumed leadership roles in health care.
Technology to support Learning
In 2009-2010, the BScN Program used the new McMaster University platform ELM (E-Learn@Mac) for all courses. Unfortunately, that learning management platform proved to be unstable and quickly students and faculty reverted to using LearnLink and paper copies of all required learning materials. While this enabled communication and learning to continue, the LearnLink platform did not easily support the range of multimedia learning enhancements that are part of the Kaleidoscope Curriculum. In 2011, McMaster adopted Avenue to Learn and courses were migrated onto this system in a step-wise fashion. This platform has proved robust and stable, and students and faculty successfully switched to this system.

Faculty Development
Faculty development has been a major focus over the past several years in order to support faculty to develop and expand their requisite knowledge and skills for teaching. A combination of faculty development offerings and curriculum-specific development opportunities are offered throughout the year. Each December and May/June, intensive days of faculty development are offered. Each August a five-day orientation for all levels and streams of the undergraduate program is offered. This orientation, supported with year round faculty development opportunities, provides a forum for all faculty to learn from curriculum experts and peers. Topics have ranged from focused sessions on how to integrate evidence-informed decision making into specific courses, to a review of the philosophy of the BScN Program and what this means across the curriculum. A screening of all of the multimedia narratives was held to familiarize all faculty with the range of stimuli for students with which students are presented in their PBL/PBL classes. Lunch and Learns and other modalities are utilized for networking, learning, and sharing experiences and research. Technology is being integrated into the learning opportunities to create a repository of learning available to faculty. These are being housed on the School of Nursing Faculty Development website.

Building Partnerships for Clinical Education
Building upon the close relationships with our major teaching hospital partners (Hamilton Health Sciences and St. Joseph's Healthcare Hamilton), joint academic partnership meetings are held with both clinical partners and Mohawk College approximately four times per year to review what is new in each setting that may have an impact on student learning. Opportunities for joint projects that align with the mission and vision of each institution are discussed. Beginning in 2011, regional placement opportunity meetings have been held three times a year to ensure that all nursing students from McMaster and Mohawk have appropriate professional practice placements. A clinical summit was held in March 2013 that hosted key clinical and potential clinical partners. It focused on meeting future needs for student learning and enhancing the preparation of new graduate nurses from the McMaster BScN Program.

Preceptorship
In all Level IV professional practice courses the educational modality shifts to preceptorship from the model used in Levels I to III: direct faculty or instructor teaching and supervision in small groups. In 2005, the SON and the BScN Program (McMaster University and Mohawk College sites) initiated the BScN Preceptorship Program to facilitate and maintain high quality experiences for preceptors, students and their faculty tutors. Preceptor recognition has also been a major program objective. Acknowledgment of our preceptors is conveyed through certificates of appreciation for their participation in each course, annual lapel pins for yearly contributions, and pins for precepting for three and five years. Educational offerings include preceptorship workshops (introductory and seven advanced). Continuing education certificates are provided for each workshop, and an advanced preceptorship education certificate is achieved with participation in the introductory workshop and three of the advanced workshops. Each year Level IV students nominate preceptors for the Preceptor Awards of Distinction, which are presented at each of the annual site pinning ceremonies.

Annual Lectureship
In addition, an annual lectureship was launched in the fall of 2005 to honour Bernice King, a former assistant clinical professor with the nursing school and an esteemed nursing colleague. The Bernice King Lectureship is intended to stimulate the advancement of clinical nursing education through collaboration between clinical and academic partners, and the development of educational innovations.
GRADUATE EDUCATION

The integration of education, research and service is the foundation for graduate nursing students at McMaster. The focus on research, innovation and student-centred learning within the Graduate Program in Nursing allows our students to become leading investigators in nursing who contribute to the development of the theoretical basis of practice and the evaluation of health-care interventions and programs.

PhD Program
The PhD program is designed to develop nursing leaders of the future who can direct and carry out independent research that makes an original contribution to nursing knowledge. A combination of course work, a comprehensive examination and a research thesis prepares the student to integrate scientific principles and theory in the solution of health-care problems.

Master of Science in Nursing Programs
The M.Sc. program challenges students to increase their knowledge of the theoretical basis of practice, potentially enabling them to play a role in evolving health-care systems. There are three streams from which to choose in this program.

The M.Sc. Thesis is a research-focused program that prepares graduates to function as associate investigators in their selected area of interest. Along with required course work, these students complete and defend a thesis arising from a health-care issue.

The M.Sc. Course-based provides nurses with the opportunity to prepare for advanced practice roles in their selected area of interest. With their increased knowledge of the theoretical basis of practice, they will be able to play a role in evolving health-care systems.

Advanced Neonatal Nursing (ANN) Graduate Diploma Program
This graduate-level program is designed to prepare nurse practitioners (NP) in the neonatal specialty. Students are prepared in a structured program that includes problem-based classroom instruction and a clinical practicum in neonatal intensive care. The program was the first of its kind in Canada, and has been offered on campus since 1986. In 2011-2012, the ANN program was offered via distance for the first time, in response to a request for access to education from the community (Ottawa, Champlain Maternal and Newborn Regional program).

Diploma in Primary Health Care Nurse Practitioner (PHCNP)
The goal of the PHCNP Diploma Program is to prepare nurses who have a master’s degree in nursing or in a related discipline (education, health administration, public health, etc.) for an advanced practice role as a PHCNP. The program provides academic preparation based on theory, research and practice in a primary health care setting with individuals, families and communities. It is offered in the same format as the M.Sc./PHCNP program described above.

Health Services and Policy Research Graduate Diploma Program
Funded by CHSRF and CIHR from 2002 to 2012, the Ontario Training Centre in Health Services and Policy Research (OTC) was a consortium of six Ontario universities that offered interdisciplinary graduate training leading to a diploma in health services and policy research. The SON was one of several areas involved with the OTC Diploma at McMaster. Total enrolment from the six universities through nine rounds of admission (2003-2011) was 206, which included 42 students from McMaster (12 of whom were in nursing). Significant post-graduation activities of some of these OTC nursing students included: helping as faculty facilitator for the OTC Summer Institute; being awarded CHSRF post-doctoral fellowships; and being employed in key policy or decision-making environments (CNA, CHSRF).

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POST-PROFESSIONAL EDUCATION

LEADERSHIP AND MANAGEMENT PROGRAM

The Leadership and Management Program (LMP), the largest post-professional program offered by the School of Nursing, provides interprofessional leadership education to current and future formal and informal leaders in all sectors of health care. Over the past 15 years the program has established a local to international reputation for its student-centred innovative education in response to the ever-changing health-care environment. A cornerstone of the LMP is the creation of academic/practice partnerships that support leadership capacity building and succession planning for clinical and front line leadership roles. The LMP has partnered with a number of organizations including: Peterborough Regional Hospital, St. John's Rehabilitation Toronto, St. Joseph's Healthcare Hamilton, Rouge Valley Health System, Niagara Health System, Timmins and District Hospital, and Trillium Talent Resource Group, to provide leadership education to support the organizations’ capacity building and succession planning initiatives. Internationally the LMP partnered with the Aga Khan University Hospital in Karachi, Pakistan to offer leadership education to a group of current clinical and administrative leaders in hospitals in Karachi, Pakistan and Kabul, Afghanistan. Since 2008 the program has expanded its strategic focus in four key areas: Program Certificate, Leadership Institute, workshops, and Leadership Exchange.

Program Certificate
The creation of the Health Care Leadership and Management Program Certificate of completion has resulted in 43 graduates since June 2008. Learners can achieve the certificate by completing all six courses or they can take any of the first five courses and receive undergraduate university credit.

Leadership Institute
The 2009 development of the Leadership Institute provides a forum to respond to current issues and opportunities in health care. The first two institutes focused on the intergenerational workforce and provided a forum to bring an interprofessional group of academic and practice professionals together to engage in dialogue and create strategies that support professional learning and work environments. The third Institute was in response to the changing legislation that arose from the Excellent Care for All Act. Chief Nurse Executives (CNEs) in Ontario hospitals are now non-voting members of hospital boards. This Institute brought together CNEs from across the province to network and learn from governance experts about their new board responsibilities.

Workshops
The LMP partners with health-care organizations to deliver workshops designed for the organizations’ expressed needs. To date the program has worked with the Niagara Health System to deliver a two-day interprofessional workshop. In addition the LMP has partnered with Trillium Talent Resource Group to offer five workshops focusing on leadership, accountability, quality, and safety and conflict management to a consortium of seventeen long-term care facilities in Ontario.

Leadership Exchange
In the fall of 2010 the Leadership Exchange (LE) was introduced to enhance SON academic leaders’ knowledge related to the theories, principles, research, and concepts of leadership and management in an academic environment. The LE provides a forum for a community of practice and an opportunity for participants to integrate learning into their academic leadership roles.

A continuing challenge facing the LMP is the ongoing funding realities experienced by health-care organizations, in particular hospitals, which continue to be the program’s predominant partners. Another challenge for the program is the ability to more fully integrate learning management platforms that meet the needs of a unique group of learners. With these challenges are also opportunities to continue to be forward-thinking and nimble in order to effectively respond to the changing health-care landscape. The integration of learning technologies into the LMP in the last three years has afforded the program opportunities to offer leadership education in real time across the world.

The LMP is embarking on a visioning and strategic planning exercise in 2013 that will draw from both academic and practice perspectives to help ensure the program continues to meet the needs of a unique group of learners while maintaining its reputation for innovative and effective educational offerings.

FUTURE PROGRAM FOR CARDIOVASCULAR NURSE SCIENTISTS

The FUTURE (Facilitating Unique Training Using Research and Education) Program for Cardiovascular Nurse Scientists was officially launched on July 1, 2003. The training program was funded jointly, from 2003 to 2009, through the CIHR Institute of Circulatory and Respiratory Health and the Heart and Stroke Foundation of Canada. The FUTURE program was designed for nurses currently enrolled in graduate programs at the master’s, doctoral or post-doctoral level at universities from across Canada. Applications were accepted from any student who planned to study in the cardiovascular area and had an identified supervisor who was a nurse. The final year the program received the largest number of applicants. Offers of admission were made to 13 people: two master’s applicants, eight PhD applicants, and three post-doctoral applicants. In total, 35 cardiovascular nurse scientists graduated from the FUTURE program.
and all of the original objectives were met. The FUTURE program trainees were highly productive. Students had a combined total of 171 peer-reviewed scientific presentations and 65 peer-reviewed publications.

NURSE CONTINENCE ADVISOR PROGRAM

The Nursing Continence Advisor (NCA) Certificate Program is a one-year continuing education program that prepares registered nurses for an independent practice role in conservative methods of managing urinary and fecal incontinence. In the 15 years since it was established more than 250 nurses have successfully completed the program and are providing specialized continence care in every province in Canada. The program uses a self-directed, problem-oriented approach to developing evidence-based practice in continence care. The standard of practice established by the NCA program is recognized internationally as a model for continence nursing.

ONTARIO TRAINING CENTRE/EXTRA

Launched in 2002, the Ontario Training Centre in Health Services and Policy Research (OTC) was established to build capacity in health services and policy research. Funded primarily by the Canadian Health Services Research Foundation (CHSRF)—now the Canadian Foundation for Healthcare Improvement (CFHI)—and the Canadian Institutes of Health Research (CIHR), the OTC has been a consortium of six Ontario universities that offered graduate training leading to a Diploma in Health Services and Policy Research at Lakehead, Laurentian, McMaster, Ottawa, and York universities and to an equivalent qualification through the Collaborative Graduate Program in Health Services and Policy Research at the University of Toronto.

The competency-based program included the following features: student stipends; course availability at any of the six participating universities; summer institutes; distance learning opportunities; linkages with students and faculty across universities and disciplines; and field placement opportunities in policy and research settings across the province.

Over a 10-year period, the OTC provided training to close to 200 Ontario graduate students and provided funding for four post-doctoral fellowships: A one-year fellowship in 2007-2008 and three six-month fellowships in 2012. As part of a partnership with the Executive Training for Research Application (EXTRA) Program, the centre provided mentoring support to about 80 Ontario senior health services executives enrolled in the EXTRA Program. While the OTC will no longer be enrolling graduate students in the Diploma Program (as the CHSRF/CIHR funding ended August 2012), it will continue its partnership with EXTRA during 2013 to provide mentoring support for the Ontario EXTRA Fellows.

EDUCATIONAL CONTRIBUTIONS

The following data compares the School of Nursing’s educational contributions with those of other departments/schools in the Faculty of Health Sciences.
### Teaching contributions percentages by department/school and program: July 1/2008 - June 30/2009

<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty</th>
<th>BHSc</th>
<th>UG/G Grad*</th>
<th>PAEP</th>
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*Includes: GPHS, HRM, MSc Rehab, Nursing (CHS), Medical Sciences

** Includes: Diploma Programs (CBS, Child Life, OHS) Bio/Pharm, Continuing Education, Faculty Development, PERD, Cross Program Portfolios

*** Students/Residents, Clinical Associates, Community Members

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*Includes: e-Health MSc, GPHS, Health Policy PhD, HRM, Medical Sci, MSc Rehab, Nursing (CHS), NSc Global Health, Neuroscience (MiNDS)

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****Biochemistry (U) & (G)
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A significant number of faculty within the School of Nursing have assumed leadership roles within the Faculty of Health Sciences (FHS). In the annual career review meeting, the Associate Dean, Health Sciences and Director, School of Nursing looks to identify interested candidates to fill current and future leadership and administrative positions as well as meet the teaching needs of the undergraduate and graduate programs, and support scholarly activity. The following list is not exhaustive but reflects some of the leadership roles that SON faculty assume.

Andrea Baumann
- Associate Vice-President, Global Health.

Pamela Baxter
- Member, Health Sciences Graduate Policy and Curriculum Committee (2007-present); member, Faculty of Health Sciences Graduate Program Executive (2007-present).

Gerry Benson
- McMaster faculty representative, Undergraduate Nursing Education Committee (UNEC) (2008-2011); faculty representative, Undergraduate Nursing Reviewing Committee (2004-present).

Denise Bryant-Lukosius
- Director, Canadian Centre for Advanced Practice Nursing Research (CCAPNR), McMaster University (2011-present); Director, Canadian Centre of Excellence in Oncology Advanced Practice Nursing (OAPN), Juravinski Cancer Centre at Hamilton Health Sciences (HHS), (2008-present); Scientist, Escarpment Cancer Research Institute (ECRI), McMaster University and HHS (2011-present); member, Planning Committee, ECRI, HHS and Department of Oncology, McMaster University (2009-2012); member, FHS Promotion and Tenure Committee (2012-2015).

Sandra Carroll
- Member, FHS Student Research Ethics Committee (2011-present).

Alba DiCenso

Maureen Dobbins
- Chair, KTnomics (2007-2011).

Janet Landeen
- Consultant to McMaster Mohawk Collaboration for Health (2010-present); member, Health Sciences Education Council (2005-2012).

Yvonne Lawlor
- Director, Professionalism Series, FHS, Program for Faculty Development (2009-present).

Louela Manankil-Rankin
- Member, Faculty of Health Sciences Community of Practice on Narrative (2010-present).

Maureen Markle-Reid
- Member, Nursing Graduate Curriculum Committee (2004-2010).

Colleen McKey
- FHS Department Education Coordinator, School of Nursing representative; member, FHS Continuous Professional Development Advisory Committee; lead, FHS Leadership Development Initiative; member, FHS Finance Committee; member, Selection Committee for Assistant Dean, Continuing Health Science Education.

Charlotte Noesgaard
- Director, Mentorship Programs, Program for Faculty Development, FHS (2007-present); Associate Chair, FHS Undergraduate Health Committee (2005-2010); member, FHS Program for Faculty Development (2006-present).

Christine Patterson
- Co-lead, development of the Interprofessional Learning Centre.

Gladys Peachey
- Member, McMaster University FHS Faculty Development Advisory Committee (2008-2010).

Joanna Pierazzo
- Interim member, FHS Learning Technology Advisory Committee, McMaster University (2011-2012).

Jenn Salfi
- Member of the PIPER Advisory Committee (Program for Interprofessional Practice, Education and Research) and faculty lead, Special Projects and Development, PIPER (Sept. 2008-present); faculty advisor for IPSC (Interprofessional Student Council) and CHIME (Community Health Initiative with McMaster Education) (Sept. 2008-Aug. 2011); member, Palliative Care Undergraduate Curriculum Committee, School of Medicine (2009-present); Faculty Advisor, McMaster Interprofessional Student Collaborative (2011-present); member, Assessment & Evaluation Committee, MScHSEd Program (2011-present).

Wendy Sword
- Principal, Ontario Training Centre in Health Services and Policy Research; Acting Site Director, McMaster University, Ontario Training Centre in Health Services and Policy Research (Jan.-June 2011).

Catherine Tompkins
- Chair, FHS Finance Committee (2006-2012).

Kathleen Willison
- Member, 5 Days in Palliative Care Planning Committee, Department of Continuing Health Sciences Education (1993-present); member, Palliative Care Fellowship Committee, Department of Family Medicine (2003-present); member, Palliative Care Grand Rounds Committee, Department of Family Medicine (2011-present); Coordinator for the Learning Essential Approaches to Palliative and End-of-Life Care Program (LEAP), Department of Family Medicine (2011-present).
EDUCATIONAL ACTIVITIES AND LEADERSHIP ROLES EXTERNAL TO THE FACULTY OF HEALTH SCIENCES (TO DEC. 2012)

Faculty of the School of Nursing have made contributions within the University and externally that provide leadership and education to students, health professionals and community members. Some of these include:

**Heather Arthur**
- Chief Scientific Officer, Hamilton Health Sciences Corporation (HHSC) (2010-present).
- Scientific Advisor, Cardiac and Vascular Nursing Science Unit, HHSC (2005-2011).
- PhD Supervisory Committee member, Nursing, University of Toronto (U of T) (2007-2012).
- M.Sc. Supervisory Committee member, University of Western Ontario (2009-2010).
- PhD external examiner, Psychology, York University (2008).
- PhD external examiner, Nursing, University of British Columbia (2012).

**Marilyn Ballantyne**
- Member, Canadian Task Force on Nurse Practitioner Education Standards (2011-2012).

**Andrea Baumann**
- Director, Pan American Health Organization (PAHO)/World Health Organization (WHO) Collaborating Centre on Primary Care and Health Human Resources.
- Coordinator, Pan American Collaborating Centres, WHO.

**Pamela Baxter**
- Member, Graduate Council, McMaster University (2007-present).
- Member, Board of Directors and Chair, Quality Assurance Committee, Central West Developmental Services (2012-present).
- Member, Board of Directors and Chair, Education and Research, Nursing Leadership Network of Ontario (2012-present).

**Gerry Benson**
- McMaster School of Nursing faculty representative, Nursing Advisory Council of HHSC (2004-present).

**Veronique Boscart**
- Taught with the Lawrence S. Bloomberg Faculty of Nursing, U of T (2008-2011).
- Co-planned and taught ‘Managing Risk Factors for Older Adults in Acute Care’ for the Centre of Advanced Studies, Professional Practice, Lawrence S. Bloomberg Faculty of Nursing, U of T (Summer 2011).
- Co-planned and taught Knowledge Exchange, Institute for Geriatric Nursing, Brock University, Sponsored by NICE & CIHR (winter 2009; and winter 2011).

**Denise Bryant-Lukosius**
- Consultant, Princess Margaret Hospital, Department of Nursing and Head and Neck Site Group – Determining the need for new APN roles (2008).
- Member, Search Committee for the Chief of Nursing Practice (Oncology), HHS (2011).
- Member, Grants and Development Committee, Juravinski Cancer Centre Foundation (2009-2012).
- Vice-Chair, Cancer Care Ontario, Models of Care Initiative – Prediction and Planning Committee Working Group (2010-present).
- Chair, Cancer Care Ontario, Nursing Research Community of Practice, (2010-2011).
- Chair, National Task Force to Expand the Ontario Oncology APN Interprofessional Mentorship Program Across Canada (2008-2010).
- Co-Chair, Ontario Oncology APN e-Mentorship Program (2007-present).
- Co-Chair, Cancer Care Ontario, Oncology Advanced Practice Nursing Community of Practice (2005-2010).
- Chair, Grants Review Panel, Juravinski Cancer Centre Foundation (2009-present).

**Sandra Carroll**
- Member, CIHR Peer Review Committee, Doctoral Research Awards (2012-2013).
- Affiliate Member, Population Health Research Institute (2012-present).
- Member, CAnNeCTIN – The Canadian Network and Centre for Trials Internationally (2011-2013).

**Donna Ciliska**
- Led workshops for faculty development at New York University, College of Dentistry and Nursing (January and April, 2009 and 2010).
- Conducted two four-day workshops in Evidence-Based Nursing for the Singapore Ministry of Health (2011-2012).
EDUCATIONAL ACTIVITIES AND LEADERSHIP ROLES EXTERNAL TO THE FACULTY OF HEALTH SCIENCES (TO DEC. 2012) – CONTINUED

Kirsten Culver
- Member, Research on Teaching & Learning Community of Practice, McMaster (2011-present).
- Member, Teaching Professor Community of Practice, McMaster (2009-present).
- Member, Teaching with Technology Community of Practice, McMaster (2009-present).
- Mentor, University Teaching Program, Program for Faculty Development, McMaster (fall 2009).

Kara DeCorby
- Tutor for the week-long CCEBN Evidence-Informed Decision-Making Workshop given at McMaster (May 2011).

Alba DiCenso
- PhD Supervisory Committee, Family Relations & Applied Nutrition, University of Guelph (2008-present).
- PhD Supervisory Committee, Nursing, Dalhousie University (2006-2011).
- Associate Graduate Faculty, University of Guelph, Dalhousie University and U of T (2008-2012).
- Post-doctoral fellowship supervision, Université du Québec en Outaouais, Quebec (2010-2011).
- Member, CIHR IPPH-IHSPR Summer Institute Steering Committee (2010).
- Week-long instructor of Nursing Graduate Students, University of São Paulo at Ribeirão Preto College of Nursing, Ribeirao Preto, Brazil (March 2011).
- Week-long instructor of Nursing Graduate Students, Department of Nursing, Hungkuan University, Taichung City, Taiwan (February 2011).

Paula Dillon-Gerow
- Co-chair, Professional Practice Committee, ICU, Hamilton General Hospital (2012-2014).

Maureen Dobbins
- Cross appointment with the Master of Science in eHealth Program.
- CIHR – Peer Review Committee, member, Open Operating Grant Program – Knowledge Translation Research (KTR) (2011-2012).
- Member, Collaborations for Health: KT working Group (2006-2009).
- Member, Alberta Heritage Foundation for Medical Research’s Population and Public Health Knowledge Translation Strategic Advisory Subgroup (2009-2012).
- Member, Alberta Heritage Foundation for Medical Research’s Peer-Review Health Investigator Advisory Committee (2009-2010).
- Chair, CIHR Institute of Population and Public Health Knowledge Translation Strategic Advisory Subgroup (2011-2012).

Sharon Dore
- National ALARM committee member, Society of Obstetricians and Gynaecologists of Canada (SOGC).
- Taught Advances in Labour and Risk Management (ALARM) across Canada, co-chairing many of the courses.

Esther Green
- Provincial Head, Oncology Nursing and Psychosocial Oncology, Cancer Care Ontario (2002-present).

Mary Guise
- Member, Hamilton Board Committee of St. Joseph’s Healthcare System (Sept. 2010-present).
- Member, Board of Directors, Public Service Health and Safety Association (Sept. 2011-present).
- Co-chair, National Alliance Steering Committee, HSPnet (Sept. 2011-present).

Susan Jack
- PhD external examiner, University of Alberta (2012).
- Master’s degree external examiner, Laurentian University (2010).
- Affiliate Faculty Member, Injury Control Research Centre, West Virginia University (2010-present).
- Core member, Offord Centre for Child Studies (2007-present).
- Tutor, Qualitative Health Research Methods course, Master in Evidence-Based Health Care Degree Program, University of Bologna, Italy (2008, 2010 and 2012).

Tracey Jewiss
- Hosted RNAO Smoking Cessation Workshop for nursing students, McMaster University (Jan. 2012).
- Member, McMaster University Learning Portfolio Working Group (2012).
Janet Landeen
- Faculty Representative, McMaster University Board of Governors (2010-present).
- Senate Representative, McMaster University Board of Governors (2007-2010).
- Senator, University Senate (elected faculty representative) (2004-2010).
- Member, Planning & Building Committee, BOG (2011-present).
- Chair, Human Resources Advisory Panel, BOG (2009-present).
- Consultant to the AKU of East Africa on their curriculum development.

Mary M. MacLeod
- Vice-President Patient Care and Chief Nursing Executive, Joseph Brant Memorial Hospital.

Basanti Majumdar
- Adjunct Professor, Manipal University, Karnataka, India (2009-2013).
- Participated in/led a large number of international workshops in places including: India, Ethiopia, Oman, United Arab Emirates, Thailand, Nepal.

Maureen Markle-Reid
- External doctoral thesis examiner, University of Western Ontario (2009), U of T (2012).
- Associate editor, Social Policy and Practice, Canadian Journal on Aging (2011-present).

Terry McCurdy
- Co-Chair, McMaster Centre for Leadership in Learning’s Teaching with Technology Community of Practice (2011-present).

Colleen McKey
- Team leader, accreditation review, CASN.
- Past president, Nursing Leadership Network of Ontario.

Kim Nagel
- Co-Chair, Thrombosis Subcommittee, Canadian Pediatric Thrombosis and Hemostasis Network (April 2012).

Kristine Newman
- Adjunct appointment, School of Nursing, York University (2007-present).

Charlotte Noesgaard
- Director, International Advisory Board, Nurse Education Today (2008-2010).

Linda O’Mara
- Led faculty development workshops promoting student-centred clinical learning for BScN Students at three sites of the Aga Khan University: Dar es Salaam Tanzania, Kampala Uganda, and Nairobi Kenya (June 2012).

Christine Patterson
- Director, academic relations, Academy of Nurse Practitioners Association.
- Co-lead, education of health care providers in CW-LIHN for the implementation of an Interprofessional Resource Centre.

Gladys Peachey
- Central America Nursing Consultant, CIDA/CNA Strengthening Nursing, Networks and Associations Program (2008-2012).
- Consultant with CIDA and the CNA on developing leadership capacity and sustainability for nurses in Nicaragua and El Salvador. Involved two weeks of visits per year including workshops for nurses and administrators, and meetings with government officials and key stakeholders (2008-2012).
- Executive, McMaster University Faculty Association (MUFA). Treasurer and member of Budget Committee (2008-2011).
- Member, Planning Committee, Leadership Institute, McMaster University (2009-2012).

Joanna Pierazzo
- Member, McMaster University Faculty Association Remuneration committee (2012-present).
- Member, McMaster University Faculty Association Nominating committee (2009-2010).

Jenny Ploeg
- Graduate Supervisory Committee member for the School of Nursing, and Population Health program at the University of Ottawa (Oct. 2007-present).
- Graduate Supervisory Committee member for the departments of Health, Aging and Society, and Anthropology at McMaster (June 2009-present).
- Member, Age Friendly Communities Hamilton, Sub-committee of Hamilton Council on Aging (funded by the Ontario Trillium Foundation) (2008-present).
- Member, Hamilton Age Friendly Planning Collaborative (2011-present).
- Member, Founding Board of Directors, Hamilton Council on Aging (2005-2008).
- External Reviewer, Faculty of Nursing Graduate Program Review, Faculty of Graduate Studies, Faculty of Nursing, University of Manitoba (May 2012).
- Development Panel Member, Promoting Continence Using Prompted Voiding; RNAO Nursing Best Practice Guideline; Revision Panel Member (2011).
- Development Panel Member, Prevention of Constipation in the Older Adult Population; RNAO Nursing Best Practice Guideline; Revision Panel Member (2011).
- PhD external examiner, University of Guelph (2012).
- Master’s degree external examiner, Geronotology, Simon Fraser University (2010).
- PhD comprehensive examination examiner, Department of Family Relations and Applied Nutrition, University of Guelph (2009-2010).
- PhD comprehensive examination examiner, Anthropology, McMaster (2009-2010).

Lisa Richter
- Member, Preceptor Resource Network (July 2009-Dec. 2011).
EDUCATIONAL ACTIVITIES AND LEADERSHIP ROLES EXTERNAL TO THE FACULTY OF HEALTH SCIENCES (TO DEC. 2012) – CONTINUED

Jenn Salfi
• Consultant, Competency-based Education for Case Managers, Alberta Health Services and Alberta Health and Wellness (February 2011).

Ruth Schofield
• Member, CASN Subcommittee on Public Health (2010-present).
• President, Community Health Nurses of Canada (2011-present).

Barbara Scott
• Part-time nurse educator, Quality Patient Safety Clinical Resource Management (QPSCRM) Program, HHS.

Nancy Sinclair
• RNAO Best Practice Guideline Stakeholder Reviewer: Preventing and Managing Violence in the Workplace (2009).
• RNAO Expert Panel, RPN to BScN Bridging Programs (2011-present).
• Member, Nurse Educator Certification working group (2011-present).

Leanne Siracusa
• Member of the executive, RNAO Hamilton Chapter (2009-2012).

Wendy Sword
• Adjunct professor, Faculty of Nursing, University of Manitoba.
• Curriculum consultant, Department of Nursing Sciences, North-West University, South Africa (March and November, 2011).
• Co-leader, 2nd Problem-Based Learning colloquium, Department of Nursing Sciences, Mafikeng Campus, North-West University, South Africa (March 2011).
• PBL workshop, Department of Nursing Sciences, University of Fort Hare, East London, South Africa (November 2011).
• PBL workshop, School of Nursing, University of Botswana, Gaborone, Botswana (February 2012).

Helen Tindale
• Panel member, RNAO Best Practice Guideline: Safe Infant Sleep Practices (2010-present).

Catherine Tompkins
• Consultant to the AKU of East Africa on their curriculum development.
• FHS Representative, Senate (2008-present).
• Chair, Senate Committee on By-Laws (2008-present).
• Member, Senate Executive (2012-present).
• Chair, Council of Ontario University Programs in Nursing (COUPN) (2009-present).

Ruta Valaitis
• Deputy Director, Pan American Health Organization (PAHO)/World Health Organization (WHO) Collaborating Centre on Primary Care and Health Human Resources (2010-present).
• Recorder (elected), Pan American Nursing and Midwifery Collaborating Centres Network (2010-2012).
• Member, President’s Forward with Integrity Community Engagement Task Force (2012-present).
• Member, Tackling Poverty Together (TPT) Advisory Committee, Hamilton Community Foundation (2008-present).
• Member, CASN Education Subcommittee for Public Health (2004-2011).

Karima Velji
• Assistant professor, Faculty of Nursing, U of T (2006-present).
• Associate member, Graduate Department of Rehab Science (GDRS), U of T (2008-2011).

Olive Wahoush
• Coordinator, BScN Oncology Nursing Program, McMaster University and University of West Indies (2009).

Rosanne Zimmerman
• Sessional professor, Department of Community Health Sciences, Brock University (2009-present).
• Canadian course coordinator and instructor, Bachelor of Health Science of Nursing’s Nursing and Communities course, Charles Sturt University (2003-present).
“My experience in the nursing program allowed me to learn one of the most valuable skills I have, which is being able to manage my time effectively. The School was always accommodating when I had to compete, but it’s a challenging program. It prepares you for the real world.”

– Doug Csima (top left), BScN graduate and 2012 Olympic silver medallist for Canada’s men’s eight rowing team

“I only applied here because I wanted to go to McMaster. I wanted to go to the best school or no school.” – Lori Zozzolotto, BScN graduate

“A lot of people at McMaster do really amazing things and when you open your eyes to that, you can’t help but be more motivated to do your best. I love this school. I am in the best place possible to do exactly what I love.”

– Sele (Leo) Akioyamen (right), second-year BScN student

“I see the significance of problem-based learning and self-directed learning. Now, if there’s something I don’t know about – a symptom, a medication – I go the extra mile to find out in order to give my patient the best care. This is my duty as a nurse.”

– Osahon Osawe (left), BScN graduate

“McMaster’s nursing program is truly unique and one-of-a-kind. As a result of the small problem-based learning classes, students learn not only the fundamental concepts of nursing theory and clinical skills, but they also gain tremendous leadership, teamwork and evidence-based research skills.”

– Patrick Chiu, BScN graduate
OBJECTIVE – Cutting-edge technologies are fully utilized to maximize opportunities in research, education and service delivery.
In 2005-2006, a long-term commitment was made to develop research capacity in the School of Nursing (SON) by creating the position of the Assistant Dean (Research) and establishing the School’s Research Support Services office. The SON continues to be recognized as one of the most research-intensive nursing faculties in Canada. Our faculty have widely-recognized expertise that shapes practice, policy, and communities locally, nationally, and internationally. Consistent with the strategic goals of the University, we engage in interdisciplinary research and work collaboratively with a wide network of researchers, practitioners, and decision-makers. These partnerships ensure that our research addresses relevant questions, and extends the influence of our research in nursing education, practice, and policy.

Nursing faculty generated almost $4 million in new research funding in 2011-2012 from national and provincial agencies. This funding included operating grants, career awards, research chairs, and funding to support our research units: the Nursing Health Services Research Unit (NHSRU); the Health and Social Service Utilization Research Unit; the Canadian Centre of Excellence in Oncology Advanced Practice Nursing (OAPN); and the National Collaborating Centre for Methods and Tools (NCCMT). We also have the internally-funded Nursing Education Research Unit (NERU), which is known internationally for its promotion of research on educational issues.

Over the past five years (2008-2012), our faculty generated more than $19 million in new research funding from the Canadian Institutes of Health Research, the Canadian Health Services Research Foundation, the Ontario Ministry of Health and Long-Term Care, and other national, provincial, and foundation funding agencies. Nursing faculty research activity demonstrates the integration of teaching and research in our six core areas of excellence that include: health services and policy; health of populations; wellness and healing across the lifespan; nursing education; nursing leadership and management; and advanced nursing practice. Our faculty also have expertise in research tools and methodologies, and knowledge translation and exchange. In addition to holding research funding, our faculty members contribute their research expertise as co-investigators, grant proposal review panellists, and editorial board members and reviewers at international, national, and provincial levels.

As part of the mandate of the Assistant Dean (Research), a variety of research-related seminars and workshops are offered. Topics have included writing for publication, statistics, NVivo, the CIHR review process, developing a research budget, hiring and supervising research staff, and nurse-led intervention research. In addition, the SON Research Seminars provide an opportunity for faculty and students to share their research and engage in discussion.

Our Research Support Services office has expanded since its inception to include three staff members to support research in the School: Susanne King, Sandy Brooks, and Jennifer McGugan. Doris Hutchison provides administrative support to the office. The staff assist faculty with the preparation of research proposals and provide project support on a fee-for-service basis, having assisted with over 90 projects to date. The monies generated from fee-for-service activities contribute to the Research Support Services operating costs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Funding</th>
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<td>2012-2013</td>
<td>$6,609,850</td>
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Total funding by year
RESEARCH PROGRAMS AND UNITS

Dorothy C. Hall Chair in Primary Health Care Nursing
Funded by Dorothy C. Hall and Henrietta Alderson, one of the founders of the School of Nursing, the Dorothy C. Hall Chair in Primary Health Care Nursing was established in 2007. It concentrates on education and research that supports community-based primary health care nursing. Associate Professor Ruta Valaitis is the inaugural chair-holder and is focusing her work on expanding and promoting the crucial role of nurses in providing primary health care in the community and strengthening the primary health care system in Canada. Her term as chair was extended in January 2012 for five years.

The Canadian Centre for Advanced Practice Nursing Research (CCAPNR)
The 10-year term of Professor Alba DiCenso as the CHSRF/CIHR Chair in Advanced Practice Nursing (APN), one of 12 health services research chairs awarded in 2001, ended on June 30, 2011. The APN Chair Program has transitioned from its initial mandate as a research training unit to a full-fledged research unit and is now known as the Canadian Centre for APN Research (CCAPNR) at McMaster University. This transition took place over 2012. The program's mission is to partner with key researchers, decision makers and other stakeholders to conduct high quality health services and policy research relevant to generalist, specialized and advanced nursing roles. The co-directors of the Centre are McMaster’s Nancy Carter, assistant professor (Acting Director for 2012-2013); Denise Bryant-Lukosius, associate professor; and Ruth Martin-Misener, associate professor, School of Nursing, Dalhousie University.

Heart and Stroke Foundation/ Michael G. DeGroote Endowed Chair in Cardiovascular Nursing Research
The HSF/Michael G. DeGroote Chair in Cardiovascular Nursing Research, held by Professor Heather Arthur, was established in 2003 and works with McMaster's health partners to encourage new research and postgraduate studies in cardiovascular nursing.

The Chair's research program for the past several years has followed two primary themes: 1) studies of access to acute and rehabilitative cardiac services and 2) behavioural cardiology. Working with four Post-Doctoral Fellows and multiple graduate students, the Chair's research has expanded, through their leadership, into the areas of end-of-life care for patients with cardiac disease, development of a national agenda focused on integration of cardiac and pain scientists in regard to refractory angina, and patients' decisions to accept or reject an implantable cardioverter defibrillator.

Canada Research Chair in Aging, Chronic Disease and Health Promotion Interventions
Associate Professor Maureen Markle-Reid began a Tier 2 Canada Research Chair in Aging, Chronic Disease and Health Promotion Interventions in October 2012. Her research program focuses on: (1) developing, evaluating and translating new and innovative interprofessional, nurse-led health promotion interventions to promote optimal aging at home for community-living older adults with multiple chronic conditions and their family caregivers, and (2) building research capacity in the field of complex nurse-led interventions for community-living older adults. Markle-Reid’s research program provides evidence-based information about the most effective mix of health promotion and chronic disease prevention interventions for improving health-related quality of life and reducing health-care use and costs in community-living older adults with multiple chronic conditions.

Health and Social Service Utilization Research Unit
The Health and Social Service Utilization Research Unit was launched in 1991 and was funded annually by the Ontario Ministry of Health and Long-Term Care (MOHLTC) to compare the effects and costs of innovative, intersectoral, comprehensive services with the usual sectoral, fragmented approaches of serving vulnerable populations. The Unit’s investigators were mandated to conduct research relevant to 16 health and social service agencies and provider agencies, in two regions of Ontario. The partner agencies helped to plan the relevant research agenda, and to interpret, disseminate and implement findings. Professor Gina Browne was founder and remains director of the unit. In 2009, Browne became the program lead of an MOHLTC-funded Applied Health Research Network program entitled Innovative and Integrated Systems of Prevention and Care. Both the Health and Social Service Utilization Research Unit and the program on Systems of Prevention and Care initiate, implement and coordinate studies of persons with co-existing problems simultaneously using health and social services. The studies test the effectiveness and efficiency of multisectoral and proactive service interventions provided through alliances between service agencies for vulnerable children, adults or seniors. Browne is responsible for the success of bringing partner health and social service agencies together as a group to discuss, review and implement innovative and integrated services to citizens with problems that are of priority to the government of Ontario. Browne developed a model and an Integration of Human Services Measure® to measure human service integration and change over time through strategic alliances with autonomous services as one way to achieve comprehensive health and social services for target populations.
Nursing Health Services Research Unit (NHSRU)
The Nursing Health Services Research Unit is a collaborative project of the McMaster University School of Nursing and the University of Toronto Lawrence S. Bloomberg Faculty of Nursing. The unit consists of scientific directors Andrea Baumann at the McMaster site, Lianne Jeffs at the U of T site, and other affiliated researchers. It represents a multidisciplinary group from six academic sites including McMaster, U of T, Laurentian University, Queens University, Western University and University of Windsor. Objectives of this knowledge transfer and exchange (KTE) program include creating and linking databases to respond to questions raised by knowledge users; synthesizing and mobilizing knowledge to improve workforce planning and stability; evaluating the impact of policy on the effective utilization of nursing and allied health personnel; and assessing the impact of KTE strategies for expanded nursing work, leadership and care innovations on health system performance, sustainability, safety and quality outcomes. The research teams produce policy evaluations and series reports as well as transfer knowledge through presentations, conferences, peer reviewed journal articles, research in action summaries, evidence notes, research to policy forums and webinars, including social media. The NHSRU has been recognized internationally, nationally, and provincially for its comprehensive team approach to problem identification and resolution and profiling of health professionals to enhance workforce planning.

Nursing Education Research Unit (NERU)
The Nursing Education Research Unit (NERU) began in January 1995. Its purpose is to promote, foster and conduct educational research, in particular, nursing education research in order to enhance the teaching and learning process. Since problem-based, self-directed and small-group learning are the educational approaches implemented within the School of Nursing, research into these teaching and learning processes and their subsequent impact on practice is a particular focus of NERU. The research findings have been used to inform the BScN curriculum, and they have been shared locally, nationally and internationally through the publication of peer-reviewed papers and numerous presentations. NERU encourages the participation of international members as all meeting presentations are available on the website for others to become informed about educational research processes and outcomes. Associate Professor Charlotte Noesgaard has been director of the unit since 2005. It includes about 70 affiliated researchers.

The Canadian Centre of Excellence in Oncology Advanced Practice Nursing (OAPN)
Canada’s first research unit dedicated to improving patient health through the effective use of oncology nursing roles opened at the Juravinski Cancer Centre at Hamilton Health Sciences in April 2009. The goal of OAPN is to provide a comprehensive, integrated national program of leading-edge research, education, mentorship and knowledge translation initiatives to support the effective use of generalist, specialized and advanced practice nursing roles in cancer control. Associate Professor Denise Bryant-Lukosius is director of the Centre.
RESEARCH FUNDING

2008-2009

Akhtar-Danesh, N.
• Perceptions of professionalism. Arts Research Board. $7,000.

Arthur, H.M.
• CIHR Strategic Training Program. Canadian Institutes of Health Research. $394,448.
• CIHR Strategic Training Program. Heart and Stroke Foundation of Canada. $88,750.
• HSFC Nursing Postdoctoral Fellowship – M. Parry. Heart and Stroke Foundation of Canada. $59,000.

Baumann, A.
• A demonstration site project for nursing human resources plan. Ontario Ministry of Health and Long-Term Care. $25,000.
• East meets west: Integrating Chinese and Western cancer care. International Development Research Centre. $10,000.
• CIHR Team Grant: Shifting between hospitals and community. Canadian Institutes of Health Research. $5,000.
• CNO’s practice setting assessment project. College of Nurses of Ontario. $3,844.
• The evaluations of OSACH’s health and safety management. Ontario Ministry of Health and Long-Term Care. $55,000.
• Evaluation of the Nursing Graduate Guarantee. Ontario Ministry of Health and Long-term Care. $96,110.
• Nursing Health Services Research Unit. Ontario Ministry of Health and Long-term Care. $1,000,000.

Baxter, P.
• Interprofessional collaboration and the RPN. Registered Nurses' Association of Ontario. $7,000.
• Interprofessional collaboration and the RPN. Ontario Ministry of Health and Long-term Care. $88,103.
• Interprofessional collaboration and the registered/licensed practical nurse strategic workshop. Canadian Institutes of Health Research. $19,469.
• Process evaluation of COUPN NP consortium project. Council of Ontario Universities. $6,000.
• Simulation evaluation. Council of Ontario Universities. $8,818.

Benson, F.G.
• Emotional social intelligence. McMaster University. $2,000.

Black, M.E.A.
• Chronic disease prevention network for diverse communities. City of Hamilton. $117,765.

Boblin, S.L.
• Socialization into the nursing role. McMaster University. $2,000.

Browne, R.M.
• Children's Treatment Network Project. Ontario Ministry of Children and Youth Services. $207,214.
• Measuring service integration for children and youth service. Ontario Ministry of Children and Youth Services. $55,800.
• Measuring the extent, scope, depth and quality of integrative exchange among inter- and intra-ministerial programs in health that affect maternal child and youth health services and its relationship to the innovation of ideas. Ontario Ministry of Health and Long-Term Care. $99,200.
• Health and Social Services Research Unit. Ontario Ministry of Health and Long-term Care. $450,485.

Bryant-Lukosius, D.
• The Ontario Oncology Nursing e-mentorship program. Ontario Ministry of Health and Long-Term Care. $197,241.
• Implementation of oncology advanced practice nursing. Southlake Regional Health Centre. $4,500.
• Implementation of oncology advanced practice nursing. Sunnybrook & Women's College Health Sciences Centre. $5,000.
• Implementation of oncology advanced practice nursing. Credit Valley Hospital. $5,000.
• Implementation of oncology advanced practice nursing. Juravinski Cancer Centre Foundation. $5,000.
• Treatment decision aid for prostate cancer – Grant G. Mokaya. Grand River Hospital. $20,643.

DiCenso, A.
• Internally sponsored research. McMaster University. $10,343.
• Practicum student placement through evaluation. Ontario Ministry of Children and Youth Services. $24,000.
• Roles of clinical nurse specialists and nurse practitioners. Canadian Health Services Research Foundation. $8,304.
• OTC 2009 Summer Institute. Ontario Ministry of Health and Long-Term Care. $50,000.
• CHSRF/CIHR student summer conference support 2009. Canadian Health Services Research Foundation. $10,000.
• Health care settings and Canadians – Chair Award. Canadian Institutes of Health Research. $65,142.
• CIHR Strategic Training Program Grant. Canadian Institutes of Health Research. $210,500.
• Ontario Training Centre – Rehabilitation Stipend. University of Toronto. $15,000.
• CHSRF/CIHR student summer conference support 2009. Canadian Health Services Research Foundation. $1,000.
• Extra Mentoring Centre renewal. Canadian Health Services Research Foundation. $45,000.
• Health care settings and Canadians – Chair Award. Canadian Health Services Research Foundation. $117,600.
• Health care settings and Canadians – Chair Award. Ontario Ministry of Health and Long-term Care. $15,786.
• CIHR Strategic Training Program Grant. Canadian Health Services Research Foundation. $210,500.

Dobbins, M.J.
• CADRE - CHSRF/CIHR Postdoctoral award – L. Peirson. Canadian Health Services Research Foundation. $50,000.
• Piloting Knowledge Brokering. Huron County Health Unit. $25,000.
• Mentoring services by knowledge broker for sexual health. Region of Peel. $23,240.
• NCCID Moving infectious disease evidence into practice. International Centre for Infectious Diseases Inc. $10,625.
• Messages promote decision in breast cancer prevention. Canadian Breast Cancer Foundation. $149,497.
• MOHLTC Career Scientist Award. Ontario Ministry of Health and Long-Term Care. $60,000.
• PHRED project funding – Health Evidence.ca. City of Hamilton Public Health and Community Services. $118,164.

Fisher, A.L.

Ingram, C.A.

Jack, S.M.
• Uptake and utilization of research evidence by child welfare. Canadian Institutes of Health Research. $60,000.

Kaasalainen, S.
• Improving pain management in long-term care. McMaster University. $10,000.
• MOHLTC Career Scientist. Ontario Ministry of Health and Long-Term Care. $67,194.
• Implementation and evaluation of a pain protocol. Canadian Institutes of Health Research. $65,507.
• Medication management for older adults with dementia. Drummond Foundation. $3,991.
• End-of-Life Team Grant. Canadian Institutes of Health Research. $6,126.

Kingston, D.
• Effects of maternal stress on adverse infant outcomes. McMaster University. $1,200.

Kurtz Landy, C.
• Nurse Family Partnership pilot study. Ontario Ministry of Health and Long-Term Care. $26,650.
• Postdoctoral award. Canadian Health Services Research Foundation. $50,000.

Landeen, J.
• Development, implementation, and evaluation of clinical simulation to enhance professional nursing practice. McMaster University. $45,000.

Markle-Reid, M.F.
• CIHR TUTOR-PHC Fellowship – C. Goetz-Perry. University of Western Ontario. $5,835.
• Comparative acceptability, safety, effects, expense. Canadian Institutes of Health Research. $27,781.
• Career Scientist Award. Ontario Ministry of Health and Long-Term Care. $60,000.

Martin, L.
• Student and faculty experiences with adverse events. McMaster University. $10,000.

Mujica, I.
• Instrument to assess attitudes about global health. McMaster University. $1,685.

Noesgaard, C.
• Interprofessional mentorship program. Ontario Ministry of Health and Long-Term Care. $231,114.

O’Mara, L.
• Stigma towards mental illness. Children’s Hospital of Eastern Ontario. $13,014.

Patterson, C.A.
• Plan for preceptorship in the Ontario Primary Health Care NP Program. Council of Ontario Universities. $5,000.
• MOHLTC Interprofessional Care/Education Fund 2008-2009. Ministry of Health & Long-Term Care. $34,050.

Pinelli, J.M.
• Predictors of maternal/infant attendance. Canadian Institutes of Health Research. $20,000.

Ploeg, J.
• Catalyst Grant: Facilitating older persons’ access to community. Canadian Institutes of Health Research. $76,386.

Schofield, R.
• Strengthening quality of community health nursing. Community Health Nurses Association of Canada. $120,438.

Semogas, D.P.
• Creating a virtual community of practice for street nursing. Change Foundation. $50,000.

Strachan, P.H.
• Exploring patients’ decisions re implantable defibrillators. Canadian Institutes of Health Research. $34,719.

Sword, W. A.
• Quality of prenatal care questionnaire: Instrument development and testing. Canadian Institutes of Health Research. $126,264.
• STIRRHS Scholarship – D. Kingston. CHU Sainte-Justine. $40,000.

Thomas, B.H.
• Attention deficit hyperactivity disorder review of reviews. Public Health Agency of Canada. $64,774.

Underwood, E.J.M.
• Building community and public health nursing capacity. Public Health Agency of Canada. $96,937.
• Building community and public health nursing capacity. Canadian Health Services Research Foundation. $163,872

Valaitis, R.K.
• Doctoral Research Award – S. Isaacs. McMaster University. $12,500.
• REISS 2007 – Primary health care nursing leadership. Michael Smith Foundation for Health Research. $25,000.
• REISS 2007 – Primary health care nursing leadership. Canadian Health Services Research Foundation. $155,847.

Wahoush, E.O.
• CHSF/CIHR Postdoctoral award. Canadian Health Services Research Foundation. $37,500.
• Childbearing health and related needs of newcomers (CHARSNN). Canadian Institutes of Health Research. $121,750.
**RESEARCH FUNDING**

**2009-2010**

**Arthur, H.M.**
- HSFC Nursing Postdoctoral Fellowship – M Parry. Heart and Stroke Foundation of Canada. $59,000.

**Baumann, A.**
- Building and sustaining the nursing workforce for better patient outcomes. Ontario Ministry of Health and Long-Term Care. $333,333.
- LHIN4 and Hamilton Health Sciences workforce profile. Joseph Brant Memorial Hospital. $30,000.
- CIHR Team Grant: Shifting between hospitals and community. University of Toronto. $5,000.

**Baxter, P.**
- Educators and learners’ experiences of PHCNP Program offered by COUPN. Council of Ontario Universities. $74,560.
- Interprofessional collaboration and the RPN. Ontario Ministry of Health and Long-Term Care. $47,298.

**Black, M.E.A.**
- Lay health educators to enhance cancer screening. City of Hamilton. $2,000.

**Browne, R.M.**
- MCHRI Research Fellow Award – A. Wheat. McMaster University. $30,000.
- Student drug survey. City of Hamilton Public Health and Community Services Dept. $4,999.
- Collaboration and integration among agencies. Family, Youth and Child Services of Muskoka. $4,500.

**Bryant-Lukosius, D.**
- National consensus on research priorities for advanced practice nursing roles in cancer care. Canadian Institutes of Health Research. $20,000.
- The Ontario Oncology Nursing e-Mentorship program. University Health Network. $341,163.

**Carter, N.**
- CHSRF Postdoctoral award. Canadian Health Services Research Foundation. $50,000.

**Clisika, D.K.**
- McMaster Evidence Review and Synthesis Centre (MERSO). McMaster University. $285,000.
- Systematic review regarding risk communication. McMaster University. $60,000.
- Homeless review. Region of Peel. $15,000.
- National Collaborating Centre for Aboriginal Health. University of North British Columbia. $13,000.

**DiCenso, A.**
- Writing retreat on special issue. Canadian Health Services Research Foundation. $15,195.
- CNS and NP literature. Health Canada. $10,000.
- CHSRF student summer conference support 2010. Canadian Health Services Research Foundation. $2,000.
- Health care settings and Canadians – Chair Award. Ontario Ministry of Health and Long-Term Care. $15,736.
- Health care settings and Canadians – Chair Award. Canadian Institutes of Health Research. $63,142.
- Health care settings and Canadians – Chair Award. Canadian Health Services Research Foundation. $117,600.
- Ontario Training Centre – Rehabilitation Stipend. University of Toronto. $15,000.

**Dobbins, M.J.**
- Maintenance and updating of health-evidence.ca. McMaster University. $100,000.
- Improving the usefulness of HealthEvidence. McMaster University. $50,000.
- PHSI: A tailored collaborative strategy to develop capacity and facilitate evidence-informed public health decision-making. Canadian Institutes of Health Research. $45,417.
- PHRED project funding – health-evidence.ca. City of Hamilton Public Health and Community Services. $35,000.
- CADRE – CHSRF/CIHR Postdoctoral award – L. Peirson. Canadian Health Services Research Foundation. $50,000.
- Mentoring services by knowledge broker for sexual health. Region of Peel. $38,500.

**Fisher, A.**

**Jack, S.M.**
- Acceptability of Nurse-Family Partnership home visitation. Ministry of Health & Long-Term Care. $17,902.
- Feasibility and acceptability of the Nurse-Family Partnership. Provincial Centre of Excellence for Child and Youth Mental Health at CHEO. $69,100.
- Uptake and utilization of research evidence by child welfare. Canadian Institutes of Health Research. $60,000.
Kaasalainen, S.
- Care management in palliative care for rural and urban nurses. McMaster University. $19,480.
- Evaluation of NP-led interprofessional pain management team. Ontario Ministry of Health and Long-Term Care. $61,273.
- Improving palliative care for long-term care residents. Lakehead University. $61,897.
- Pain assessment as an intervention study. University of Regina. $52,505.
- Implementation and evaluation of a pain protocol. Canadian Institutes of Health Research. $32,321.
- Career Scientist Award. Ontario Ministry of Health and Long-Term Care. $89,600.
- Improving palliative care for long-term care residents. Lakehead University. $76,897.
- Improving pain management in long-term care. McMaster University. $10,000.
- Pain assessment as an intervention study. University of Regina. $52,505.

Kurtz Landy, C.
- The acceptability of the Nurse-Family Partnership home visit. City of Hamilton. $6,800.

Landeen, J.
- Development, implementation, and evaluation of clinical simulation to enhance professional nursing practice. McMaster University. $26,500.

Manankil-Rankin, L.
- Literature review of operationalization of Chinn & Kramer’s. McMaster University. $2,000.

Markle-Reid, M.F.
- Nursing mental health promotion. Ontario Ministry of Health and Long-Term Care. $1,620.
- PHSI: The effects and costs of nurse-led mental health promotion. Canadian Institutes of Health Research. $63,686.

Noesgaard, C.L.
- Mentorship: Education and interprofessional practice. McMaster University. $5,000.

Patterson, C.A.

Peachey, G.
- E-Information Program for Interprofessional Care and Education. McMaster University. $9,050.

Ploeg, J.
- Career Award Research Support. McMaster University. $10,000.
- CIHR Catalyst Grant – Facilitating older persons’ access. Canadian Institutes of Health Research. $75,000.
- Nursing Research Fund Mid-Career Award. Ontario Ministry of Health and Long-Term Care. $89,250.
- Implementation of a falls prevention guideline. Registered Nurses’ Association of Ontario. $6,240.

Schofield, R.
- Access and use of community profile census data. City of Hamilton. $11,200.

Sheriffali, D.
- Navigating diabetes wellness. De Dwa da delh nyee’s Aboriginal Health Centre. $7,514.

Strachan, P.H.
- Exploring patients’ decisions re: implantable defibrillators. Canadian Institutes of Health Research. $48,580.

Sword, W.A.
- International Council of Nurses Congress 2009. Arts Research Board. $4,278.
- Postpartum health and service utilization: Does delivery method matter? Canadian Institutes of Health Research. $28,484.
- Quality of prenatal care questionnaire: Instrument development and testing. Canadian Institutes of Health Research. $147,417.

Underwood, E.J.M.
- Building community and public health nursing capacity. Canadian Health Services Research Foundation. $26,104.

Valaitis, R.K.
- Meetings: Primary care and public health collaboration. Canadian Institutes of Health Research. $19,180.
- Renewing public health services. University of Victoria. $47,000.
- Primary care and public health collaboration. Ministry of Health Promotion. $1,500.
- Primary care and public health collaboration. Ontario Association of Medical Laboratories. $3,000.
- Doctoral Research Award – S. Isaacs. McMaster University. $12,500.
- REISS 2007 – Primary health care nursing leadership. Canadian Health Services Research Foundation. $156,891.

Wahoush, E.O.
- Government assisted refugee. Arts Research Board. $7,000.
- CHSRF/CIHR Postdoctoral award. Canadian Health Services Research Foundation. $50,000.

The SON continues to be recognized as one of the most research-intensive nursing faculties in Canada.
RESEARCH FUNDING

2010-2011

Ballantyne, M.L.
- Postdoctoral research travel grant — Neonatal Follow Up. McMaster University. $10,000.

Baumann, A.
- Building and sustaining the nursing workforce for better patient outcomes. Ontario Ministry of Health and Long-Term Care. $666,667.
- CIHR Team Grant: Shifting between hospitals and Community. University of Toronto. $10,000.

Baxter, P.

Boblin, S.L.
- Evaluation of the implementation of interprofessional courses. Council of Ontario Universities. $20,000.

Browne, R.M.
- CAS Study. University of Toronto. $4,050.
- LOI: Cumulative impact of interventions on urban youth. Canadian Institutes of Health Research. $15,000.
- Student drug survey. City of Hamilton Public Health and Community Services Dept. $8,000.

Bryant-Lukosius, D.
- The Ontario Oncology Nursing e-Mentorship Program. University Health Network. $327,578.

Carter, N.
- CIHRSF Postdoctoral award. Canadian Health Services Research Foundation. $50,000.

DiCenso, A.
- Meetings, Planning and Dissemination: OTC summer event. Canadian Institutes of Health Research. $20,000.
- Meetings, Planning and Dissemination – KT decision synthesis. Canadian Institutes of Health Research. $40,000.
- CIHR Meetings, Planning and Dissemination – KT event: OTC and EXTRA. Canadian Institutes of Health Research. $25,000.
- A systemic review of the effectiveness of advanced practice. Canadian Health Services Research Foundation. $64,799.
- CIHR Meetings, Planning and Dissemination – KT supplement. Canadian Institutes of Health Research. $40,000.
- CHSRF student conference support 2011. Canadian Health Services Research Foundation. $2,000.
- Health Care Settings and Canadians – Chair Award. Canadian Institutes of Health Research. $63,142.
- Health Care Settings and Canadians – Chair Award. Canadian Health Services Research Foundation. $46,345.
- Health Care Settings and Canadians – Chair Award. Ontario Ministry of Health and Long-Term Care. $15,786.
- CIHR Strategic Training Program Grant. Canadian Institutes of Health Research. $210,500.
- CIHR Strategic Training Program Grant. Canadian Health Services Research Foundation. $210,500.
- EXTRA Ontario Mentoring Centre renewal. Canadian Health Services Research Foundation. $45,000.

Dobbins, M.J.
- PHSI: A tailored collaborative strategy to develop capacity and facilitate evidence-informed public health decision-making. Region of Peel. $17,000.
- Mentoring services by knowledge broker for sexual health. Region of Peel. $12,827.
- PHSI: A tailored collaborative strategy to develop capacity and facilitate evidence-informed public health decision-making. Canadian Institutes of Health Research. $117,750.
- CIHR Meetings, Planning and Dissemination: KT supplement. Canadian Institutes of Health Research. $99,946.

Fisher, A.L.
- Development of critical care nursing workforce profile. Ontario Ministry of Health and Long-Term Care. $29,044.

Jack, S.M.
- CIHR Team Grant: NFP Team Grant Proposal. Canadian Institutes of Health Research. $10,000.
- Uptake and utilization of research evidence by child welfare. Canadian Institutes of Health Research. $60,000.
- Acceptability of Nurse-Family Partnership home visitation. Ontario Ministry of Health and Long-Term Care. $41,171.

Kaasalainen, S.
- CIHR Meetings, Planning and Dissemination – KT supplement. Canadian Institutes of Health Research. $39,511.
- MOHLTC Career Scientist. Ontario Ministry of Health and Long-Term Care. $89,600.
- Improving palliative care for long-term care residents. Lakehead University. $71,236.
Landeen, J.
 • Development, implementation, and evaluation of clinical simulation to enhance professional nursing practice. McMaster University. $28,500.

Majumdar, B.
 • Nurses’ experiences of preceptoring international students. McMaster University. $2,000.

Markle-Reid, M.F.
 • CIHR Meetings: Interprofessional falls prevention. Canadian Institutes of Health Research. $10,000.
 • Community-based diabetes project. Elisabeth Bruyere Research Institute. $35,000.
 • Nursing mental health promotion. Ontario Ministry of Health and Long-Term Care. $35,640.
 • PHSI: The effects and costs of nurse-led mental health promotion. Canadian Institutes of Health Research. $148,619.

Martin, L.
 • Expanding undergraduate nursing student's knowledge. McMaster University. $2,000.

Noesgaard, C.L.
 • Mentorship: Education and Interprofessional Practice. McMaster University. $3,080.

Peachey, G.
 • E-Information Program for Interprofessional Care and Education. McMaster University. $4,000.

Ploeg, J.
 • Nursing Research Fund Mid Career Award. Ontario Ministry of Health and Long-Term Care. $107,100.
 • Career Award Research Support. McMaster University. $5,000.
 • Implementation of a falls prevention guideline. Registered Nurses’ Association of Ontario. $23,760.

Salfi, J.
 • Niemeier Award: IPE in BScN Curriculum. McMaster University. $1,200.
 • NERU Award: IPE in the BScN Curriculum. McMaster University. $2,000.

Sword, W.A.
 • CIHR Vanier CGS Scholarship – R. Ganann. Canadian Institutes of Health Research. $50,000.
 • Quality of prenatal care questionnaire: Instrument development and testing. Canadian Institutes of Health Research. $113,932.

Valaitis, R.K.
 • CIHR Banting & Best Masters Award – Spark, R. Canadian Institutes of Health Research. $17,500.
 • REISS 2007 – Primary Health Care Nursing Leadership. Public Health Agency of Canada. $50,000.
 • REISS 2007 – Primary Health Care Nursing Leadership. Canadian Health Services Research Foundation. $208,089.
 • REISS 2007 – Primary Health Care Nursing Leadership. Michael Smith Foundation for Health Research. $25,000.
 • Renewing Public Health Services. University of Victoria. $150,524.

Wahoush, E.O.
 • Information literacy in the clinical learning environment. McMaster University. $2,000.
 • CHSRF/CIHR Postdoctoral Award. Canadian Health Services Research Foundation. $12,500.

Nursing faculty generated almost $4 million in new research funding in 2011-2012 from national and provincial agencies.

2011-2012

Ballantyne, M.L.
 • Postdoctoral research travel grant – Neonatal follow up. McMaster University. $6,000.
 • Niemeier Award – Exploring the perspectives of parents. McMaster University. $1,200.
 • Evaluation of a hybrid graduate diploma in ANN. McMaster University. $1,000.

Banfield, L.
 • The seventh international congress of Arctic social sciences. McMaster University Arts Research Board. $2,630.

Baumann, A.
 • Building and sustaining the nursing workforce for better. Ontario Ministry of Health and Long-Term Care. $666,667.
 • NHRU – Nursing research database project. Ontario Ministry of Health and Long-Term Care. $83,333.

Baxter, P.
 • CIHR Meetings, Planning and Dissemination Grant: KT supplement: Nurse. Canadian Institutes of Health Research. $25,329.

Browne, R.M.
 • AHRNI-systems of prevention and care. University of Western Ontario. $253,333.
 • ONF mentor trainee grant – Laura Teague. Ontario Neurotrauma Foundation. $40,000.

Bryant-Lukosius, D.
 • The Ontario Oncology Nursing e-Mentorship Program. University Health Network. $332,712.
 • Canadian Centre of Excellence in OAPN. Hamilton Health Sciences. $61,719.
 • CIHR – Planning Grants. Canadian Institutes of Health Research. $25,000.
 • Clinical nurse specialist and nurse practitioner policy brief. Health Canada. $9,999.
 • Innovation in cancer survivorship. University of Ottawa. $15,000.
RESEARCH FUNDING

2011-2012 – Continued

Carroll, S.L.
• Implantable defibrillators. Canadian Institutes of Health Research. $12,919.

Carter, N.
• Evidence brief of advanced practice nursing (APN). Health Canada. $9,999.
• Role of advanced practice nurses in improving access to care. McMaster University. $10,000.

DiCenso, A.
• CIHR Strategic Training Program Grant. Canadian Health Services Research Foundation. $210,500.
• CIHR Strategic Training Program Grant. Canadian Institutes of Health Research. $210,500.

Dobbins, M.
• PHSI: A tailored collaborative strategy to develop capacity and facilitate evidence-informed public health decision-making. Canadian Institutes of Health Research. $122,083.
• PHSI: A tailored collaborative strategy to develop capacity and facilitate evidence-informed public health decision-making. Peel Region. $17,000.
• PHSI: A tailored collaborative strategy to develop capacity and facilitate evidence-informed public health decision-making. The Regional Municipality of Durham. $16,500.
• PHSI: A tailored collaborative strategy to develop capacity and facilitate evidence-informed public health decision-making. City of Toronto. $17,000.
• PHSI: A tailored collaborative strategy to develop capacity and facilitate evidence-informed public health decision-making. The Regional Municipality of Durham. $16,500.
• Public health summary statements. Public Health Agency of Canada. $24,288.
• CIHR Knowledge Translation Supplement – Tailored messaging. Canadian Institutes of Health Research. $100,000.
• Haldimand-Norfolk Health Unit EIDM workshop. Haldimand-Norfolk Health Unit. $1,562.
• Identifying, appraising and making available review-level evidence. Centre for Addiction and Mental Health. $44,609.

Fisher, A.
• Development of critical care nursing workforce profile. Ontario Ministry of Health and Long-Term Care. $29,044.

Harkness, K.
• Research Early Career Award. Hamilton Health Sciences. $50,000.

Jack, S.
• Uptake and utilization of research evidence by child welfare. Canadian Institutes of Health Research. $60,000.
• Acceptability of Nurse-Family Partnership home visitation. Ontario Ministry of Health and Long-Term Care. $17,573.

Kaasalainen, S.
• Career Scientist Award. Ontario Ministry of Health and Long-Term Care. $44,800.
• Improving pain management in long-term care. McMaster University. $10,000.
• Evaluation of NP-led interprofessional pain management team. Ontario Ministry of Health and Long-Term Care. $66,526.
• Improving palliative care for Long-Term care residents. Lakehead University. $92,823.

Landeen, J.
• Niemeier Award – Exploring consistency in undergraduate nursing education. McMaster University. $1,400.

Majumdar, B.
• Influence of globalization on infant health. McMaster University. $4,000.

Markle-Reid, M.F.
• Nursing mental health promotion. Ontario Ministry of Health and Long-Term Care. $3,240.
• PHSI: The effects and costs of nurse-led mental health promotion. Canadian Institutes of Health Research. $105,931.
• Community-based diabetes project. Elisabeth Bruyère Research Institute. $35,000.
• CIHR – Planning Grants. Canadian Institutes of Health Research. $24,500.
• Spreading nursing best practice guidelines. Ontario Ministry of Health and Long-Term Care. $61,977.

McCurdy, T.R.
• Measurement of change in nursing students’ attitudes. McMaster University. $981.

Noesgaard, C.L.
• Mentorship: Education and interprofessional practice. McMaster University. $3,000.

Patterson, C.A.
• CIHR Meeting, Planning and Dissemination Grant: KT supplement. Canadian Institutes of Health Research. $90,000.

Ploeg, J.
• Nursing Research Fund Mid Career Award. Ontario Ministry of Health and Long-Term Care. $107,100.
• Career Award Research Support. McMaster University. $5,000.
• CIHR – Planning Grant. Canadian Institutes of Health Research. $24,500.
• Spreading nursing best practice guidelines. Ontario Ministry of Health and Long-Term Care. $61,977.

Salfi, J.
• NERU Award: IPE in the BScN curriculum. McMaster University. $2,000.

Sword, W.
• Quality of prenatal care. Instrument development and testing. Canadian Institutes of Health Research. $24,955.
• CIHR Vanier CGS Scholarship – R. Ganann. Canadian Institutes of Health Research. $50,000.
• Catalyst Grant – Characteristics influencing maternal health. Canadian Institutes of Health Research. $39,907.

Valaitis, R.K.
• Renewing public health services. University of Victoria. $139,916.
• Health in the Hubs Phase 2. Hamilton Community Foundation. $19,700.
• Online toolkit to support public health and primary care. Public Health Agency of Canada. $4,380.

Wahoush, E.O.
• Creating access to screening and training (CASTLE project). Public Health Agency of Canada. $288,830.
Carter, N.
• Nurses with knowledge and skills. Canadian Nurses Foundation. $10,000.

Dobbins, M.J.
• City of Hamilton Health Unit EIDM Workshop. City of Hamilton. $1,500.
• KT Canada Fellowship - Kristine Newman. St. Michael's Hospital. $40,000.
• Vanier Doctoral Award: Yousefi-Nooraie, R. - social networks. Canadian Institutes of Health Research. $50,000.

Kaasalainen, S.
• MPD-Planning: Pain management in older adults. Canadian Institutes of Health Research. $24,925.

Markle-Reid, M.F.
• Canada Research Chair in Aging, Chronic Disease & Health. Canada Research Chairs Program. $100,000.

Martin, L.
• AMS Phoenix Project Fellowship - J. Lovegrove. Associated Medical Services Inc. $50,000.

Valaitis, R.K.
MPD-Planning: public health and primary care. Canadian Institutes of Health Research. $15,910.

Yost, J.
• Knowledge Synthesis: Nurses in tertiary care. Canadian Institutes of Health Research. $98,915.


Arthur, H. M., Suskin, N., Bayley, M., Fortin, M., Howlett, J., Heckman, G., & Lewanczuk, R. (2010). The Canadian Heart Health Strategy and Action Plan: Facilitators To Attendance At Canadian Neonatal Follow-Up Programs – Is Attendance A Problem? Perspectives Of Barriers And Mothers’ And Health Professionals’ Ongoing Perspectives Of Barriers And Facilitators To Attendance At Canadian Neonatal Follow-Up Programs, Archives of Disease in Childhood, 97 (Supp_2)

B


Ballantyne M., Benzies K., Symington A., Rosenbaum P., Lodha A. (2012) Mothers’ And Health Professionals’ Perspectives Of Barriers And Facilitators To Attendance At Canadian Neonatal Follow-Up Programs, Archives of Disease in Childhood, 97 (Supp_2)


Benzie, K., Magill-Evans J., Kurilova J, Ballantyne M., Using the Ages and Stages Questionnaire to Capture Patterns of Risk for Developmental Delay in Canadian Children Born Late Preterm, *Archives of Disease in Childhood*, 2012, 97 (Supp_2)


FACULTY PUBLICATIONS 2009-2012 – CONTINUED


D


G


Gifford, W., Davies, B. L., Ploeg, J., Eldred, S., Bajnok, I. Moving knowledge to action: A qualitative study of the Registered Nurses’ Association of Ontario Advanced Clinical Practice Fellowship Program. Accepted for publication in Canadian Journal of Nursing Leadership, December 17, 2012.


H


K


L


M


N


Research Activities


Sinclair, N. (2012, July/August). Textbooks and tutorials didn’t teach me... that there are boundaries in practice, just as there are between countries. Registered Nurse Journal, 16-22.


T


The following data compares the School of Nursing’s research contributions with those of other schools in the Faculty of Health Sciences.

**Overview by Departments**

<table>
<thead>
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<th></th>
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<tr>
<td><strong>Awarded MRC/CIHR</strong></td>
<td>36,860,219</td>
<td>42,915,526</td>
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<td>5.6%</td>
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<td><strong>Awarded ALL SOURCES</strong></td>
<td>132,959,885</td>
<td>120,328,657</td>
<td>118,609,837</td>
<td>119,841,053</td>
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<td>$ Awarded ALL SOURCES</td>
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<td><strong>Awarded BY DEPARTMENT</strong></td>
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<tr>
<td>Anaesthesia</td>
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<td>656,280</td>
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<td>Biochem &amp; BS</td>
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<td>20,874,668</td>
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<td>Biomed Sci</td>
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<td>CE&amp;B</td>
<td>11,887,351</td>
<td>16,069,793</td>
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<td>Family Medicine</td>
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<td>1,768,998</td>
<td>1,295,578</td>
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<td>Medicine</td>
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<td>Obs &amp; Gyn</td>
<td>982,349</td>
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<td>Oncology</td>
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<td>Path &amp; Mol Med</td>
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<td>Pediatrics</td>
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<td>6,314,300</td>
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<td>Psych &amp; BN</td>
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<td>Radiology</td>
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<td>School of Nursing</td>
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<td>School of Rehab Sci.</td>
<td>3,235,991</td>
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<td>Surgery</td>
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<td>5,009,958</td>
<td>5,261,266</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>132,959,885</td>
<td>120,328,657</td>
<td>118,609,837</td>
<td>119,841,053</td>
</tr>
</tbody>
</table>

**YEAR NOTES**

- **08/09** Approx $15M reported for Biochem & BS from CFI & OIT
- **09/10** Oncology increase due to agreed upon revisions, i.e. credit 09/10 installments to Onc for grants held by current Onc Faculty which began prior to the formation of Onc CEB increase due to CLSA Grant from CIHR ($5.7M)
- **10/11** Approx $5M reported for Biochem & BS from CFI-MRI Subgrant (UofT)
- **11/12** Approx $11M reported for Dept of CE&B for CFI-MEDI Grant

**Effective 08/09, the inclusion criteria for this report have been modified to streamline with the annual “Revenues for Biomedical and Health Care Research” Report to The Association of Faculties of Medicine of Canada (AFMC).**
OBJECTIVE – Community responsive research. We are known for our intervention and outcome research --> we are out there “doing something.”
While the majority of full-time faculty are researchers and/or educators, several faculty members maintained active clinical practice during the period of this report. These contributions greatly strengthen the School in the relationships that are maintained with clinical agencies, the valuable input to inform curricula, and the opportunities to identify research relevant to clinical practice. Developing additional opportunities for faculty clinical practice is an ongoing area of focus for the School.

### FULL-TIME FACULTY MEMBERS ACTIVE IN CLINICAL PRACTICE (TO DEC. 2012)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Area of Clinical Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Gina Browne</td>
<td>Family Therapist in primary care (1978-present)</td>
</tr>
<tr>
<td>Dr. Denise Bryant-Lukosius</td>
<td>Clinical Nurse Specialist, Juravinski Cancer Centre (2002-present)</td>
</tr>
<tr>
<td>Ruth Hannon</td>
<td>NP-PHC, Caroline Family Health Team, Burlington, Ont. (2006-present)</td>
</tr>
<tr>
<td>Joanna Pierazzo</td>
<td>Advanced Practice Nurse, Regional Neurosurgery Program, Trillium Health Partners, Mississauga, Ontario (2012-present)</td>
</tr>
<tr>
<td>Dyanne Semogas</td>
<td>Director, Claremont House: Special Care Unit (2004-2011)</td>
</tr>
<tr>
<td>Dr. Diana Sherifali</td>
<td>Health information analyst, Hamilton Niagara Haldimand Brant Diabetes Regional Coordinating Centre (2010-2013)</td>
</tr>
<tr>
<td>Dr. Jennifer Skelly</td>
<td>Director, Continence Program, St. Joseph’s Healthcare Hamilton’s King Campus (1994-present)</td>
</tr>
</tbody>
</table>
OBJECTIVE – “Go To” source of evidence-informed practice.
The School is sought after for advice in evidence-based practices
to improve population health, quality of care, effectiveness and
the patient experience within the healthcare system.
PARTNERSHIPS

The depth and scope of our strategic partnerships in education, research and service that support quality education and scholarship have been a major strength of the School. We have a long history of involvement with the community and over the years we have developed numerous collaborative partnerships at the local level to help support community development in Hamilton. In addition, the McMaster approach to health sciences education and its international reputation in building sustainable educational models has resulted in numerous national and international partnerships.

LOCAL PARTNERSHIPS

The McMaster Mohawk Conestoga Partnership
One of our most significant partnerships has been with Conestoga and Mohawk Colleges to deliver the McMaster Mohawk Conestoga BScN Program. The Steering Committee, headed by the Associate Dean, Health Sciences and Director, School of Nursing, comprises nursing heads from all three sites who share leadership of the program. The partnership provides many opportunities as faculty share their expertise in teaching, scholarship and administration.

This partnership developed in response to changes in provincial legislation which required that all new applicants for professional nurse registration in Ontario must have completed a university baccalaureate nursing program as of January 2005. The partnership has demonstrated strategic use of scarce fiscal resources. A celebration was held in May 2011 at Conestoga College to mark the 10-year anniversary of the McMaster Mohawk Conestoga BScN Program.

Partnerships with Clinical Agencies
The School of Nursing relies heavily on effective relationships with key clinical agencies in order to ensure quality learning environments for students. In 2010/2011 a new Academic Partnership Committee formed. This standing working group is made up of representatives from Hamilton Health Sciences, St. Joseph’s Healthcare and the McMaster University and Mohawk College Schools of Nursing. This group works to provide supportive clinical experiences and positive learning environments for students. It seeks ways to develop new clinical placements; provide input to the BScN program in planning curriculum revisions; and identify potential areas for educational and clinical research.

We have a long history of involvement with the community and over the years we have developed numerous collaborative partnerships at the local level to help support community development in Hamilton.

Health in the Hubs
Health in the Hubs is an ongoing partnership between the School of Nursing and three local community planning teams (LPTs) in the city of Hamilton: Crown Point, McQuesten and South Sherman. This project is an effort by the School to work collaboratively with local residents, service providers, businesses and government to make these neighbourhoods healthy and safe places to live, work, play and raise a family.

In Phase 1 of the Health in the Hubs project, almost 700 residents were surveyed about health issues of concern and consultations were held with residents to identify the top three concerns. The three priority issues selected were: walkability of the neighbourhood (Crown Point); job creation through social enterprise (McQuesten); and beautification of the neighbourhood (South Sherman).

In 2011 the School was awarded a research grant from the Hamilton Community Foundation to support Phase 2 of this community-university initiative: Street Smarts - Book Smarts. This phase saw students in a new independent study course, guided by faculty, work alongside resident consultants hired by the SON to examine existing literature and determine best practices for addressing the priority issues. The Partnering with Hamilton Neighbourhoods for Health course brought together students from different disciplines, including nursing; biochemistry; humanities; neuropsychology; the Arts & Science Program; and the Bachelor of Health Sciences Program.

While community development takes time, real progress is being made and students from other nursing classes have continued to move the resident-led agenda forward in each of the neighbourhood hubs. The idea behind the first two phases of Health in the Hubs is that addressing the social determinants of health is crucial to developing long-term solutions to improving health.

McMaster Student Outreach Collaborative (MacSOC)
MacSOC is an interdisciplinary group of more than 100 volunteer students, staff and faculty whose aim is to work with the community to conduct outreach for those who are marginally housed, homeless or at risk of homelessness in the City of Hamilton. MacSOC volunteers provide food, clothing, health and social services information, and support to those at risk. After more than a decade of this unique university and community-based liaison there is continued interest from students in nursing, health sciences, life sciences, global...
PARTNERSHIPS – CONTINUED

health, medicine, engineering, arts and science, humanities, social sciences, and kinesiology in volunteering with MacSOC. The organization welcomes service learning students who are interested in working with people who are challenged by issues caused by poverty. While much of the coordination of MacSOC is run by an executive team of students, since 2004 School of Nursing funding has sustained a volunteer coordinator for MacSOC.

Wesley Urban Ministries
In 2004, Wesley Urban Ministries, with funds from the HRDC Supporting Communities Partnership Initiative, partnered with the School to implement a harm reduction Managed Alcohol Program (MAP) for individuals experiencing chronic homelessness and alcoholism. In addition to assisting Wesley with implementation of the program, an interprofessional research team led by Assistant Professor Dyanne Semogas, with funds from the Social Sciences and Humanities Research Council and the National Homelessness Directorate, studied the impact of the program on individuals as they moved from the street to the MAP and collected baseline data of participants on health and social service utilization prior to and following entry into the program. Under the direction of Semogas from 2004-2011, the Claremont House Program opened its doors in 2006 and achieved base funding from Ontario’s Local Health Integration Networks in 2010, demonstrating a cost-effective alternative to the usual care provided by emergency and hospital services. Undergraduate nursing students, medical students, rehabilitation students and social services students were given the opportunity for clinical and research placements through MAP from 2006-2011.

Homestead Christian Care
In 2010 the School of Nursing entered into a formal partnership with Homestead Christian Care, the first of its kind for the School. Homestead Christian Care is a non-profit provider of affordable housing and supports that shares a vision for creating wellness, health and belonging in our community. This relationship is about more than the exchange of resources between the SON and Homestead. Rather, it is symbolic of the School’s firm commitment to meaningful community engagement and the creation of non-traditional, community-based nursing education opportunities. The partnership has led to the development of exciting alternative clinical and community health placements, and it has been integral to the development and growth of the Health in the Hubs initiative.

Illustrating the strength of the partnership is the Dr. John M. Perkins Centre. Dedicated and opened in September 2011, it is a centre for community development and home to 46 people living in brand new apartments and receiving supports, including those from nursing students. It is also home to the new McMaster University School of Nursing Community Site. Located at 1429 Main St. East near Kenilworth Avenue South, the SON now has office, classroom and clinic space at the Perkins Centre for student learning within the community.

Hamilton School-Based Health Network
McMaster’s School of Nursing, in partnership with the Hamilton-Wentworth District School Board, Hamilton Public Health Services and Refuge: Hamilton Centre for Newcomer Health, have formed the Hamilton School-Based Health Network. The goal is to provide youth access to primary health care by addressing immediate health care needs including mental health and helping unattached patients become attached so they have sustained access to primary health care services.

In May 2012 a pilot was launched at one high school and in September 2012 the Network was hosting half-day clinics each week in two high schools, one public and one Catholic, in the downtown core. Currently there is funding of $15,000 from the Hamilton Community Foundation to sustain the clinics until December 2103, while long-term stable funding is sought.

PROVINCIAL AND NATIONAL PARTNERSHIPS

The National Collaborating Centre for Methods and Tools (NCCMT)
The NCCMT was established at McMaster University in December 2006 as one of the six National Collaborating Centres (NCC) funded by the Public Health Agency of Canada. While the other five NCCs focus on public health themes such as aboriginal health, environmental health, infectious diseases, health policy and social determinants of health, the NCCMT focuses on improving access to and use of evidence-based methods and tools for stakeholders involved in policy making, program decision making, practice, and research in Canada. Professor Donna Ciliska was scientific director of the NCCMT from July 2007, until Maureen Dobbins assumed this role in January 2012.

The McMaster Evidence Review and Synthesis Centre
The McMaster Evidence Review and Synthesis Centre is responsible for providing systematic reviews to the newly reinstated Canadian Task Force on Preventive Health Care. It is funded for a five-year period by CIHR. Co-Principal Investigators are Parminder Raina and Donna Ciliska, and there are a number of co-investigators from the McMaster Faculty of Health Sciences and elsewhere. Staff from both the School of Nursing and the Evidence-based Practice Centre work together to produce the systematic reviews.

Effective Public Health Practice Project (EPHPP)
The Effective Public Health Practice Project (EPHPP), led by Professor Donna Ciliska in the School of Nursing, is an expert team of
Health Evidence

Health Evidence is a Canadian service and research organization aimed at assisting public health decision makers find and use research evidence. Launched in 2005 under the leadership of Associate Professor Maureen Dobkins, Health Evidence offers a suite of services to support the development of knowledge, skill and culture for evidence-informed decision making. A key resource, one product of Dobkins' research in the field of knowledge translation, the www.health-evidence.ca registry of systematic reviews provides free, user-friendly access to a searchable database of quality-appraised reviews evaluating the effectiveness of public health and health promotion interventions. This registry serves as a single source of high quality evidence and forms the core of a comprehensive, knowledge translation and exchange strategy for public health decision makers. Components of the knowledge translation and exchange strategy that Health Evidence offers, in addition to the registry, include: tailored capacity assessments for evidence-informed decision making, workshops and presentations on evidence-informed decision making 'how to', and knowledge broker services to mentor individuals, teams, and organizations and support the incorporation of evidence into practice. The goal of Health Evidence is to facilitate the adoption and implementation of effective policies, programs, and interventions at the local, regional and national public health decision-making levels across Canada and worldwide.

INTERNATIONAL PARTNERSHIPS

PAHO/WHO Collaborating Centre in Primary Care Nursing and Health Human Resources

McMaster University's School of Nursing was redesignated as a Pan-American Health Organization/World Health Organization (PAHO/WHO) Collaborating Centre in Primary Care Nursing and Health Human Resources for a period of five years (2011-2015). Established in 1992, the Centre is a member of a network of 23 other WHO collaborating nursing centres worldwide that are designated by the WHO director-general to form part of an international network that supports WHO's work and its programme priorities. The Centre is currently led by Andrea Baumann, McMaster's associate vice-president, Global Health, and Associate Professor Ruta Valaitis, who is deputy director of the Centre. It is focused on analysis of the nursing workforce in order to inform health human resources and health service policies; strengthening nursing education to contribute to the development of primary health care integrated services; and developing and disseminating knowledge related to nursing health human resources and interprofessional collaboration to address workforce needs.

Oncology Nursing Program Partnership, The University of the West Indies (Trinidad)

Representatives from the School of Nursing were honoured to attend the graduation ceremony in October 2010 for the second class of students from the oncology nursing courses offered as a joint initiative between the McMaster School of Nursing and the University of West Indies. In total, 37 students completed the six courses offered by McMaster University. The graduation ceremony marked the successful completion of the initiative whose goal was to build capacity to prepare Trinbagonian nurses for leadership roles in cancer care nursing in Trinidad and Tobago where cancer is a significant health problem among its population and specialized cancer care resources are scarce. Associate Professor Carolyn Ingram led the three-year project.

Collaboration with Aga Khan University

A memorandum of understanding was signed by McMaster University and Aga Khan University (AKU) in 2008 for a new stage to a 25-year collaboration. For years the School of Nursing has been the essential link in the partnership of the two universities, which has raised the status of nursing in Pakistan and developed international nursing schools. Under the new agreement, the two universities have partnered to support national nursing initiatives in select countries of Africa and Asia where the nursing profession has been neglected.

McMaster has played a major role in assisting AKU to build capacity in health care education, particularly in nursing. The impact of the partnership to date has extended beyond Pakistan to other countries where AKU has a nursing presence including Kenya, Tanzania, Uganda, Afghanistan, Syria and Egypt, in terms of improving the quality of nursing education, and strengthening the role and recognition of women professionals and their contributions to society.

Leadership and Management Program Affiliation with Aga Khan University Hospital

In January 2009 the Leadership and Management Program (LMP) developed an affiliation with the Aga Khan University Hospital (AKUH) in Karachi, Pakistan. The focus of this affiliation was to assist the AKUH in its leadership capacity building initiative. Five nurses chosen by the AKUH enrolled in and successfully completed
the Leadership and Management in Healthcare Organizations course. Four of these students were located in Karachi, Pakistan and the remaining student was located in Kabul, Afghanistan. Key topic areas within the course included: a) system issues, b) funding models, c) leadership, d) change and motivation, e) planning processes, f) human resources, and g) quality cultures.

A joint LMP and AKUH evaluation occurred at the end of the affiliation. Key outcomes included: a) integration of learning communities as extensions of the classroom; b) reciprocal learning through the shared experiences of the faculty member and students; c) integration of theory with real practice issues; and d) dissemination of scholarship into the practice settings. In May 2010, the LMP and AKUH jointly presented on the experience and outcomes at the Third International Education Conference in Sydney, Australia.

**Haiti**

A 2010 grant from the Department of Foreign Affairs and International Trade Canada (DFAIT) allowed the School of Nursing, in partnership with University Hospital School of Nursing in Haiti, the Haitian Nurses’ Association (ANILH) and the Hopital Universitaire de La Paix (HUP) in Port-au-Prince, to support joint planning of Canada-Haiti academic projects to build capacity of academic institutions, provide opportunities for Haitians to resume studying and enhance their skill sets.

To that end, the School of Nursing hosted a group of senior nursing officials from Haiti in June 2011 to learn more about their challenges following the 2010 earthquake; to explore how McMaster could help meet some of their needs; to provide an overview of nursing in Canada; and to discuss U.S. rebuilding initiatives in Haiti. This included a two-day workshop organized by Associate Professor Anita Fisher to form partnerships to enhance nursing education and practice in Haiti. All of this builds on the relationships formed through the McMaster-Haiti women’s health project taken on by the McMaster schools of nursing and medicine, and the midwifery program a few years ago; a visit by two Haitian nursing students to McMaster in January 2011; and Fisher’s visit to Haiti in the fall of 2010.

The major outcome of the workshop and visit was the planning and execution of an international congress conducted by the Haitian Nurses Association (ANILH) in Port-au-Prince, Haiti in November 2011, which was attended by six McMaster faculty members. This conference defined nursing’s role in the future health care system in Haiti and outlined the support they will require from foreign partners, including McMaster University.

**South Africa**

The SON’s Elizabeth Rideout (retired) and Wendy Sword made three visits to South Africa in 2011, and one in 2012. There were two areas of focus for these visits: the facilitation of problem-based learning (PBL) workshops, and curriculum consultation for the Department of Nursing Science at North-West University, Mafikeng Campus (NWU-Mafikeng). The four workshops were hosted by three different universities (NWU-Mafikeng, University of Pretoria, and University of Fort Hare). The workshops provided a forum for discussion as well as hands-on experience with a PBL approach to education.

The Department of Nursing Science had made a decision to integrate PBL into their nursing curriculum as they moved forward with revisions to ensure congruency with new nursing qualifications set by the South African Nursing Council (SANC). The initial visits were spent primarily with the curriculum writing team from the department, and the last visit involved a week-long retreat with faculty from the department and collaborative institutions, during which time significant progress was made on revising the curriculum. The revisions are expected to be completed by early 2014, at which time the curriculum document will go forward for approval so that it is ready for implementation by the SANC deadline of June 2015. Plans for the future have been discussed and we will continue to build on the excellent relationship now established with the faculty in the Department of Nursing Science at NWU-Mafikeng.

**Central America**

Assistant Professor Gladys Peachey and retired Professor Barbara Carpio have provided mentorship to the nursing associations of El Salvador and Nicaragua under the aegis of the CIDA-funded Strengthening Nurses, Nursing Networks and Associations (SNNNAP) project of the CNA since 2007. The aim of the project is to strengthen nursing associations globally to act as the voice of professional nursing in their respective countries to ensure safe working conditions and quality, safe patient care.

Peachey and Carpio conducted annual in-country site visits. In addition to meeting with the professional association members, they held discussions with leaders of health care agencies, CIDA representatives, ministries of health, Canadian Consul and other key stakeholders. They also conducted over 20 workshops with nurses and key stakeholders on leadership, family health care, primary health care, professional and practice standards, organizational development, toxic work environments, and gender inequity.

Activities aimed at increasing the awareness of international nursing issues locally have included presentations of the project to the RNAO chapters in Halton and Hamilton; university women’s clubs; church groups in the area; and to McMaster nursing students. Their work was also published in the Canadian Nurse journal.
During a visit to the El Salvadorean association in December 2011, Peachey and Carpio assisted in developing their five-year strategic plan. They also participated with the newly elected board in a national Intersectoral Round Table on Nursing at the Ministry of Heath. A final visit to Nicaragua in February 2012 involved a review of AEN’s survey findings of violence in nurses’ workplaces and assistance with development of strategic directions to address the issue. While both associations have made gains through the SNNAP project, no continuing funding was approved by CIDA, so the current phase of the partnerships will end.

Denmark
University College Lillebaelt is one of seven university colleges in Denmark established in January 2008. University College Lillebaelt covers part of the southern region of Denmark and has approximately 7,000 students and 700 employees. Associate Professor Charlotte Noesgaard is affiliated with the campus in Odense, which primarily educates health professionals. The baccalaureate nursing program there has been engaged in problem-based learning (PBL) for more than four years and their faculty have participated in faculty development workshops at McMaster.

As their consultant, Noesgaard offered a two-week onsite institute in August 2011 with daily workshops the first week, and topic-focused discussions in the second week. When classes began she co-tutored a PBL case with second-year students to demonstrate the tutor role in PBL. Noesgaard returned in August 2012 to offer another 10-day institute. She will continue her partnership with the School of Nursing in Odense for the next two years as their faculty refine their cases and gain greater application of PBL with their students. In the spring of 2013 three faculty members from the school in Odense will visit McMaster as follow up to Noesgaard’s visits in Odense.

Bangladesh
Funded by a grant from the Canadian International Development Agency (CIDA), the School of Nursing, in partnership with Co-Water International Inc., Plan International Canada and the Canadian Association of Schools of Nursing, is contributing to the Human Resources for Health (HRH) Project in Bangladesh. Funded from 2012 to 2017, the goal of the project is improved maternal and neonatal health status of poor women, girls and boys in Bangladesh through enhancement of nurse midwifery training and services at the national level and improvement of services provided by nurse midwives and community skilled birth attendants (CSBA).

Led and coordinated by Co-Water International Inc., HRH’s technical assistance and support will focus primarily at the national level to assist the Directorate of Nursing Services, Bangladesh Nursing Council, and MOHFW Human Resources Development Unit to strengthen nurse-midwifery education and HR systems, and CSBA training and support.

The School of Nursing provided a consultant for the inception stage of the project, conducted in 2012. The mission focused on carrying out eight needs assessments, five baseline information gathering initiatives, and several site visits to the Nurse Institutes and adjacent health facilities.

Working with International Students
McMaster has a long-standing history of working with international nursing students, including those from Pakistan, Trinidad and Oman. This involves our students studying internationally, as well as international students studying at McMaster. Professor Basanti Majumdar led the facilitation of two groups of interns from Oman in 2009 and 2010, who spent who spent three months at McMaster. Prof. Majumdar, along with Associate Professor Sheryl Boblin, completed a study on nurses’ experiences of preceptoring international students. A follow-up study on developing a supplementary preceptor manual for preceptoring international students is completed and at the evaluation stage for possible implementation. A qualitative study is on the way to explore the international students’ expectations of their preceptors. Funding for these studies was provided by NERU. Prof. Majumdar recently reunited with the 22 Omani interns and was a speaker for the international conference at Muskat. Four students will be coming to Hamilton for three months for further clinical experience in May 2013.

Other International Projects
Prof. Majumdar was invited by the Toronto-Calcutta Foundation to conduct health seminars for four days in three remote Indian villages in December 2010. She worked with about 500 men and women on diabetes, HIV/AIDS and water born diseases.

In January 2010 Prof. Majumdar was invited by a professor of medicine at Addis Ababa University; a general practitioner; and a community farming leader from a rural community of Ethiopia, to visit local villages and begin negotiations for a new collaboration between McMaster University and the local community. After meeting government officials representing food security, gender, and rural development, she visited a local clinic, a school, and about 400 community members: men, women, youth, teachers, Hawassa University faculty and a nurse-midwife. In informal group meetings, farmers, women and youth identified their needs.
OBJECTIVE – Strong, innovative educational programs. Recognized internationally for our expertise, educational scholarship and evidence-informed educational practices.
The School of Nursing is committed to excellence in education and scholarship. This dedication has resulted in the School consistently being awarded the highest level of accreditation by the Canadian Association of Schools of Nursing. Local, provincial and national funding agencies have recognized the School’s excellence in scholarship through the awarding of a range of research grants. Our full- and part-time faculty, staff and students are the foundation of our success.

Recognized internationally as superb researchers and innovators in person-based learning and problem-based learning, our faculty are awarded a breadth of research and teaching awards. They are frequently sought internationally to share their expertise in program development and evaluation. The School will be entering its next phase with a revitalized and innovative undergraduate program, and key focus areas for graduate education.

Our wide range of research initiatives serves as a magnet for junior faculty who benefit from the expertise of seasoned researchers willing to provide support and mentorship. The receipt of the School’s first Canada Research Chair and the recent awarding of large CHR and provincial research funding will further position the School’s solid and expanding research program.

The School benefits greatly from a team of long-serving committed administrative staff who support the achievement of our research and educational initiatives. Their administrative excellence has been recognized through the presentation of several President’s Awards.

Attracting a large applicant pool of highly qualified students has enabled the School to select the best and brightest to enter our programs. Their enthusiasm for learning and commitment to developing into highly competent nurses is inspirational. Their leadership in hosting the Canadian Nursing Students’ Association national conference in 2011 and the awarding of COUPN undergraduate and graduate student awards are just two examples of student leadership and academic excellence.

The SON is considered a leader in community engagement activities within the University, initially through the establishment of the McMaster Student Outreach Collaborative (MacSOC), followed by service learning for nursing students, our Health in the Hubs initiative, the establishment of our community teaching site at the Perkins Centre, and our deepening relationship with our community partners. With community engagement and service learning key to the University’s Forward with Integrity initiative, the School is well positioned to continue its leadership role in these areas.

**CHALLENGES**

Uncertainty regarding future funding, upcoming faculty retirements, and space issues are key factors having an impact on the future sustainability of the School.

The effects of the introduction of the University’s new budget model, future provincial funding cuts to the post-secondary education sector, and the potential impact on our collaborative partnership of possible expansion of degree granting for colleges offering nursing programs, are creating an environment of uncertainty regarding the School’s future financial position. Yearly increases in compensation costs which have outpaced tuition and grant increases, coupled with the costs associated with the development of a new undergraduate curriculum and continued downloading of costs to the departments, further compromise the School’s financial future.

Decreasing opportunities for research personnel awards for faculty in mid-career is a threat to our continued productivity in research as our faculty mature. With increasing numbers of PhD-prepared nurses and decreased funding through many of the granting agencies, the competition for research funding will only continue to increase. Further, internal principles for allocation of funding to cover the indirect costs of research are a disadvantage to the School due to its larger proportion of funding from the provincial government.

Challenges finding quality clinical placements and restrictions to increasing Level I enrolments preclude further growth in our nursing programs, making it difficult to generate additional revenue through enrolment increases.

Upcoming retirements of seasoned faculty, our limited capacity to increase the number of full-time permanent faculty positions due to inadequate funding, and the University’s policy that prevents renewal of contractually-limited faculty appointments beyond six years, are resulting in the loss of many long-term faculty in 2013 and the next several years. While this may present an opportunity for faculty renewal, the loss of these faculty members who have made significant contributions in the areas of research and teaching is destabilizing to the School.

Insufficient office space has resulted in the School being located over two floors within the Health Sciences Centre and spread over various geographic locations across Hamilton. This creates challenges in facilitating face-to-face communication and supporting a sense of community. The move to larger group sizes in the undergraduate program (due to our financial situation) has also created challenges in booking classroom space. Fortunately, the development of the teaching space at the Perkins Centre has relieved some of the pressure somewhat; however, the rigidity of the timetables (back to back classes limit space for travel time) poses an additional challenge.
SCHOOL OF NURSING

FUTURE GOALS

OBJECTIVE – We are recognized internationally for innovation and leading-edge nursing education, practice and research.
GOALS

■ GOAL 1: Create and sustain a community of shared purpose that embodies our values and vision.
  • Develop a workplace culture that moves from “Me to We”
  • Explicitly value all contributions to education, research, practice, policy, service, and academic administration
  • Strengthen enablers of professional behaviour
  • Explore opportunities for enhancing a healthy workplace

■ GOAL 2: Create, deliver, and evaluate innovative, sustainable educational programs that anticipate and respond to learners, diverse practice environments, and the emergent health needs of society.
  • Develop and/or adopt technologies that enhance the quality, relevance and accessibility of our educational programs
  • Integrate interprofessional approaches into educational programs
  • Focus graduate education on priority areas of excellence
  • Implement, evaluate, and sustain the Kaleidoscope Curriculum within the undergraduate program
  • Re-conceptualize professional practice education in partnership with the practice community
  • Engage meaningfully in review processes of Accreditation and IQAP

■ GOAL 3: Optimize research, scholarship, and the mobilization of knowledge into practice, policy, service, and education.
  • Enhance research capacity
  • Increase our success in securing external, peer-reviewed research funding, especially in relation to Tri-Council awards
  • Strengthen the scholarship of teaching and learning
  • Identify and profile strategic research areas and support efforts to establish interdisciplinary and collaborative partnerships relevant to these areas
  • Increase our influence on the research agenda with external partners

■ GOAL 4: Actively engage with communities in partnership to improve their health and/or capacity.
  • Expand and strengthen our relationships with vulnerable communities/populations in the city of Hamilton and the surrounding areas
  • Enable work with selected communities beyond national borders
  • Explore opportunities for development of community-based services locally
  • Build internal capacity to communicate effectively with key audiences
  • Develop and implement a comprehensive communication plan
  • Extend our influence related to policy with key decision makers in relation to our mission
APPENDICES

Appendix A: Previous School Status Report

Appendix B: Previous report of an external review team

Appendix C: Summary of the recommendations from the previous report of an external review team that were accepted by the department for implementation, how they were implemented, and the outcome.

Appendix D: Most recent reviews of academic programs conducted by specialized accreditation bodies.

Appendix E: USB key containing the curriculum vitae of all current full time faculty members compiled alphabetically.

Appendix F: Special events (e.g. Grand Rounds/Visiting Speaker Forums, Lectureship Series and special programs)

Appendix G: School publications (handbooks for students, research reports, etc.)

Appendix H: The most recent reports from endowed chairs/professors and research chairs.
WORKING TOGETHER—MAKING A DIFFERENCE