In the editorial today we want to talk about collaborative research especially as it applies to us (CNS, MUNSON, and WRSON). The initiative for our collaborative research committee came from a joint faculty day discussion when we felt having such a committee would be a good means for our three schools to work together to develop that aspect of our scholarship. The mandate of the committee is to build capacity for research across the three sites of the BN (Collaborative) program by: sharing information related to research resources and opportunities; facilitating the development of research teams across the three sites; mentoring faculty as requested in the development of research capacity; and developing leadership among faculty for research. Our first work together was to plan a Nursing Research Day where we could at least come together to share our research. The first conference was in 2002. Since that time we have had four nursing research conferences on a biennial basis and in September we will begin planning for the 2010 Nursing Research Day. We will keep you informed and ask for your input on this activity.

We also felt that education about research was part of our mandate under mentoring so last year began our discussion together on grounded theory and have had four presentations and discussions on aspects of grounded theory. We began with a discussion on grounded theory, next worked on how to set up a problem in grounded theory, included grounded theory in our 2008 Research Day when Dr. Kärin Olson led us in a workshop on interviewing across qualitative methodologies, and our last session on coding in grounded theory. This coming academic year we will continue with presentations and discussions on research. These will be posted to faculty.

Communicating beyond committee work is always a challenge and we have tried to address this challenge. At a Joint Faculty Days session a couple of years ago we had a morning where we presented on and discussed setting up a program of research. Later we began a listserv to share information and that forum has had limited activity. We have discussed why there is not more activity on the listserv and it might be the format or we are simply overwhelmed by the volume of email communication we receive. We felt we needed other avenues of communication so Joanne Smith-Young, NRU coordinator at MUN, brought up the idea at a committee meeting that we have a newsletter. The Insider began and this is our third edition. We get positive feedback from faculty at all sites on this effort, but despite calls for submissions tend to hear from only a few individuals. The main purpose of the newsletter is to promote and report on collaborative research activities among the partners and we try and have that reflected in our newsletter. We would welcome submissions from faculty at two or more sites on any collaborative research work they are doing. However, we know that collaboration occurs on other levels, e.g., between or among nursing faculty at a particular site and between and among nursing and other faculty or community partners and while our focus is on what we can do together we have not precluded the other types of collaboration.
In this section of our newsletter we will highlight some of the faculty research projects that are currently being done. Each issue we will focus on a project or two from each site. This will indicate the diversity of research that we are doing. If you would like more information on any of these studies please contact one of the researchers.

Creating Productive and Healthy Environments for Older Workers

Dr. Lan Gien, along with co-investigators Drs. Wendy Young (Canada Research Chair in Aging), Stephen Bornstein, Scott MacKinnon (Canada Research Chair in Workplace Health and Safety) and Sandra LeFort will work closely with several seniors’ groups including the Canadian Association for the Fifty Plus, the National Pensioners and Seniors Citizens of Canada, and the Seniors’ Resource Centre of Newfoundland and Labrador to understand the challenges and barriers in extending work life of workers who wish to work past the age of 65. This project is funded by the Canada-UK Aging Initiative in partnership with CIHR’s Institute of Aging.

Lan Gien

Patricia Grainger and Christine Bolan (CNA-Quatar) recently had their article “Students in the BN Program—Do their Perceptions Change?” accepted for publication in Nursing Education Today

Schools of nursing must recruit and retain qualified applicants in order to deal with the current nursing shortage. Perceptions of nursing have been linked to students’ decisions to enter the nursing profession as well as their decision to complete a nursing program. A longitudinal study was undertaken to explore the perceptions of nursing students in the BN (Collaborative) program. Of the 213 students who began the study, 140 remained in the graduating class when the last data set was collected. The Nursing Attitude Questionnaire (NAQ) measured attitudes towards nursing using statements that reflected nursing roles, values, responsibilities, characteristics of nurses/nursing, professionalism, and stereotypes held by society. The Nursing Orientation Tool measured students’ orientation to nursing using three sub-scales: caring, nursing expertise, and life orientation. Overall, the students held a positive image of nursing and total scores for the NAQ became significantly more positive as students progressed in the program. Life orientation continued to be the most dominant orientation to nursing over the four years. Implications for recruitment and retention of nursing students are presented.

Patricia Grainger and Christine Bolan
Poster Presentation at 55th ARNNL Annual General Meeting
Engaging Students in Reflection: Issues in Nursing Curricula

Reflection has been defined as retrospectively examining an occurrence and evaluating it in an effort to determine what could have been done differently if the situation occurred again (Ruth-Sahd, 2003). While reflection in nursing education programs has been used to enhance students’ knowledge and skills in clinical practice and thus improve nursing practice and client outcomes, Schultz (2007) suggests there is little empirical evidence to support those claims. Historically, within the Bachelor of Nursing (Collaborative) Program at Western Regional School of Nursing (WRSON), students have been required to complete self-appraisals. Implied in the term “self-appraisal” is the intent that students evaluate and reflect on their clinical experiences with the goal of making appropriate changes to improve their professional practice. However, anecdotal comments from students and faculty suggest there are many challenges with the use of this pedagogical approach in nursing education. Both faculty and students have identified inconsistencies regarding faculty expectations for students’ self-appraisals and therefore the use of reflection. Based on recommendations from course reports and the anecdotal evidence, faculty at WRSON convened a research team to explore the use of reflection within the nursing practice courses. The preliminary findings of this research to date were presented.

Judith Wells  Cathy Stratton  Paula Didham  Lisa Jesso  Peggy Colbourne

The Meaning of Friday Afternoon Tea for Informal Caregivers on a Palliative Care Unit

This research study was carried out to determine the utility of an established intervention called, Friday Afternoon Tea, for informal caregivers on a Palliative Care Unit. This bedside intervention was implemented by staff members on the unit under the direction of the nursing unit manager. The funding for this intervention was in danger of being withdrawn as the benefits if any were being questioned.

A mini-ethnographic study was undertaken to explore the meaning of Friday Afternoon Tea, as a subculture of the Palliative Care Unit. Data were collected using unstructured audio-taped interviews with eight families whose loved ones were receiving end-of-life or symptom management treatment. Field notes from observations were also used in data analysis. Following examination of the raw data, the researchers identified common themes, using an inductive approach to allow themes to emerge. Three themes, with supporting data from the narratives, were identified from the narratives and include: more than a cup of tea, a welcomed distraction, and comfort and caring.

The degree of distress experienced by family members reinforced the importance of Friday Afternoon Tea as a supportive intervention. This study showed that something as simple as a cup of tea was perceived by the informal caregivers to be an important part of their experience on the Palliative Care Unit. This is evidence-based knowledge concerning the benefits of a cost effective intervention which can be easily replicated by other palliative care units. Advocating for these clients and their informal caregivers resulted in the continuation of funding for Friday Afternoon Tea.

Colleen Anderson  Sheila Parsons
The Meaning and Experiences of Weight Gain for Pregnant Women with Low Gestational Weight Gain

Even though it is now accepted that prenatal macro- and/or micro-nutrient undernutrition (i.e., insufficient caloric intake or micro-nutrient deficiencies despite ample calories) plays a critical role in the development of chronic diseases later in life, there is a paucity of research investigating the maternal experience of gaining less weight than medically recommended during pregnancy. Babies born to mothers with low gestational weight gain are at higher risk for undernourishment in utero and up to one-quarter of pregnant women in developed countries continue to undergain in pregnancy.

In this Heideggarian interpretive phenomenological study, the meaning and experiences of weight gain for pregnant women with low gestational weight gain were explored. Data were collected through narrative sessions with 10 pregnant women from St. John’s, Newfoundland and Labrador. Conroy’s (2003) method of data collection and analysis was utilized.

A hermeneutical spiral of interpretation was used to identify six patterns or major themes: confronting one’s mortality; defending oneself against a permanent metamorphosis into a stranger; playing with fire and brimstone; slipping under the radar; trying to find peace in the war between beauty ideals and the sanctity of motherhood; and riding an emotional roller coaster.

The participants in this study reported on a silent war that is being waged over pregnant bodies that has pitted women against women. The participants elucidated that weight gain means much more than a number on the scale. Pregnancy weight spoke to who they were as women, human beings and mothers. One’s weight could open and close doors in different aspects of their lives. It influenced how they perceived themselves and how others perceived them. Pregnancy weight could mean a new life in that it could bring forth a child, but it also could conjure up new blessings or misfortunes for themselves. Implications of the findings for health policy, practice, education, and research were discussed.

Cindy Murray

Orchestrating Environments for Healing: A Grounded Theory of Registered Nurses Caring For Patients with Diabetic Foot Ulcers

The World Health Organization (WHO, 2002) estimated that globally there will be approximately 300 million people with diabetes in the year 2025. Currently, the direct health care costs of diabetes and all its complications range from 2.5% to 15% of health care budgets each year (WHO). Registered Nurses play a pivotal role in providing care to patients with diabetic foot ulcers.

The purpose of this study was to understand the experiences of registered nurses caring for patients with diabetic foot ulcers. Using the method of grounded theory to complete this qualitative study, the researcher interviewed registered nurses providing care to patients with diabetic foot ulcers.

Registered Nurses provided care to patients with diabetic foot ulcers by Orchestrating Environments for Healing. Environments referred to situations or factors that impacted patients’ healing. Three subcategories of the Orchestrating Environments for Healing theory include Criticalizing the Condition, Humanizing the Care, and Professionalizing the Self. These three subcategories explain the strategies that Registered Nurses employ to orchestrate healing for their patients.

Carla Wells
RESEARCH EDUCATION

Are you a Master’s, Doctoral or Post Doctoral Student interested in research in the field of Aging?......Why not try a few days at the SPA !!!!!

Each year, the Canadian Institute for Health Research (CIHR) sponsors students from across the country to attend a 4 - day Summer Program in Aging or so dearly referred to by past participants as – “the SPA”. Imagine 4 days on a hide away, beach side resort in beautiful Nova Scotia, delicious home made food, excellent accommodations and most importantly meeting friends and colleagues that will last a lifetime.

This year I was chosen to be 1 of 50 students to attend the Summer Program in Aging (SPA) at this year’s location - White Point Resort in Nova Scotia. This Program was co-sponsored by CIHR and the Nova Scotia Institute in Aging. The main objective of the SPA is to provide students from various multidisciplinary backgrounds with advanced training in aging research. Various disciplines included Nursing, Pharmacy, Human Kinetics and Recreation, Physiotherapy, Dentistry, Engineering and Neuroscience. Each student was asked to bring along a poster presentation indicating their profile, research interests and future directions to share with the other students.

The SPA provides students with an excellent opportunity to collaborate and network with other researchers, faculty and mentors across the country with similar research interests. I had the opportunity link with researchers in the field of aging including Faculty at other Canadian Universities to develop plans for future research initiatives. Participants at the SPA were given the opportunity to explore topics such as Multidisciplinary Collaboration, Grant Preparation, Peer Review, Communication, Knowledge Transfer, Professionalism and Ethics through the lens of aging research.

Some of the seminars held at this year’s SPA included:

- “Behind the Iron Curtain” – What Happens as the Chair of Peer Review
- “View from the Trenches”- Opportunities and Challenges of a Post-Doc’s Experience
- “Introduction to Proposal Writing – What You Need to Do as an Investigator”
- “Don’t Get Lost in Translation – the Why, What, Who and How of Knowledge Translation”
- “Dissemination Strategies for Academic Publications”
- “Multidisciplinary Cross Pillar Research”

Each busy day ended with a relaxing supper with friends and colleagues and a beach side bonfire with entertainment. A perfect end to a busy and productive day !!

I would encourage any student with a special interest in aging to apply for next year’s SPA which is going to be in Alberta. Keep an eye on the CIHR Website for more information and a call for applications in the New Year.

Sue Ann Mandville-Anstey
In the last edition of our newsletter the questions posed were: *How do you pick a journal to approach? Do you approach one at a time or multiple journals?* While more could be said in response to the first question, much more needs to be said in response to the second question. As I reflected on that particular question I wondered how much the person asking the question knew about the ethics of publication and decided that we need to make colleagues and students more aware of this aspect of publishing. One of the reasons for not approaching multiple journals is because you run the risk of a serious breach of publication ethics and that is having redundant or duplicate publications. This is defined as “using the same data more than once and sometimes the same article being published in multiple journals” (Freda & Kearney, 2005, p. 488).

Of course if you submitted the same article and it was accepted and published by both journals you would add plagiarism to your ethical problems. The ethics of publication is perhaps an area that we do not put as much emphasis on when we teach about the ethics of research but it is critically important that we are aware of this topic given that publishing is the last step of the research process. We have an ethical obligation to communicate our findings but to do so in an ethical manner. We are required to get publications out as part of our scholarly work and to have a number of publications from our research projects. Indeed some projects lend themselves nicely to that approach because there may be important issues relating to theory and methodology that can be explored in addition to our findings. However, always cross-reference articles if it relates to the same project or data set so it is clear that you are not attempting to be deceptive or unethical. More importantly make sure the articles are really different. A breach in the ethics of publication can have serious repercussions on you as a researcher as well as on your institution, so become aware of what your ethical responsibilities are because not knowing is not an acceptable excuse. Editors are obligated to report and follow-up on any unethical practices they pick up, although some editors may not be as informed as they ought to be (Wagner, Fiack, Graf, Robinson, & Rowlands, 2009).

One place to start so you are better informed is the organization called Committee on Publication Ethics (COPE) located at [http://publicationethics.org/](http://publicationethics.org/). This site has an excellent document entitled “Guidelines on Good Publication Practices” and deals with such topics as: (1) study design and ethical approval; (2) data analysis; (3) authorship; (4) conflicts of interest; (5) peer review; (6) redundant publication; (7) plagiarism; (8) duties of editors; (9) media relations; and (10) advertising. It also has a section on dealing with misconduct and what could happen if you find yourself in an ethical conflict around publication.

**References**


Let’s talk…

The last in our series on grounded theory that was planned was to describe theoretical sampling. This session was pre-empted by the need to have our faculty/student seminar time used for student presentations because our students had to complete that requirement for practica and thesis so that they could convocate. Rather than not complete our series on Grounded theory this year—as we have other topics planned for the next academic year—we can have a brief discussion of theoretical sampling in our newsletter. Grounded theory is different than other research methodologies in that in order to have a well-developed theory we are required to use sampling strategies as a means to help that development. We employ the strategy or strategies of theoretical sampling to assist us with that development. So what do we mean by theoretical sampling? Theoretical sampling is defined as “Sampling on the basis of emerging concepts, with the aim being to explore the dimensional range or varied conditions along which the properties of concepts vary” (Strauss & Corbin, 1998, P.73). We know that variation of some kind is present in all human experience or to put another way, not all individuals experience a phenomenon in exactly the same way. We also know that many human experiences share similarities and that makes the research venture possible. So how do we make sure that out theory captures both the similarities and the variation that we know exist within a particular phenomenon? The latter is where theoretical sampling comes into play. One of the best articles I have found to describe the different aspects of theoretical sampling is by Draucker, Martsoff, Ross, and Rusk (2007). This article goes into the details of theoretical sampling as it applies to different coding processes (open, axial, and selective) we engage in when doing grounded theory. They also distinguish between selective sampling, or the sampling I begin with for my research study, and theoretical sampling or what I might need to sample, including recruiting different participants to meet the needs of my evolving theory. Although theoretical sampling may occur at the level of data as well, i.e., going back to the interview data to look for certain dimensions of a concept. Another strength of the article was that the authors take you through a research example of theirs and how they used theoretical sampling. Theoretical coding is not without challenges. For example, you may need to go back to ethical review if your theoretical sampling takes you to a different setting than originally proposed or you need different participants. This could possibly delay your research. Yet until you work through the data from your selective sample, you will not know what kind of setting or participants you may need to recruit. However, to have a rich and useful grounded theory even at the substantive level, know theoretical sampling well and employ it. In addition document the process well as it will be important for publication.

Reference:


Have a Laugh!

While I was working as a pediatric nurse, I had the difficult assignment of giving immunization shots to children. One day I entered the examining room to give four-year-old Lizzie her shot. “NO! NO! NO!” she screamed. “Lizzie,” her mother scolded. "That's not polite behavior." At that, the girl yelled even louder, "NO, THANK YOU! NO, THANK YOU!"
About our Research Units

Nursing Research Unit (NRU)
Memorial University of Newfoundland
School of Nursing (MUNSON)

Over the summer months we are working on several projects in the NRU including: “From the Ground Up: Alliances to Address Chronic Pain in the Community” (S. LeFort, S. Solberg), “Volunteer Experience of Breast Cancer Survivors (D. Dawe), “Overseas Recruitment: Experiences of nurses immigrating to NL (M. Beaton, J. Walsh), the “CAN-ADAPTT project” (C. Murray, S. Small), and the Preceptor Survey N4512. We also welcome our students and research assistants working in the NRU over the summer including: Chad Griffiths, Jubayer Hoque, April Stapleton, Jillian Janes, and Renee Lawrence. This fall we look forward to planning activities related to the BN (Collaborative) Nursing Research Day 2010.

J. Smith-Young

Office of Research
Centre for Nursing Studies (CNS)

Activities are continuing at the CNS Research Office. Patricia Grainger, Research Office Coordinator, continues to network with Eastern Health through their Nursing Education and Research Committee and the Evidence-Informed Practice Council. Patricia was part of the planning committee for the recent Nursing Education and Research Symposium held at the Waterford Hospital. Ambrose Tremblett, a fourth year student, is currently working as a Research Assistant and is busy helping faculty with literature searches, article retrieval, and data entry. We have recently subscribed to Survey Monkey and are finding this a valuable tool to collect data for research studies as well as assist with program evaluation. We are looking forward to seeing the results of some very interesting studies currently being conducted by faculty.

P. Grainger

Western Regional School of Nursing
(WRSON)

It has been a busy spring at the WRSON Research Unit as some faculty members put finishing touches on a number of articles for publication and posters for presentation. Other faculty members continue to work on a number of research projects that are in progress. It truly is an exciting time for researchers in the Western Region. In future newsletters, more information on a variety of projects will be shared with readers. Have a safe and wonderful summer!

C. Wells
SSHRC Funding Programs for Faculty Members Site Visit
Terry Lee McPherson, program officer with Social Science and Humanities Research Council of Canada (SSHRC), will present information and answer questions on SSHRC funding programs for faculty members Tuesday, August 25, 2009 in the Arts and Administration Building, Room A 5014. Morning session runs from 9:15 a.m. to 12:20 p.m. and by pre-scheduled appointment only the afternoon session will run from 2:00 p.m. to 4:45 p.m. To reserve an appointment for the afternoon session please contact Theresa Heath at theath@mun.ca or 737-8050.

Effectiveness of Interventions: A Partnership to Enhance the Safety of Staff Working in a Community Setting
Elaine Lundrigan and Joanne Goosney, on behalf of their staff safety research team (other members Darlene Hutchings, Anne Lynch, and Dr. Maria Mathews) presented at the National Leadership Conferences in St. John’s on June 2, 2009 Effectiveness of Interventions: A Partnership to Enhance the Safety of Staff Working in a Community Setting.

Health care providers working in the community are at a high risk for violence. Western Health and Workplace Health and Safety and Compensation Commission (WHSCC) have recognized the importance of enhancing the safety of staff working in this segment of health care. WHSCC provided funding for Western Health to develop, implement, and evaluate a staff safety program with staff who provide home-based services. An overview of the staff safety program, implementation, evaluation outcomes, and lessons learned were presented.

XIXth World Congress of Gerontology and Geriatrics
Karen Parsons, Assistant Professor with Memorial University, School of Nursing presented her poster; titled A Qualitative Needs Assessment of Community Dwelling Older Adults with Age-Associated Memory Impairment or Mild Cognitive Impairment in Newfoundland at the XIXth World Congress of Gerontology and Geriatrics in Paris, France from July 5 - 9, 2009.

Fifth International Congress of Qualitative Inquiry
During May 20 to 23, 2009, I had the opportunity to attend the Fifth International Congress of Qualitative Inquiry at the University of Illinois at Urbana-Champaign. Attended by over 1300 participants with over 1000 papers presented, the conference provided a fabulous opportunity to network with other new and established international qualitative researchers, to learn of the breadth of qualitative research, and to open possibilities for ideas and projects. My presentation was Using Institutional Ethnography to Explore Ethical Mental Health Nursing Practice. From meeting with those who attended my presentation, I was able to liaise with and learn from others around the world who were interested and experienced in institutional ethnography. I received support to attend this conference through the EQUIPP program of the International Institute for Qualitative Inquiry at the University of Alberta. The conference is organized every year by Dr. Norman Denzin, a well-respected qualitative researcher who was engaging and welcoming in meeting with attendees. As well, the setting for the conference, Urbana, Illinois, USA, provided a beautiful backdrop for such a large gathering. For anyone interested in learning more about this annual conference, please see www.icqi.org. Information is already posted for next year’s conference!

Nicole Snow
International Social Science Conference

April Manual, Assistant Professor at MUNSON presented her research at the International Social Science Conference in Greece on July 18, 2009:

The implantable cardiovascular defibrillator (ICD) has become routinized in clinical genetics as an essential (life-saving) treatment for the “presymptomatic ill” ARVC patient. ARVC (Arrhythmogenic Right Ventricular Cardiomyopathy) is a lethal autosomal dominant genetic linked disease with high morbidity due to sudden cardiac death. An overview of the historical evolution of the Implantable cardiac defibrillator (ICD) and juxtaposes that history against the illness experiences of ARVC patients living with implanted devices in the province of Newfoundland and Labrador, Canada was presented. Questions were raised about the shifting conceptions of genetic risk and normality that resulted from the experience of having the device implanted. Drawing on the Foucaultian notion of power/knowledge, the argument was made that the ICD as metaphor conveys powerful meanings about how ARVC patients “ought” to be ill. While these findings have obvious implications for genetic counseling pre– and post-implantation, more importantly they serve as an important reminder that our production of genetic knowledge and technology is neither neutral nor value free.

15th Annual Conference on Gerontological Nursing, Banff, Alberta.

Carla Wells presented a report of her research study that she is completing in partial fulfillment of requirements for her PhD Nursing degree, University of Calgary entitled, “Orchestrating Environments for Healing: A Grounded Theory of Registered Nurses Caring for Patients with Diabetic Foot Ulcers,” in May 2009. She also presented a poster of her research at the ARNNL Conference, June 2009.

Globally, 300 million people will have diabetes mellitus by the year 2025. Nationally, two million people have diabetes. Of all patients with diabetes, 15-25% develop a diabetic foot ulcer at some time in their lives and diabetic foot ulcers precede approximately 85% of non-traumatic amputations. Whether patients receive care for a diabetic foot ulcer in acute care, long-term care, or the community, registered nurses are often the health care professionals who provide their wound care.

The purpose of the study was to learn about the experiences of registered nurses providing care to patients with diabetic foot ulcers. Using a grounded theory methodology, eleven registered nurses were interviewed in two regions of Newfoundland and Labrador. The qualitative data from these in-depth taped interviews were simultaneously collected and analyzed; the steps of classic (also known as Glaserian) method of grounded theory were followed until a theory of Orchestrating Environments for Healing emerged that addressed registered nurses’ main concern of Helping Patients Heal. Registered nurses provided humanistic, individualized care to these patients and their families, while trying to juggle the needs of patients within the rules and policies of the health care system. Three subcategories were identified: Criticalizing the Condition, Humanizing the Care, and Professionalizing the Self. These subcategories, with their subsequent properties, represent the strategies that registered nurses employ while Orchestrating Environments for Healing.

Publications


Congratulations to **Creina Twomey** and **Bob Meadus** on receiving a $2000.00 research grant from the ARCASN for their project, “Men in Nursing: The Atlantic Canadian Perspective.”

**Kathy Watkins** has successfully completed her PhD comprehensive exams (both written and oral) in Clinical Epidemiology at MUN. She received the designation “Pass with Distinction.”

Congratulations to **Sandra LeFort** on receiving the “Canadian Pain Society Nursing in Pain Management Award.”

Congratulations to **Brenda Oldford** on receiving her Masters Degree in Nursing. Her practicum topic was entitled, “Development, Implementation and Evaluation of Computer Assisted Instruction Modules to Teach Fundamental Psychomotor Nursing Skills.” She also received the ARNNL Award for Excellence—Master of Nursing (Non-Thesis), Fellow of the School of Graduate Studies, and The University Medal for Excellence in an All-Course Master’s Program.

Congratulations to **Joanne Smith-Young** on receiving her Masters Degree in Nursing. Her thesis topic was entitled, “Constant Negotiating: Working with Work-Related Musculoskeletal Disorders (WMSDs).” She also received the ARNNL Award for Excellence—Master of Nursing (Thesis).

Congratulations to **Karen Dobbin-Williams** on receiving her Master Degree in Nursing. Her thesis topic was entitled, “Surgical Site Infection in Vascular Surgery: An Exploration of Risk Factors and Nursing Interventions.” She also received the Lippincott, Williams & Wilkins Book Award—Master of Nursing (Thesis).

**Paula Fifield** and **Dianne Brown** recently won the Award for Best Faculty Poster at the Health Professionals Education 2009 Conference held in Toronto in May. Their poster was entitled, “A Win-Win Situation: Introducing Simulators for Health Assessment Courses.”

**SueAnn Mandville-Anstey** has successfully completed her PhD comprehensive exams (both written and oral) in Community Health and Humanities at MUN. She is currently working on her research entitled, “Mapping social relations of older workers’ employment: Using institutional ethnography to explore the meaning and organization of work, health and safety of aging workers in the home support sector.”

"In the beginner's mind there are many possibilities, in the expert's there are few."

- Shunryu Suzuki
Upcoming Conferences

Montreal 2010—13th World Congress on Pain—August 29-September 2, 2010—Palais des congres de Montreal, Montreal, Quebec, Canada
This Congress benefits those just entering the field of pain research and treatment, and those interested in updating their skills and knowledge of promising research and treatment possibilities related to pain. You will network with and hear from thousands of the world’s leading experts on pain as they share their thoughts, research and findings on this critical topic. http://www.iasp-pain.org

The Canadian Healthcare Safety Symposium—October 22—24, 2009—Le Centre Sheraton, Montreal, Quebec
A provocative forum for leaders to advance safety, cultivate relationships, and shape the future of healthcare. While much of the healthcare system required redesign to advance healthcare safety, human performance remains a vitally important factor in this most human of all high-hazard endeavors. How workers perceive, think and perform can make the difference between death and life, suffering and successful treatment, or illness and wellness. For more information on registration please visit: www.buksa.com/halifax

The Early Years Conference 2010—The Rights of the Child—February 4—6, 2010 The Victoria Conference Centre and The Fairmont Empress, Victoria, British Columbia, Canada
The conference will explore early childhood, family and community development through the lens of Child Rights. The U.N. Convention on the Rights of the Child (1990) articulates various inherent human rights that should be afforded to children. Policies designed to support and provide general and specific services to children and their families, should reflect these rights in order that all children may reach their full potential in society. Conference participants will have the opportunity to consider research, policy, and practice from a child’s rights perspective in order to further the quality of their work with children, families and communities. http://www.interprofessional.ubc.ca/Early_Years_2010.html

The conference will bring together researchers, university leaders, policy makers and other stakeholders from various regions to discuss major developments related directly and indirectly to world-class universities. http://gse.sjtu.edu.cn/WCU/WCU-3.htm

About Face Changing the Character of Care Long Term Care Forum September 9, 2009 at the Fredericton Inn & Excellence in Aging Care Symposium September 10 and 11, 2009 at École Ste-Anne. This year we bring an even broader array of speakers and topics. In addition to a high-class Symposium on Thursday and Friday, we have added a full day on Wednesday filled with seminars and talks on a wide variety of relevant topics. Register online at www.yorkmanor.nb.ca/SYMPOSIUM.

8th Conference Canadian Rural Health Research Society This conference will provide a forum for researchers, decision makers, practitioners, and other stakeholders interested in health and well being of rural residents to share recent research and to discuss appropriate research approaches and policy frameworks. Conference to take place October 15-17, 2009 in Kingston, ON. For more information please visit http://crhrs-scrsr.usask.ca/kingston2009/

Pain in Europe VI—6th Congress of the European Federation of IASP Chapters (EFFIC) - September 9-12, 2009—Lisbon, Portugal
Europe against pain—Don’t suffer in silence. For more information please visit: www.lisboacc.pt
Nursing Research Crossword

ACROSS
4 Area of study traditionally concerned with understanding how we understand
5 Thoughtful reflection and action that occur simultaneously
8 The importance individuals ascribe to selected aspects of specific situations, activities, and plans
9 A process of grasping meaning, or part of being human, which we all possess
11 What members of a research community share that provides cohesiveness and social control
12 Norms or shared meanings which have a positive moral preference attached to them
13 A sampling method where the researcher asks each person interviewed to suggest others who could be interviewed
14 Our knowledge, ideas and views about the world
15 Description that focuses on the actor's own lifeworld

DOWN
1 The use of two or more different methods in studying the same phenomenon
2 Accomplished action
3 Bringing together components, fragments, categories of ideas or experiences which are meaningless when viewed alone
6 Interpretive constructs or ways of seeing
7 A few people who interact, with some regularity, over an extended period of time and who conceive of themselves as a social entity
10 Simply doing certain things and not others

Check the Fall newsletter for the answers to this puzzle!

Please send submissions for the Fall newsletter to:
Joanne Smith-Young
Email: jsmithyo@mun.ca

Solution to Winter crossword

Create PDF files without this message by purchasing novaPDF printer (http://www.novapdf.com)