



McGill

NURSING

# FOCUS

SUMMER 2015



GOOD  
PEOPLE

GOOD  
WORK

GREAT  
OUTCOMES

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## FOCUS

### MCGILL INGRAM SCHOOL OF NURSING SUMMER 2015

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Faculty of Medicine  
Ingram School of Nursing

Cover photo: Nursing students  
put theory into practice within their  
clinical setting.

# A WORD FROM THE DIRECTOR

/ by HÉLÈNE EZER /



PHOTO BY: EDMOND CHUNG

Since publication of the last issue of *Focus Nursing*, the McGill Nursing alumni newsletter, in January 2013, much has happened in the nursing world and in universities in Quebec and across Canada.

The Ingram School of Nursing has been actively involved in addressing, and has been affected by, the challenges that have accompanied the major events of the past 18 months. In this issue I describe the process initiated by the OIIQ (Quebec's regulating body for nursing) in putting forward the bachelor's degree in nursing as the minimum requirement for licensure to practise, and the political discussions that subsequently took place among the stakeholders.

Another major event for the School was the budget cuts to universities announced last fall. This means that positions in both tenure track and contract academic positions in the university are tightly controlled and difficult to obtain. Despite these constraints, we expect that nursing positions will continue to be available and are preparing to recruit strong candidates for our programs.

The students' learning experiences and the quality of the School's programs remain front and centre. Curriculum reviews across all our programs are underway. Lia Sanzone and Norma Ponzoni are responsible for organizing reviews of the BScN and BNI programs, Linda McHarg is proceeding with a review of the different streams of the master's program and Margaret Purden will be chairing a review of the doctoral program. These various reviews, along with the Cyclical review of the School, which took place in February, will allow us to obtain a comprehensive perspective on our curricula and provide directions for change.

This issue of the newsletter also showcases the commitment of our students, graduates and faculty members to improving health care beyond our borders. The HIV peer-training program in Tanzania, shepherded by Madeleine Buck, Royal Orr and Betty Liduke, is an outstanding example of collaboration that makes a meaningful and lasting difference. I invite you to read Lia Sanzone's personal account of her visit to Tanzania in October 2014 (see page 4).

This issue also introduces faculty members who have joined the School over the past two years. We have integrated three new faculty members with programs of research in oncology to build capacity in cancer care nursing. These researchers' understanding of the experience of living with cancer, their research skills and their expertise in transferring knowledge to practice are critical to the improvement of cancer care. Five other nurse clinicians have been recruited to fill the gaps left by faculty who have retired. In the pages that follow, you will be introduced to these talented and energetic new faculty members and will read about various projects we are undertaking.

# ENTRY-TO-PRACTICE IN QUEBEC

/ by HÉLÈNE EZER /

The calls for university education in nursing date back almost a century. In Quebec the impetus to return to this issue was fuelled by moves across Canada, the European Union, the United Kingdom and the francophone countries in Africa, which now all require a nursing bachelor's degree for licensure. In 2011 the general assembly of the OIIQ passed a motion to implement the same requirement by 2017 for all nursing graduates in Quebec. The proposal incorporated the existing nursing and pre-university programs as routes for access to a bachelor's degree, ensuring the continuity of all nursing programs already in place. Following receipt of the OIIQ request, the minister of health and social services set up a committee of representatives of 12 interest groups to address the issue. The committee's discussions began in January 2013 and continued until November 2013.

The groups represented were the ministry of health and social services; the ministry of education; the ministry of science, research and higher education; three unions; the regional association of health institutions; the Treasury Board; the federation of CEGEPs; the Office of Professions of Quebec; the Council of Rectors and Principals; and the OIIQ.

While there was unanimous recognition that increasing the education of future nurses was necessary in the current context, those at the table were unable to come to a consensus on the requirement of a university degree for licensure to practise. To address this impasse, the Chair, Dr. Pierre Durand, recommended that the Office of Professions of Quebec carry out further studies of the competencies required in the different areas of nursing practice and that an independent consulting company be selected to review the issue and submit a report in March 2016. At the time of writing no company

has been engaged and no discussions have been held between the stakeholders.

Although comprehensive data were provided by the OIIQ and the universities on the financial and logistic feasibility of this move, resolution of the issue remains on nursing's agenda. The evolution of events that began in 2011 reflects the inability of the nursing profession to determine its own future. We need to regroup and work to ensure that future nurses will be equipped with the knowledge and skills needed to be seen as equal partners among the health professions and to be fully prepared to provide the increasingly complex care that patients and families require!

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A nursing student hones her knowledge and skills.



## A WORD FROM THE PRESIDENT OF THE ALUMNI ASSOCIATION

/ by JOHNNY CHEUNG HEI SIT /

GREETINGS, FELLOW NURSING ALUMNI! MY NAME IS JOHNNY CHEUNG HEI SIT, BScN'07, YOUR MCGILL NURSING ALUMNI ASSOCIATION PRESIDENT.



After graduating from the Ingram School of Nursing, we should be thinking about renewing our engagement with the School and with our former classmates. As we continue each year to help our alumni renew their links with each other at homecoming, we realize that we need your help in many different ways.

Every fifth year after your graduation from McGill becomes your homecoming reunion year. Alumni who graduated 25 and even 30 years ago have held reunions recently. It is really amazing to consider the links that have been maintained and renewed at each homecoming over the years. I would like to take this opportunity to invite you to reflect on your own approaching homecoming reunion. A successful homecoming reunion calls for early planning. Please think about it now, perhaps by getting together with some friends you have kept in touch with or by contacting everyone in your graduating year. You may even decide to have a mini-reunion with your own special group of friends. We are here to help you reach other alumni from your graduating year if you require assistance.

Our much-anticipated yearly Speed Nursing event showcases, for current nursing students, what kind of work nurses

do and what the workplace experience is really like. A new attendance record was set at the Speed Nursing event in Winter 2015, with 22 nurses making links with 70 McGill nursing students. Our enthusiastic future nurses asked many questions of the attending nurses, to find out if they might do the same kind of work when they graduate. Speed Nursing is a great networking event as well as a career exploration opportunity for both nursing students and nurses already in practice. I invite you to send us an e-mail at [alumni.nursing@mcgill.ca](mailto:alumni.nursing@mcgill.ca) if you are interested in attending our next Speed Nursing event so that we can e-mail you when we have set the date and have prepared the invitation.

I would like to take this opportunity to thank you for your generous donations to the School. Scholarships are made possible by your donations. These encourage students to perform well and allow them to worry less about finances. Your help is greatly appreciated at the School.

Sadly, the McGill Nursing Alumni Association is losing two of its executive members. Katherine Yen Yu, BScN'11, has moved to British Columbia and Han Xiao, BScN'11, will also be leaving Montreal. We thank them for their work with us and wish them well in their future endeavours.

We are constantly looking for new collaborators and new ideas in our mission to serve the nursing alumni community. Your help will be greatly appreciated. Please send us an e-mail!

If you have recently moved or changed your contact information, it is important that you let us know at [alumni.nursing@mcgill.ca](mailto:alumni.nursing@mcgill.ca) so that our records can be modified.

EVALUATING A YPHE PROGRAM IN

# TANZANIA

LEADS TO A PLETHORA OF EMOTIONS

IN A *MZUNGU*

/ by LIA SANZONE /



Having been a community health nurse for close to 20 years and having a background in school health and mentorship programs, I was grateful when my colleague Madeleine Buck invited me to travel with her to rural Tanzania to evaluate the implementation of a Youth Peer Health Education (YPHE) program whose goal is to decrease HIV infection rates.

The ongoing work of graduate students in global health studies, faculty contributions and Madeleine's bold ideas have had a great impact on health in Tanzania. Madeleine's involvement began in 2006 and led to a partnership between the Ingram School of Nursing and the Tanganyika Wattle Company Hospital (TANWAT), its HIV/AIDS Care and Treatment Centre and the Highlands Hope Umbrella (HHU), a non-governmental

organization. In 2014 the YPHE program was funded by Grand Challenges Canada — Stars in Global Health to bring patient-focused, community-based, high-quality and sustainable HIV/AIDS awareness and treatment to rural Africa.

I was excited about travelling to a country where I could experience firsthand the essence of community health nursing. Training 500 pupils from grades 4 to 6 in a total of 50 schools in the Tanzanian highlands will spread the knowledge and skills needed to help prevent HIV and increase hope for the children of Njombe district. As change agents, these trained pupils will use their mentorship skills to decrease the prevalence of HIV among their peers and within their communities.

Prior to my departure for Africa, my excitement rose with each scheduled activity: visit to the travel clinic, purchase of malaria tents, training in preventive measures for insect bites, Internet searches for updated travel advice and advisories for Tanzania.

Anxiety crept in, however, when I learned that the rural Njombe district, located in Tanzania's southern highlands, has a high rate of HIV among young people aged 15 to 24—in fact twice the rate in other regions of Tanzania. I questioned whether my contribution would make a difference.

The media coverage of Ebola-stricken Africa and the emotional reactions of my family, friends and colleagues added to my anxiety. I was beginning to have second thoughts, even though I knew that Ebola is not an airborne virus, that there were zero cases of “reported” Ebola in Tanzania, and that West Africa's Ebola-stricken areas were located nearly five thousand kilometres from Tanzania.

Although these emotions were real prior to my departure, once we arrived in Njombe all my doubts and conflictual thoughts disappeared. The views, from the lush greenery of the Njombe highlands to the tea plantations in Luewa district, were beyond spectacular.

The warmth of the Tanzanian people was unbelievable. They are the kindest, gentlest people I have ever met. They embraced us. They took us into their lives and welcomed us in their towns, schools, houses of worship, community meetings and workplaces. They opened up to me and enabled me to learn about their culture, values and beliefs.

Beautiful children proudly marched for us at their schools when we went to observe the various phases of the program's implementation. My greatest gratification during our visits was observing the impoverished children, many of whom had suffered multiple losses related to HIV yet were still intrigued by and immersed in the program and its teachings. Their eagerness to learn, as reflected in their eyes, their upright sitting posture and their attentiveness, left an indelible image in my mind and in my heart.

After 10 days in Njombe, this McGill professor, bearing the new title of *Mzungu* (Kiswahili for “white person”), was totally impressed by the leaders, trainers, mentors, educators

and children involved in the YPHE. I am committed to making this program sustainable in a community that is resilient, kind and dedicated to lowering HIV rates and to fully engaging in the project. My core belief, that young leaders are brave and strong and talented, is what energizes me and drives me to work with them. It is these young people who can bring about sustainable change in decreasing the rates of HIV in Njombe, Tanzania.

This emotional experience has not only rekindled my passion for community health but, to my surprise, made me fall in love with global health.

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Facing page: A smiling young Tanzanian poses with Lia outside the church after Sunday service. Below: Madeleine Buck and Lia Sanzone pause for a photo while enjoying the striking Njombe countryside.







# WORKING FOR MÉDECINS SANS FRONTIÈRES IN THE CONGO

/ by MARILYSE NGUYEN, MSc(A)'12 /



Many people spend their lives trying to find a vocation that suits them best. For me, there was never a doubt that nursing would provide me with opportunities for personal growth. Over the years, while working at the Jewish General Hospital and completing my master's at McGill, I learnt how to be an effective communicator, how to manage tough medical cases and, most importantly, how to keep my wits together when things get messy. There was something about bedside nursing in Montreal that I loved. It was the sense of chaos. But the way I saw it, nursing in Montreal was a kind of organized chaos. And I was looking for real chaos!

That was when I decided to quit my stable job of five years to join Médecins Sans Frontières and move to the Democratic Republic of the Congo. It was, at the time, a brilliant idea. I would be able to mix my two greatest passions in life: nursing and travelling. What an adventure this would be! Finally, real chaos!

As the day of my departure for the Congo drew closer, the magnitude of my decision started to hit me. My friends and family echoed all of the thoughts that I had buried deep in my subconscious: What about political unrest and my own security? What if I hate the Congo and my colleagues? What if my job requires me to work beyond the skills that I have gained in my hospital career? These were all good questions that were left unanswered. They would have to wait for my arrival in the field.

And what an arrival it was. I was flown in to my project by a chartered Médecins Sans Frontières plane, to a little village in the province of Katanga. Its original population was five thousand but that had dwindled to under three thousand due to conflict in the area. After a briefing with my superiors, I had a hard time believing all of the responsibilities that would be entrusted to me. I would supervise six health clinics in the area, the furthest being a three-hour drive away by Land Cruiser on a bumpy jungle path. I would have to rebuild these clinics from scratch,

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Marilyse Nguyen, outreach nurse; Robert Ponsioen, medical team leader; and Miriam Silva, flying pharmacist, distribute bed nets to the displaced of Nsganwa village.

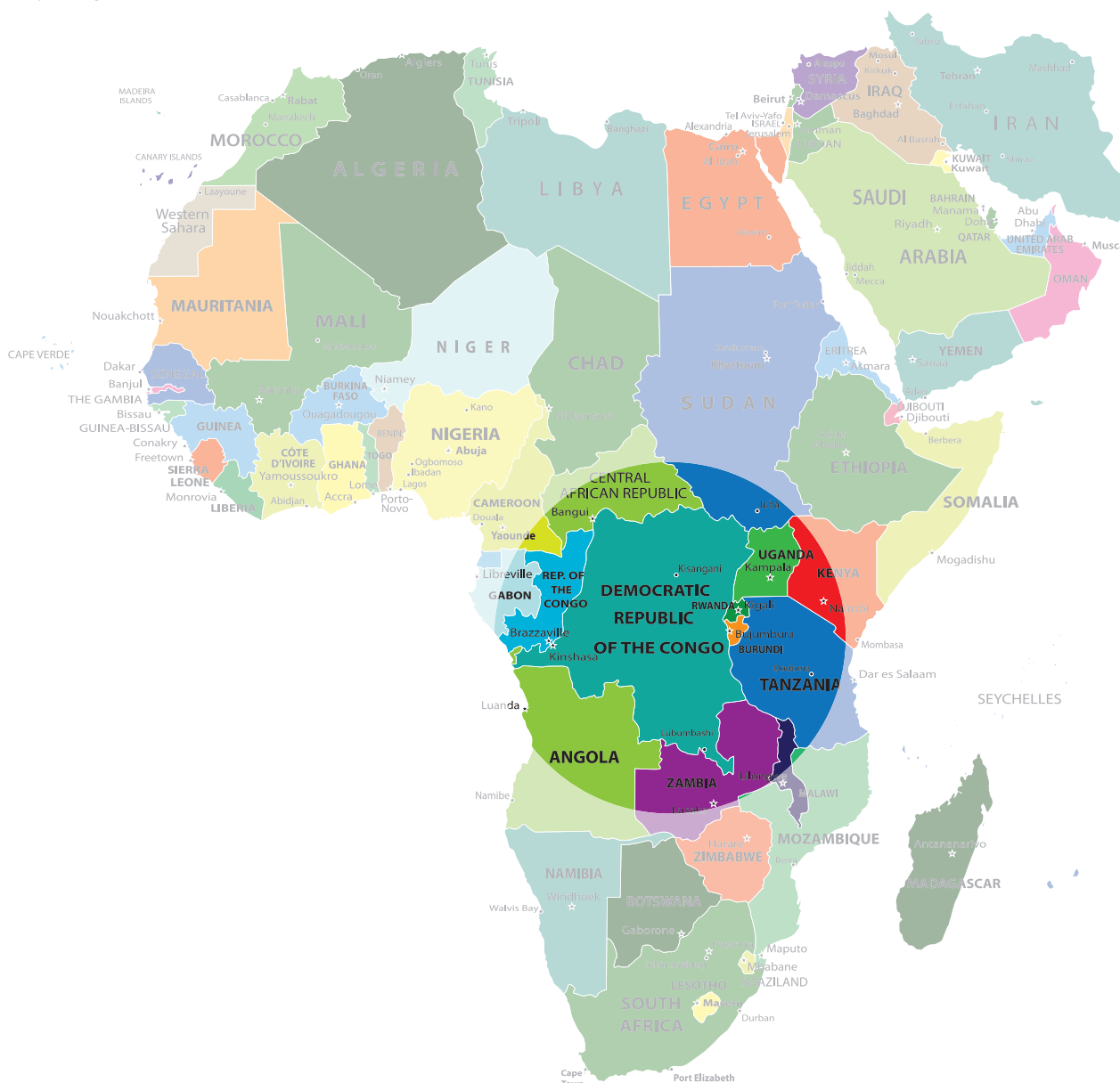
as some had been burnt and pillaged post-conflict. And finally, I would have to set up a variety of programs for each of the clinics, including vaccination coverage, antenatal care, tuberculosis and HIV follow-up, malnutrition supplementation, deliveries for women with low-risk pregnancies, and community health education.

How did we manage all of this? *Pole pole* (po-lay po-lay), as the Congolese would say in Swahili—in English, “slowly, slowly.” We had a brilliant mix of Congolese and expatriate staff working day and night on our project. Rarely have I seen such passion and devotion to others. Each and every person was an expert in their field, allowing for an eager exchange of medical knowledge. In many ways my colleagues had become my family, and this family taught me everything I needed to know.

Together we regained access to all six clinics, and over a period of seven months we slowly rebuilt each clinical program. We worked hard at training our clinic staff and at tracking the improvements in quality of care throughout. We even renewed our bond with the traditional healers in the community and shared our different approaches to medicine.

There was always more work to do, as the Democratic Republic of Congo often moves from a period of conflict to a period of stability and then back again, but our Congolese staff never lost hope and kept on ploughing ahead—a true model for all medical professionals around the world.

*Marilyse Nguyen, MSc(A)'12 / Outreach Nurse, MSF-Holland / marilyse.nguyen@mail.mcgill.ca*



# NURSE PEER MENTORSHIP PROGRAM

## (NPMP)

/ by LIA SANZONE /

**M**any nursing students, whether they enter the bachelor's program at age 17 or enrol in nursing studies at the graduate level, find it quite demanding to study at McGill. For students from other provinces or countries, the three- or four-year curriculum can be particularly trying. Mostly unilingual, these students not only are exposed to complex health and illness situations during their clinical studies, but also have to transition to a new province and a new university and learn to care for French-speaking patients.

It has been well documented that students dealing with mental health issues can experience lower educational achievement, substance abuse, violence and poor sexual health. Caring for patients in an unfamiliar language can cause additional stress. Mentorship programs have been cited as one means of fostering personal and professional development that can lead to increased retention in nursing. The results of a survey carried out at the Ingram School of Nursing in 2013 indicated a high level of anxiety in the second year of nursing studies, while a survey conducted the following year found that a peer mentorship program could benefit all nursing students.

In 2014, to address concerns raised by nursing undergraduates, the School developed and implemented the Nurse Peer Mentorship Program (NPMP). The impetus for this program came when an undergraduate student requested support that could not be provided from existing university resources. In addition, an informal student-led survey revealed that students experienced stress and anxiety related to exam preparation, clinical rotation and a perceived lack of general support at the School. Under the guidance of faculty member Lia Sanzone, a student working group was formed to examine the multidimensional needs of all nursing undergraduates and to develop a mentorship program. The group found that students were interested in participating in a mentorship program offering academic and social support and believed that such a program would enhance their educational experience.

The NPMP is aimed at addressing an array of concerns—academic, social, psychological and professional—associated with the transition to university life. The ultimate goal is to enrich students' experiences while improving their mental health outcomes by decreasing levels of stress and anxiety. Funding from the Mary H. Brown Fund permitted the



recruitment of 41 mentor-mentee dyads to attend an orientation day in the fall of 2014, a training session for mentors and social activities for students. Each dyad is expected to negotiate a mutually convenient location, topics and frequency for its mentoring sessions.

### The goals of the NPMP are to:

- maintain and/or improve the mental health of nursing students during their years of study by engaging them in peer mentorship
- decrease students' levels of stress
- maintain optimal mental health until graduation and foster an ongoing support network during nurses' professional years
- develop and implement strategies to support students with low French proficiency by partnering each with a bilingual student, organizing voluntary work in French-language daycares, and providing role playing workshops
- contribute to the retention of out-of-province students in Quebec upon graduation.

Health Canada has recently approved a grant for the next three years of the NPMP. The funds will contribute to the sustainability of this much-needed program and will enable Professor Sanzone to develop and expand it in accordance with students' needs.

The NPMP welcomes the participation of Ingram School of Nursing alumni. Our third-year students and recent graduates would love to have you as a mentor. Together we can ensure the smooth transition of new nurses to clinical practice and thereby make our profession better and stronger.

Above: NPMP members lend a hand at Discover McGill 2014.

# FOCUS on



JOSÉE  
BONNEAU



SYLVIE  
LAMBERT

“Great at pointing out our challenges in a compassionate way.” “Rigorous yet fair.” “Very knowledgeable.” “One of the nicest and brightest teachers I have met at McGill.” “She makes community nursing come alive.”

These are but a few of the comments made by students when asked to describe Josée Bonneau. She has wholeheartedly joined the Nursing Explorations organizing committee, attended community nursing conferences on our behalf, and immersed herself in our most recent curriculum review—all before beginning her appointment as full-time faculty lecturer. Josée’s peers and colleagues also acknowledge her dedication to and passion for nursing, her clinical expertise and her ability to work effectively with others. She sees all challenges as manageable.

Josée graduated from CEGEP du Vieux Montréal in 1994 and went on to complete her BScN and MScN (Education) at Université de Montréal. Her interest in ethics led her to obtain a graduate certificate in bioethics at the Université de Montréal Faculty of Medicine, and she is currently a clinical ethics fellow at the Centre for Applied Ethics, McGill University Health Centre.

Since 1994 she has worked as a nurse clinician in community nursing in areas such as school health, ambulatory care, *enfance-famille-jeunesse* and international adoption. Josée brings her expertise to the final year of our BNI and BScN programs. Her two years at the OIIQ as a *conseillère* and *inspectrice* for the Bureau de surveillance de l’exercice infirmier conducting professional inspection complements her expertise and provides an excellent background for her role in coordinating our *Legal and Ethical Issues in Nursing* course.

/ by MADELEINE BUCK /

Sylvie Lambert, BScN’00, PhD’08, has returned to her alma mater as an assistant professor at the Ingram School of Nursing. She had been in Australia, working both as a post-doctoral fellow and as a National Health and Medical Research Council (NHMRC) Research Fellow at the Ingham Institute for Applied Medical Research, University of New South Wales.

Sylvie’s research interests in the field of psychosocial oncology are many, with a focus not only on individuals diagnosed with cancer but also on those caring for such patients. An example of her research is a longitudinal study of the well-being of partners and caregivers. Her research team has also documented the impact of caring for or living with a cancer survivor over the first five years following diagnosis. Through an NHMRC Early Career Fellowship and a project grant, she is undertaking a randomized controlled trial to document the cost and efficacy of Coping Together, a self-directed coping skills intervention for persons with cancer and their spouses.

She has an impressive publishing track record of 35 publications and has achieved international recognition through a Best Paper award from *Cancer Nursing*. She is also a recipient of the Rosemary Wedderburn Brown Faculty Prize for those with outstanding scholarly potential and an International Psycho-Oncology Society Hiroomi Kawano New Investigator Award.

Since joining the McGill faculty in August 2013, Sylvie has continued to focus on developing and testing sustainable coping skills and self-management interventions for patients with cancer and their caregivers. She plans to extend the reach of her research through the inclusion of patients and caregivers with low literacy and from culturally and linguistically diverse backgrounds. She has secured research funding from RRISIQ (the Quebec nursing intervention research network) and has a number of grants under review with a Canadian network of collaborators. In addition, she has recently been appointed Research Associate at the Research Centre of St. Mary’s Hospital. Welcome back, Sylvie!

/ by CARMEN G. LOISELLE /

# FACULTY



CHRISTINE  
MAHEU



ARGERIE  
TSIMICALIS

“Running all the time.”

Christine Maheu joined the faculty in 2012 after completing a PhD in Vancouver and postdoctoral studies in Toronto and Marseille and subsequently serving as an associate professor at York University.

Her research interests lie in the area of cancer survivorship intervention research, psychosocial impact of breast/ovarian cancer, and living with fear of inherited cancer or cancer recurrence. This interest in the psychosocial aspects of cancer care also applies to individuals dealing with other chronic illnesses and acutely stressful events.

Christine is a lady on the run. She continues to hold a fellowship at Princess Margaret Hospital and commutes to Toronto to meet with research assistants and other professional colleagues there. While commuting brings special challenges for a mother of three young children not yet into their teens, Christine says that she manages by taking advantage of information technology—conferencing software, WebEx, access to WiFi on the train, distance communication with her research computer, e-mail—and the uninterrupted five-hour intercity train ride. Now that she has developed her research network in Montreal, her projects are located in both cities.

When asked what she hates, Christine replied, “I hate people who are late . . . and last-minute projects.” What does she love? “I love what I do. I love research and multiple projects—I don’t need vacations.” And her favourite leisure activity? “Running!”

/ by HÉLÈNE EZER /

Argerie Tsimicalis joined the faculty at the Ingram School of Nursing as a tenure track assistant professor in August 2012.

She began her career at the Hospital for Sick Children in Toronto and completed her bachelor’s and master’s degrees at the University of Windsor and Queen’s University, respectively. She earned her PhD at the University of Toronto, where she explored the costs incurred by families of children newly diagnosed with cancer. She undertook postdoctoral training at the Center for Health Policy in the School of Nursing at Columbia University in New York City.

Argerie had long felt that coming to Montreal was her destiny because her husband was born here. She is enjoying life in the city, particularly the warmth and spirit of Montrealers. In 2013 the couple’s second child was born, consolidating Montreal as home. She is now back at work, developing, testing and evaluating the use of e-health (Internet) and m-health (mobile phone) approaches to addressing the supportive and transitional care needs of children, youth and young adults with complex chronic conditions.

She has already been named an associate member in the Department of Oncology in the Faculty of Medicine and an honorary Nurse Scientist in the Department of Nursing at the McGill University Health Centre. She also is the first Nurse Scientist to be appointed at Shriners Hospitals for Children® – Canada, which is supported by the Tunis Shrine Temple and the Newton Foundation.

Argerie is an energetic young woman whose “everything is possible” approach is effective in engaging with peers and students alike. We are so pleased to have her as a member of our community and look forward to experiencing her contributions to our teaching and research missions.

/ by SEAN P. CLARKE/HÉLÈNE EZER /

# SPOTLIGHT on

## 2015 QUEBEC NURSING GAMES

/ by SAMANTHA MONTUORI / President, 2015 Quebec Nursing Games /

I've been in charge of many events, clubs and committees throughout my life and am well aware of what it entails to organize various activities. I know how stressful, how nerve-racking, it can be. However, when I was chosen to be President of the sixth edition of the Jeux des infirmières et infirmiers du Québec (Quebec Nursing Games), I never imagined how much work and dedication it would entail.

Immediately after last year's Games, in January 2014, my eight-member team (Kathleen Turcotte, Vice-President; Satya Cobos, Sponsors; Paula Gomez, Sports; Melisa Gudzio, Volunteers; Valerie Lok, Communication; Estelle Simon, Promotion; and Emily Yang, Finances/Webmaster) started brainstorming.

Usually the Games have 450 participants. This year we had 465—the most ever! Furthermore, more schools decided to join in this year, for a total of 19 participating institutions (12 CEGEPS and seven universities).

As soon as we learned that McGill would be hosting in 2015, numerous tasks had to be done: booking the gym and the hotel, contacting schools, recruiting volunteers, securing sponsors, choosing the sports, creating OSCE scenarios. This was no mean feat! Getting the gym was extremely difficult this year, as McGill also hosted the MedGames and the Physical and Occupational Therapy Games, one after the other. We chose the Hyatt Regency to accommodate the students from outside Montreal, to make sure they would have spectacular views of our beautiful city.

When all the sign-ups were done, we had to assign each team a theme for opening night and also arrange for guest speakers (Lucie Tremblay, President of the OIIQ; Cassandra Phanord, President of Comité Jeunesse Montréal/Laval; and Hélène Ezer, Director of the Ingram School of Nursing).

Bumps along the road were inevitable, but all in all it came together beautifully. Friday's opening ceremonies got the weekend off to a joyous beginning. Each school showed off its costumes and dance routines and left its mark on the dance floor. Saturday was a day filled with sports, OSCE scenarios, trivia games and hospital kiosks. The students then had supper in the banquet hall, where they had magicians come to their tables. The night ended with a huge party



and a “photobooth,” which gave everyone a great laugh. The Sunday brunch was an opportunity for students from all the different schools to be together one last time. Then the torch for the next Games was passed to the Université du Québec en Outaouais, located in Gatineau.

To say that we were proud of the McGill team—the largest number of both BScN and BNI students in all three years of nursing to ever participate in the event—would be an understatement. Their enthusiasm for the Games was inspiring. Looking as though they had just walked out of *The Great Gatsby*, they created a true 1920s party atmosphere. They put 100% of their time and effort into all activities, and even came out winning the best Therapeutic Nursing Plan, corrected by the Comité Jeunesse. Seeing staff members from the Ingram School of Nursing look at us proudly during the opening ceremonies, with big smiles on their faces, is something I'll never forget.

The different nursing schools had not expected such an eventful, fun-filled weekend. They thanked us many times for giving them one of the best Games ever. It was truly an amazing experience, with nurses from all over united for two days. To be honest, the weekend itself was a huge amount of work, from Friday afternoon check-in to Sunday check-out. Our committee had about two hours' sleep each night, as we stayed awake to be sure there were no problems due to all the excitement. But knowing that we did McGill proud made it all worthwhile.

# STUDENTS

## WORD OF MOUTH

### STUDENT FUNDRAISER FOR A COMMUNITY-BASED PROJECT

/ by ADRIANA GRUGEL-PARK, U3 BNI /

On November 20, 2014, after weeks of planning and anticipation, a magical evening of dance, spoken word, music and refreshments was held at the Yellow Door Coffeehouse, on Aylmer Street near the McGill campus.

This was the second of three fundraising events hosted by the students of Team 10 in Professor Françoise Filion's Community Nursing Project (NUR1 432). Our goal was to raise enough money to purchase the equipment needed to complete the dental hygiene project that we had designed in collaboration with our assigned community-based organization (CBO) and the McGill Faculty of Dentistry. A general invitation was issued to the CBO, the Faculty of Dentistry, the Ingram School of Nursing, the Schulich School of Music and all our friends. Among the distinguished guests were Professors Madeleine Buck and Françoise Filion as well as five members of the CBO and two senior McGill music students.

The atmosphere was playful and eclectic. The artists ranged from seasoned professionals to first-time performers (including a few members of our team!). In one of the more moving moments of the evening, a CBO staff representative rose and tearfully thanked all who had come to support the initiative.

The financial response was gratifying. We not only met but exceeded our goal, raising the funds necessary to ensure the project's success while also putting the spotlight on the CBO and its mandate. The additional proceeds were combined with those from two other fundraising events and given directly to the CBO to help cover its operating costs.

This experience has shown us that when McGill nursing students claim a position of leadership in our wider community we are able to bring diverse groups of people together to support a common cause that benefits us all.

As a final note, we recently received word that our project has been accepted for presentation at the Community Health Nurses of Canada's 10th annual conference, to be held in Winnipeg this summer.

The members of Team 10 are as follows: Les Blow, Adriana Grugel-Park, Cassandra Lapalme, David Olmstead, Sina Nazeri, Sasha Selby and Pascale Trottier. We would also like to acknowledge the contribution of Professor Annie Chevrier.



Facing page: Team McGill at the 2015 Quebec Nursing Games. Right: Musical performance during the fundraiser held at the Yellow Door Coffeehouse.

# CELEBRATING

## FACULTY

**Madeleine Buck**, Assistant Professor, has been honoured for her work in Tanzania. As Chair of McGill Nurses for Highlands Hope, she has been awarded the Stars in Global Health award of Grand Challenges Canada for the project Turning Hope Into Action: Youth Peer Health Education in Rural Tanzania, a site-specific HIV/AIDS education program in primary schools.

**Franco Carnevale**, Professor, recently added a PhD in Philosophy from Université Laval to his impressive list of academic credentials.

**Nancy Feeley**, Associate Professor, received the 2014 Medicine Alumni Global Award in Nursing for exceptional leadership and scholarly excellence. The award was presented during McGill's 2014 Homecoming.



Dean Eidelman (left) with 2014 Medicine Alumni Global Award winners Nancy Feeley, Dorothy Thomas-Edding and Erwin Gelfand. PHOTO: NICOLAS MORIN

**Susan French**, Emeritus Professor and former Director of the School, was appointed Officer of the Order of Canada in June 2014 for her achievements in the field of nursing education in Canada and abroad.

**Laurie Gottlieb**, Professor, was honoured with an *American Journal of Nursing* Book of the Year Award for her book *Strengths-Based Nursing Care: Health and Healing for Person and Family*, ranking first place in the Continuing Education category. This prestigious award, bestowed by the oldest broad-based nursing journal in the world, is considered a mark of excellence in book publishing.

**Celeste Johnston**, Emeritus Professor, is this year's recipient of the Jeffrey Lawson Award for Advocacy in Children's Pain Relief, bestowed by the American Pain Society.

**Andrea Laizner**, Assistant Professor, received the 2014 Pfizer-CANO Award of Excellence in Nursing Research, a testament to her dedication to the development of nursing knowledge, practice, administration and research within the McGill University Health Centre.

**Sylvie Lambert**, Assistant Professor, was awarded the Rosemary Wedderburn Brown Faculty Prize in spring 2014. She also received the 2014 Hiroomi Kawano New Investigator Award during the IPOS 16th World Congress of Psycho-

oncology; this award was established to honour an IPOS or community member who has made an outstanding contribution in terms of education, research or leadership to the field of psycho-oncology.

**Carmen G. Loiselle**, Associate Professor, has added another title to her impressive list. In May 2013 she was named Director of the Department of Oncology's Psychosocial Oncology Program at McGill.

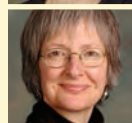
**Christine Maheu**, Associate Professor, has received a Quality of Life Research Grant from the Canadian Cancer Society. In the next three years, Dr. Maheu and her co-principal investigator, Dr. Sophie Lebel from the University of Ottawa, will test whether group therapy addresses the fear of recurrence in women diagnosed with breast or gynecological cancer.

**Lynne McVey**, Associate Professor, has been appointed Associate President-Director General of CIUSSS West Island (Montreal).

**Patricia O'Connor**, Assistant Professor, received the 2014 Nursing Leadership Award bestowed by the College of Health Leaders for her outstanding contributions to improving patient care. While Director of Nursing and Chief Nursing Officer at the McGill University Health Centre, she implemented the Transforming Care at the Bedside Program. This program, which now involves more than 1,500 nurses, has resulted in a 60% reduction in medical transcription errors and a 20% improvement in patients' experience of care.



**Janet Rennick**, Assistant Professor, was awarded the 2014 Prix Florence for excellence in nursing research.



**Gillian Taylor**, Faculty Lecturer, received the 2014 Prix Alice Girard from the Ordre régional des infirmières et infirmiers de Montréal/Laval.

**New Faculty:** In addition to Josée Bonneau, Sylvie Lambert, Christine Maheu and Argerie Tsimicalis, who are spotlighted in this issue (pages 10 and 11), the Ingram School of Nursing is happy to welcome **Annie Chevrier**, Faculty Lecturer, to our university-based faculty.

For a complete list of our faculty, visit [www.mcgill.ca/nursing/faculty](http://www.mcgill.ca/nursing/faculty).



# our PEOPLE

## STUDENTS

**Stephanie Avery**, U3 BScN, was the recipient of the 2014 Montreal General Hospital Nursing Alumni Association Award.

**Lisa Merry**, PhD candidate, received the Canadian Nurses Foundation's 2014–2015 Dorothy Kergin Award.

Three of our PhD students have successfully defended their theses and have been granted their doctorates by McGill:

**Caroline Arbour**: "*Les indicateurs comportementaux et physiologiques de la douleur chez les patients avec traumatisme craniocérébral et différents niveaux de conscience lors de procédures courantes à l'unité des soins intensifs*" (October 2013). Thesis supervisors: Céline Gélinas, Carmen G. Loiselle

**Lisa Chan**: "*Dying People Don't Belong Here: How Cultural Aspects of the Acute Medical Ward Shape Care of the Dying*" (February 2014). Thesis supervisors: Robin Cohen, Mary Ellen MacDonald

**Bessy Bitzas**: "*The Lived Experience of Dying for Hospitalized Patients Waiting to Be Transferred to a Palliative Care Unit*" (June 2014). Thesis supervisor: Robin Cohen

The **Nursing Undergraduate Society** brought the Jeux des infirmières et infirmiers du Québec to McGill for the very first time in 2015! Be sure to read Samantha Montuori's article about the Games in this issue (page 12).

And congratulations to our Grads . . .



Matthew Barr, U3 BNI, recipient of the 2015 Montreal General Hospital Nursing Alumni Association Award, with representatives Barbara Arseneau (right) and Joan Clark at the Faculty of Medicine's 5th annual scholarship reception.

PHOTO: NICOLAS MORIN



A picture-perfect day to celebrate: Dr. Christine Maheu is flanked by class of '15 grads Alexandra Black and Jamie Kyriacou on the lower campus.

PHOTO: NICOLAS MORIN



A group of friends from the class of '14 celebrate together at the fall graduation reception.



Mr. Richard Ingram (right) with class of 13 award winners at the spring graduation reception.

## ALUMNI

**Kendrieth Bentley**, BScN'71, received the 2013 Medicine Alumni Global Award in Nursing for her exceptional leadership in community service. The award was presented during McGill's Homecoming.

**Anita Mountjoy**, BN'66, MScA'76, was honoured at the 2014 McGill Alumni Association Honours & Awards Gala with presentation of the 2014 Alumni Student Engagement Award.



Kendrieth Bentley (right) with Hélène Ezer at the McGill Homecoming.

# UNDERGRADUATE CURRICULUM REVIEW

/ by LIA SANZONE AND NORMA PONZONI /



Nursing undergraduates enjoy a break from their studies.

It has been a little over 16 years since the last formal Nursing curriculum review was conducted, in 1999. Since then, there has not been a systematic examination of the effectiveness of our program in meeting the learning needs of our student body and our ability to produce competent practitioners. While a number of changes have been made to the curriculum at both the undergraduate and graduate levels, regular evaluation of curricula is recommended to ensure that our programs remain relevant and innovative in responding to the demands of changing health-care environments.

A small working group was formed in January 2014 to lead the curriculum evaluation and development process. Marcia Beaulieu, Norma Ponzoni and Lia Sanzone were the main actors in moving the process forward, with input from the two undergraduate program directors, Madeleine Buck and Elaine Doucette.

Six goals were identified as the main objectives of the current undergraduate curriculum review: (1) perform an environmental scan, (2) revisit the current program objectives, (3) examine the feasibility of adding an honours program, (4) examine the feasibility of adding a fast-track baccalaureate program for entry to graduate studies, (5) examine the feasibility of adding a global health concentration (or minor), and (6) increase the involvement of our faculty and researchers across the undergraduate and graduate programs.

An environmental scan has been ongoing since 2014. This includes a review of the current nursing literature on education issues in the profession, consultation with stakeholders, and collection and analysis of survey data provided by current graduates. A number of experts in the fields of nursing and education have been consulted on such issues as case-based learning and the role of simulation in learning. The review committee has met with Nicole Harder from Nursing Education at the University of Manitoba as well as David Syncox from McGill's Teaching and Learning Services and Dianne Bateman from the Department of Education and Counselling Psychology, all of whom have provided useful ideas and feedback on the evaluation process.

The subcommittees have been set up and an Excel-based tracking tool for curriculum content is being developed. The first phase, which ends on August 15, 2015, has been essential in documenting our strengths and in enabling us to develop an undergraduate curriculum that will be innovative and relevant for future graduates. The long-term goal is to have a new undergraduate curriculum in place by fall 2017.

# THE DOCTORAL PROGRAM

## A TIME FOR CELEBRATION AND RENEWAL

/ by MARGARET PURDEN, MONICA PARMAR AND CHRISTINA CLAUSEN /

**T**wenty-eight years ago, two students entered the fledgling ad hoc PhD program in nursing at McGill. What has since transpired gives us much to celebrate. These trailblazers set the course for 56 students from across North America to enter the program, which became formally recognized and funded by the government in 1993. To date, 35 students have graduated from the program and launched successful careers in academia, research and nursing leadership/administration. McGill has an impressive track record, with attrition rates as low as 12% and an average completion time of six years.

A fast-track stream from baccalaureate to doctoral studies was formally introduced in 2009 and has been a viable option for seven students thus far, with three having graduated.

Another important criterion in measuring the success of a doctoral program is student funding. The majority of our PhD students have been awarded bursaries and fellowships from a number of sources, including provincial and federal programs, private foundations, professional organizations and the University. In the past year students received a total of \$339,060, an outstanding figure in light of the fierce competition for student fellowships and awards.

This year, faculty and student representatives have engaged in a curriculum review aimed at optimizing the learning environment by reviewing and strengthening the four pillars of the program: intellectual inquiry and a worldview of nursing, research and teaching skills, scholarship and productivity, and socialization into the scientific community. The PhD Advisory Committee, in collaboration with PhD student representatives, held a preliminary focus group discussion with students and followed up with a student survey. Students' experiences and suggestions for improvements provide valuable information that will determine the activities of the PhD Curriculum Review Committee in the coming year.

One of the priorities identified was promoting a greater sense of community among PhD students and faculty. In January 2015 the Nursing Development Forum was set up to (1) provide an opportunity for PhD students and faculty to network in a convivial atmosphere; (2) identify topics of interest to PhD students, researchers and educators within the McGill nursing community; and (3) stimulate scholarly discussion and discourse. The inaugural session—"Planning for the Dissemination and Implementation of Your Research: Which KT Model to Use?"—was well attended by students and faculty and generated a lively discussion on the challenges of disseminating and implementing nursing research findings. Future sessions include "Publish or Perish" and "Run and Hide or Fight: What Should Nurses Do in the Midst of a Major Health-Care Reform?"

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New doctoral graduate Caroline Arbour (second from left) with Carmen G. Loiselle, Céline Gélinas and Margaret Purden



# WE HAVE HEARD

FROM

HEATHER  
CAMPBELL, BN'75



Heather is the Director of Nursing Practice and Education at St. Michael's Hospital, Toronto, with cross-appointments to the schools of nursing at the University of Toronto, McMaster and York. She has held a number of nursing leadership positions, including Director of Practice and Policy at the College of Nurses of Ontario, Chief of

Nursing Practice at Hamilton Health Sciences Centre, Vice President of Professional Practice and Chief Nursing Officer at the Toronto Rehabilitation Institute, and Director of Nursing Education and Research at the Hospital for Sick Children. She has also been a Clinical Nurse Specialist, her favourite practice role. Heather graduated from the Toronto General School of Nursing before earning her BN at McGill and her MScN at Boston University. She has worked in numerous practice settings: acute care, rehabilitation, complex continuing care, pediatrics. In her work she strives to align professional practice, legislative scopes and organizational policies with patient care needs. In 2013 Heather received the Registered Nurses' Association of Ontario's President's Award for Leadership in Clinical Nursing Practice.

MYRIAM  
ASSOULINE, BScN'87

Myriam completed a master's degree in health administration at Université de Montréal in 1992 and a doctorate in health administration at the University of Phoenix in 2013. Her PhD dissertation was on eye examinations in Quebec nursing homes. She worked at the Jewish General Hospital for 10 years in various positions and has been Director of Lasik MD, a business development manager at Allergan and Director of Westmount One, a seniors' residence. Currently she is Practice Development Manager at Alcon Canada. Myriam is married with three children and can be reached at [massouline@aol.com](mailto:massouline@aol.com).

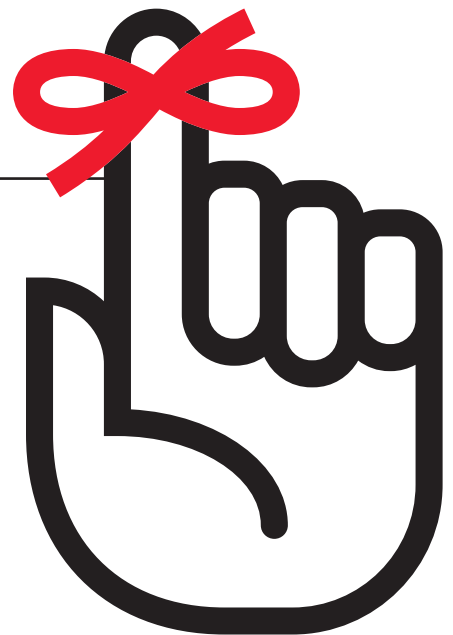
## EVENTS AND ACTIVITIES TO REMEMBER

Mark your calendars for these exciting upcoming events and activities:

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HOMECOMING 2015 will be celebrated from October 22 to 25, 2015. Make sure to check the Homecoming website for Nursing events at [www.mcgill.ca/homecoming](http://www.mcgill.ca/homecoming). Hope to see you there!  
.....

The 2015 NURSING EXPLORATIONS conference, "Nursing Leadership in Turbulent Times," will be held on November 12, 2015, at the Centre Mont-Royal in Montreal. For more information regarding keynote speakers and registration, visit <http://nursing-explorations.conference.mcgill.ca>.  
.....

If you have an upcoming nursing event, workshop, conference or activity, consider applying for Continuing Nursing Professional Education credits. Visit <http://www.mcgill.ca/nursing/outreach/cnpe> for more details.



# IN MEMORIAM

**Helen Shafiq Mina**, MScA'67, passed away peacefully on October 27, 2013, at the Montreal General Hospital following a six-year battle with multiple myeloma. After earning her BN at the University of Alexandria, Egypt, in 1961 and teaching nursing for two years at the Khartoum Nursing College in her native Sudan, Helen arrived in Canada in 1963 to pursue graduate studies at McGill. She received her MScA in Nursing

Curriculum and Educational Development in 1967. She worked at several Montreal hospitals during her career: the Montreal Children's, the Montreal General (where she taught in the nursing school), Children's Mountain Cottage Convalescent Hospital, Maimonides Hospital and Home for the Aged, St. Mary's and the Jewish General. Helen was 75 years old.

Affiliate member **Oriliz Cuffaro** died suddenly on February 7, 2014, due to complications following surgery. She was only 32 years old. Oriliz was very much loved by her students. She enjoyed teaching at McGill and was very proud to be a part of our School.

**Margaret Ross** passed away on September 26, 2013, at the age of 70. During her career as a nurse and educator, she practised nursing on the adolescent unit and in the emergency department at the Montreal Children's Hospital and for nine years worked with McGill nursing students at the Montreal General Hospital.

**Katherine (Kitty) Rowat**. This year brought sadness to many faculty members and alumni. Kathleen Rowat, who died in February 2015, was known for her graciousness, warmth and intelligence. Kitty was every educator's role model. She was a patient and supportive teacher who was always receptive to

ideas. She led the graduate program at the Ingram School of Nursing and acted as interim Director. She also served as the Director General of Health Canada and as CEO of the Canadian Nurses Association.

**Nora J. Earle**, BScN'73. Nora had been residing in a nursing home for several years before her death in 2013.

**Constance Forget**, MScA'99, faculty lecturer at the Ingram School of Nursing, in Montreal on August 16, 2013.

**Lorraine Johnson**, DipNursPH'52, in Calgary on June 13, 2013.

**Clara May Lennie**, BN'61, in Edmonton on July 12, 2013.

**Betty J. Secord**, BN'60, in Saskatoon in September 2014.

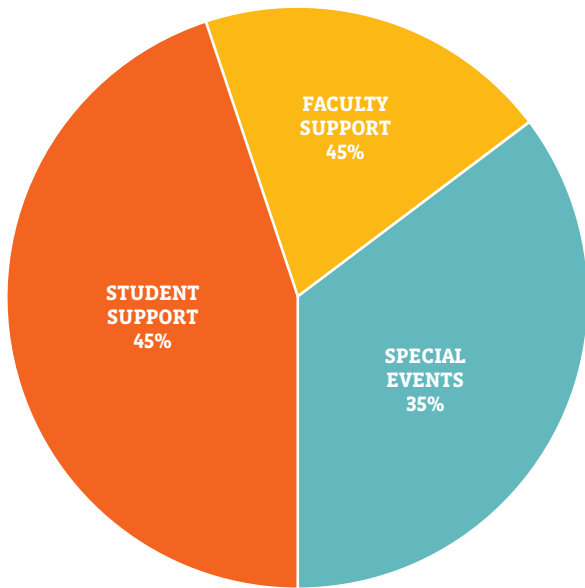
**Margaret Stead**, DipNursT&S'61, BN'66, in Montreal on July 11, 2013.

**Janet Story**, BScN'63, a former director of the General Hospital School of Nursing, in 2013.

**Elizabeth Stucker-Guishard**, BN'56, in Hamilton, Bermuda, on August 30, 2013.

# THANKING OUR DONORS

## HOW YOUR DONATIONS WERE SPENT IN 2014-2015



**STUDENT SUPPORT** included contributions to student-related initiatives and in-course awards granted to students on an annual basis, based on academic excellence and their contributions made to the School, McGill and the community at large.

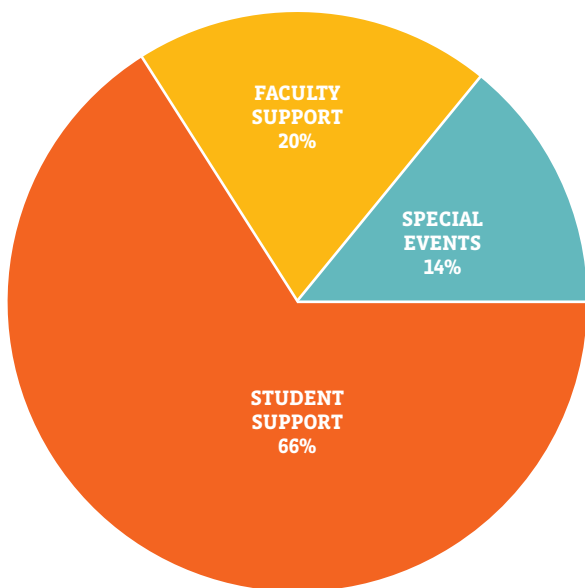


**FACULTY SUPPORT** included guest speaker honoraria, additional administrative support for our program directors, and physical and IT resource support for faculty.



**SPECIAL EVENTS** included convocation receptions, support for our annual Nursing Explorations conference, and alumni-related events.

## HOW YOUR DONATIONS WERE SPENT IN 2013-2014





THE GIFT OF  
A LIFETIME

## Nursing a passion for McGill students

Nurses serve on the frontlines of health care and deliver the bulk of medical services, yet they often receive very little fanfare for their selfless efforts—even in instances when their work might mean the difference between life and death.

As a former nurse, Gillian Cargill Valiquette, BN'70, MEd'90, knows full well the important part played by these unsung heroes of health care. That is why she chose to embark on a career in nursing education, a role that empowered her to teach future generations of medical professionals and provide them with the skills they need to care for patients with compassion and professionalism.

"Nurses are the glue that holds the health-care system together," explains Cargill Valiquette, who spent 22 years as a nursing teacher at Montreal's Dawson College.

Cargill Valiquette credits McGill with providing her with a solid academic foundation to launch her teaching career.

That appreciation inspired her to make her first gift to the University in 1971, and she has donated generously and consistently ever since, designating the bulk of her support to the Ingram School of Nursing and the McGill Libraries. She has also made plans for a bequest to support the Libraries, an area of the University that she believes is integral to the continued growth and success of students.

"The Libraries were hugely helpful when I was a student, they remain hugely helpful for students today, and they will be hugely helpful for students in the future," she explains.

Though Cargill Valiquette retired from teaching in 1997, her planned gift will enable her to touch the lives of students for generations to come.

"I believe in higher education and I believe in McGill," she says. "It is important to give back to the people who helped you."

**GILLIAN CARGILL VALIQUETTE, BN'70, MED'90**

*We gratefully acknowledge your generous contribution through a  
planned gift in support of the McGill Libraries.*

*Published in the fall/winter 2014 issue of the McGill News.*



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# FOCUS