



WHY B.U. SCHOOL OF HEALTH STUDIES?

Students, graduates and employers share their words of wisdom
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RECRUITMENT OF ABORIGINAL STUDENTS

Addressing the small number of aboriginal students in the field of psychiatric nursing
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A NURSING F.A.Q.

Commonly asked questions from recent career symposiums
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SHS Caring Connections



**BRANDON
UNIVERSITY**

Founded 1899

**School of
Health Studies**

Care to Make a Difference? Join the School of Health Studies

Tracey Collyer, R.N., B.N.
Department of Nursing
Cathy Demas, R.P.N., B.Sc.P.N.
Department of Psychiatric Nursing

The School of Health Studies is actively recruiting applicants who "Care to Make a Difference?" and are considering a career in the health care field.

The School of Health Studies has established a Recruitment Working Group to develop a plan to increase awareness of the Nursing and Psychiatric Nursing programs offered at Brandon University. The primary goal of the Recruitment Working Group is to continue to attract high

quality applicants to the programs and maintain graduate numbers to assist meeting the nursing and psychiatric nursing employment needs within the province.

In February 2008, the "Care to Make a Difference?" campaign was launched with the **continued on page 3**

Why Should Students Come to Brandon University School of Health Studies?

*Words of Wisdom from Employers,
Recent Graduates and Current Students*

Cathy Foster, R.N., M.S.N.
Department of Nursing

Each year new students select and are admitted to one of the programs offered by Brandon University School of Health Studies. As is reflected in the theme of this issue of SHS *Caring Connections*, recruitment of new students is crucial to the ongoing success of these programs. The question arises "Why should and why do students select BU for their education in nursing or psychiatric nursing?" To answer these questions, the newsletter committee and some faculty volunteers took to the road to interview individuals who have experienced the programs
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A Message from the Dean

Student Recruitment: “Build it and they will come”?

The newsletter theme of **Student Recruitment** is an appropriate topic for this time of year. With the May 1st application for admission deadline, we begin to wonder if our recruitment efforts will be successful in attracting a full complement of qualified applicants. Gone are the days when we could sit back and students would flock to our doors. Receiving two or three times more applicants than available seats in our programs was not uncommon. These days it is no longer sufficient to take a **“build it and they will come”** approach. We are in an extremely competitive marketplace as there are many more options available for prospective students. Students are much more mobile. They are techno savvy so the option of studying in an online/virtual education environment is attractive to many. The demographic trends in Canada show a diminishing pool of high school students and graduates. We are also competing with other post-secondary institutions who have established “slick”, expensive marketing campaigns, and attractive scholarships. These factors require us to take a more proactive and strategic approach to recruiting students.

Effective student recruitment arises from successful marketing. This past year the School of Health Studies has initiated a marketing plan that includes an enhanced web site design, new School brochures and recruitment posters, establishing direct contact with guidance counselors, active attendance at recruitment fairs, instituting a School slogan (*Care to Make a Difference?*), T-shirts (walking ads), and extensive advertising in various newsletters and newspapers. These activities are just the beginning of what I see as a continuous, long term process in our pursuit to attract the best and brightest to the School of Health Studies.

We also need to view our students and graduates as our best ambassadors. Word of mouth and reputation remain positive forces that promote our School. Being seen as a “magnet” organization is our goal. Creating positive classroom and clinical learning experiences tends to leave graduates with positive memories of their school days. By fostering a learner-centered approach, the School of Health Studies provides students with high quality, satisfying experiences that will help them feel connected to our School and the University long after graduation.

In summary, while marketing strategies are an important foundation to our recruitment campaign, our attention to the learning environment has far reaching benefits. By building the School of Health Studies into a learner-centered organization, students will surely follow.



Dr. Dean Care, RN
Dean and Professor
School of Health
Studies

Care to Make a Difference? Join the School of Health Studies

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creation of new brochures for both the Bachelor of Nursing and Bachelor of Science in Psychiatric Nursing programs. Posters were designed and distributed to high schools and health care facilities to increase awareness of the professional nursing programs available at Brandon University.

This year representatives of the School of Health Studies attended the Brandon Career Symposium, Winnipeg Rotary Career Symposium and Parkland Career Days to meet with students who are considering a career in Nursing or Psychiatric Nursing. Career Symposiums are an excellent opportunity to meet with prospective students and to answer common questions regarding entrance requirements, length of program, tuition fees, and job opportunities. Presence at Career Symposiums increases awareness of the availability of the Nursing and Psychiatric Nursing programs at Brandon University and provides opportunities to discuss with students the similarities and differences of the two career choices.

If you would like copies of the “Care to Make a Difference?” brochure or poster, or for individuals who “Care to Make a Difference?” and are considering a career in the health care field, please contact the Student Advisors for further information and/or the application process.

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Why Should Students Come to Brandon University School of Health Studies?

Words of Wisdom from Employers, Recent Graduates and Current Students

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and some individuals who have employed graduates of the programs. The results are interesting and highlight some very similar themes.

Students identified that they chose BU and value the programs because of:

- accessibility
- small class sizes
- opportunity to connect with faculty on an individual level
- diversity and experience of faculty members at Brandon University

Graduates of the programs are employed in a variety of areas including medical or surgical units, acute mental health units, mobile crisis teams, public health, and a host of other areas. Graduates identified that their respective programs provided them with:

- a wide variety of clinical opportunities
- a good basis for their careers as health care professionals
- up-to-date information
- an expanded view of opportunities available within their chosen careers
- an opportunity to increase self-awareness

Employers of BU graduates identified that these individuals were:

- highly professional
- well-prepared
- energetic, enthusiastic, and innovative team members with lots of initiative

Wisdom From Students

Students see Brandon University as accessible, both geographically and financially.

Fourth-year nursing student Margo Klassen reported "I am a mature student, so I couldn't just pick up and leave my family and go to a bigger university." First-year psychiatric nursing student Lendre Lux was pleased to discover that the B.Sc.P.N. "was available right here

"I am a mature student, so I couldn't just pick up and leave my family to go to a bigger university." – Margo Klassen, fourth-year nursing student ▼



"Instructors are very ready to assist." – Deepthy Jacob, third-year nursing student ▶



Lendre Lux was pleased to discover that the B.Sc.P.N. **"was available right here in Winnipeg"** through the Winnipeg site which works in cooperation with the University of Winnipeg.

"...the class sizes are small so the instructors know you and you learn so much about yourself..." – Katelyn Dalke, third-year psychiatric nursing student ▶



in Winnipeg" through the Winnipeg site which works in cooperation with the University of Winnipeg. Deepthy Jacob, a third-year nursing student identified that the program offered in Brandon meant that she could live with her family and still complete her degree. The geographical location of the Brandon University programs is meeting the needs of students in a variety of circumstances. Financial accessibility was also seen as a positive in attracting students. Deepthy commented that "tuition rates were very good at this university."

One of the main advantages identified by students in both programs is small class sizes and an atmosphere of being known as a person, rather than just a face in a crowd in large classes. First-year

psychiatric nursing student Jenna Marion noted, "The intimacy that develops due to small class size ensured that questions could be asked and clarification was available." Deepthy Jacob also echoed this in her statement that "instructors are very ready to assist" while Margo Klassen stated that "all faculty are so positive and provide so much affirmation that it brings out the best in you, increases your confidence level, and provides so much encouragement."

Students agreed that faculty in both programs are knowledgeable, accessible, professional, and experienced. Kristen Pember, a fourth-year psychiatric nursing student in Winnipeg indicated that a high point for her was that "All **continued on page 4**

Why Should Students Come to Brandon University School of Health Studies?

Words of Wisdom from Employers, Recent Graduates and Current Students

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the course instructors come with prior knowledge and experience in their field which makes for interesting class content and real life examples." Katelyn Dalke, a third-year psychiatric nursing student commented that "the clinical placements stand out for me because this is where we are able to apply our knowledge and skills to real situations" and Kyla Johnson, second-year psychiatric nursing student also praised the clinical experience saying "in my first semester this year.... the connections that I made during this experience were extremely powerful" and added that "the class sizes are small so the instructors know you and you learn so much about yourself in the program."

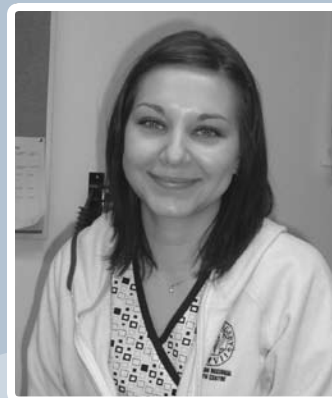
Senior Students and Graduates Add Their Voices

Senior students and recent graduates from each program were interviewed to gain their perspectives on the programs and their experiences since graduation. The theme of expanding horizons and knowledge emerged. Recent graduates of both programs talked about the unimaginable range of opportunities that are available when one holds a degree in either psychiatric nursing or nursing. This was echoed by most graduates interviewed, and was summed up by Kelsey Boisvert (B.N. 2008) in the following words "I really liked the options that were available. When I went into nursing, I didn't know where I wanted to end up. The variety of opportunities with some community experiences was really helpful" and Margo Klassen (fourth-year B.N. student) expanded on this with the remark that "even though I had already worked in health care, I was amazed at so many opportunities that were available to a nurse with a degree."

Recent graduates spoke of the quality of education in terms of both clinical and theory that they had received in their programs. Rebecca German (B.N. 2007) told us that "the theory and clinical were good. I feel I had a good

"I really liked the options that were available. When I went into nursing, I didn't know where I wanted to end up. The variety of opportunities with some community experiences was really helpful."

– Kelsey Boisvert, B.N. 2008 ▼



"The theory and clinical were good. I feel I had a good understanding, and my colleagues were great in helping me to learn."

– Rebecca German,
B.N. 2007

"...prepared me to understand the history and changes in this chosen field as well as the directions that health care, mental health care and the profession of psychiatric nursing are taking" ▶

– Sheri Ely, B.Sc.P.N. 2006



understanding, and my colleagues were great in helping me to learn." Rebecca also pointed out that she had a senior practicum in a rural hospital which she found "challenging" but was surprised at how quickly she was able to adapt. Sheri Ely (B.Sc.P.N. 2006) identified that all components of her program "from learning the fundamental core foundation of psychiatric nursing to the practica to fourth year courses such as philosophical perspectives, leadership and management and even statistics prepared me to understand the history and changes in this chosen field as well as the directions that health care, mental health care and the profession of psychiatric nursing are taking, how to adapt... and also preparing you for continuing to increase and

learn additional clinical skills." Mark Surowich (B.Sc.P.N. 2008 – Winnipeg site) offered further comment in that he felt his program offered "particularly strong grounding in psychopharmacology, psychopathology and counseling skills" and praised the opportunity to practice counselling skills and mental status assessments.

Employers' Perspectives on Graduates as Employees

From employers came themes of professionalism, initiative, and new and fresh ideas. Jan Simpson, R.N., MHCA, Manager, A2-Rehabilitation at the Brandon Regional Health Centre commented "They bring innovative ideas, new energy, current knowledge...(this) encourages



"us" to go beyond where we currently are." Susan Poirier, R.N., B.N., Public Health Manager commented that "I was most impressed by their professionalism and punctuality and their enthusiasm and eagerness to learn, which is refreshing." Dawn Bollman, B.Sc.M.H., R.P.N., Program Manager, Health Sciences Centre Forensic Unit commented that "The graduates of the B.U. Psychiatric Nursing Program come with a solid base knowledge for beginning their careers as registered psychiatric nurses and enthusiasm and energy to the team." Liz McLeod, Director, Child and Adolescent Treatment Centre, Brandon Regional Health Authority seconded this thought with the comment she was pleased with the level of preparation and high level of initiative displayed by graduates of B.U.

Employers also had some generous advice for new graduates seeking employment. "Remember the interview process is a business transaction and you have marketable skills and future potential for hire"; "try to talk to someone already on the unit to get an idea of the patient population to better anticipate the interview questions"; and "make sure you know what you are applying for, investigate the mission, vision, and values of the program and see if it is a good fit with what you want to do." Additionally, Jan Simpson (BRHC A2 Rehabilitation) commented on the usefulness of the portfolio assembled as a part of the final B.N. course. "It was impressive seeing the portfolio. That told me a lot about them and told me they had invested a lot of time to put things together. As well, I was able to flip through and get a picture of who they were, their goals, and where they want to be."

A Retrospective Look at the Brandon University Experience

Graduates of the programs, asked to look back at some memorable experiences or helpful learning experiences in the program, discussed such things as being able to utilize the recently expanded Skills Labs at the School of Health Studies where you "could practice your skills and bomb in a safe environment" (Chris Bromley, B.Sc.P.N.). Margo Klas-

sen (forth-year B.N. student) identified a highlight for her was Nursing Practice VII and Professional Opportunities and Challenges as the two most rewarding courses in that they "really showed how much more one can accomplish and how many more opportunities are available with a degree."

As a final question, students and graduates were asked what they would say to students considering a degree in Nursing or Psychiatric Nursing from Brandon University. Some of their answers are included here. "A degree in a health care profession is a real door-opener. I would recommend the program to anyone considering nursing" (Margo Klassen). "When entering a field of study, do your research, talk to individuals who are working in the field, talk to future employers, and get familiar with the university, meet the Dean of the program" (Sheri Ely). "The B.Sc.P.N. degree is respected by potential employers and small class size facilitates contact

with instructors and excellent opportunities for participation" (Mark Surowich). "When you are a student you don't feel you are making a difference but I had an experience where one of my patients was being transferred and he told me he was afraid that they wouldn't be able to look after him as well as I had" (Kelsey Boisvert). "I've learned so much about myself, who I am and how I can help others" (Cristy Klym, third-year B.Sc.P.N. student). "There are so many more opportunities to help people and to give back to my community and the world with this degree...When I think about my experience here at Brandon University, all I can say is that I love it." (Debbie Nixon, third-year B.Sc.P.N. student).

The consensus is that choosing to become a student in the Nursing or Psychiatric Nursing program in the School of Health Studies at Brandon University is the first step to a challenging and rewarding career. "Care to Make a Difference?"

"The B.Sc.P.N. degree is respected by potential employers and small class size facilitates contact with instructors and excellent opportunities for participation."

– Mark Surowich, B.Sc.P.N.



"There are so many more opportunities to help people and to give back to my community and the world with this degree." – Debbie Nixon, third-year B.Sc.P.N. student



"I've learned so much about myself, who I am and how I can help others."

– Cristy Klym, third-year B.Sc.P.N. student

Recruitment of Aboriginal Students into the Field of Psychiatric Nursing

Karen Doty-Sweetnam, R.P.N., M.Ed.
Department of Psychiatric Nursing

Where are our Aboriginal students?

I was recently asked to attend a career fair to provide high school students from an Aboriginal background with information on psychiatric nursing. Aboriginal people tend to be invisible in the psychiatric nursing field. Why? Clearly, leaving the reserve to the foreign world of university is a very daunting journey. Yet this journey is essential if we want to treat Aboriginal people with a mental illness in a culturally competent way. Unfortunately, Aboriginal students entering psychiatric nursing are a very small minority.

The lack of Aboriginal people entering the field of psychiatric nursing causes me great concern because of the expansion of mental health services into Aboriginal communities. Without a corresponding focus on staffing complements, cultural competency will continue to be an issue. Psychiatric nurses are involved in assessment and treatment of people. Without a clear understanding of Aboriginal values and beliefs, errors in judgment, practice, and cultural insensitivity will occur.

As I enter my twenty-eighth year of psychiatric nursing, I reflect on my own experiences as a psychiatric nurse of Cree and Irish background. Reviewing my initial academic training, cultural competency or safety was not part of the mental health language or curriculum. My desire to be culturally competent in my practice came from my longing to work with people from an Aboriginal background.

My humble beginnings were in northern Alberta and Saskatchewan as a Developmental Therapist. My post included two Hutterite Colonies, a remote Indian Reserve and a more remote French Community. My family upbringing and academics ill prepared me for this experience; however, I took my training and "southern attitude" and began a journey of self-discovery and cultural competency.

The training I received to go north was in



Karen Doty-Sweetman in the Baffin Region of Canada

"I found a comfortable place on the dirt floor with a child who was about five years old who had never been off of the reserve. I reviewed the competencies for that age group, which stated she should be able to identify the different colors of traffic lights. I looked at the child and her environment ... I put my 'tool' away."

the use of the Diagnostic Screening Inventory for Children. My first attempt to implement the "tool" was on the reserve. Without taking the time to understand the family or the culture, I began the assessment process. I found a comfortable place on the dirt

floor with a child who was about five years old who had never been off of the reserve. I reviewed the competencies for that age group, which stated she should be able to identify the different colors of traffic lights. I looked at the child and her environment ... I put my "tool" away.

My next cultural experience was as an addictions counselor within the prison system. The men I worked with were predominately Aboriginal from a reserve background and were court mandated to see me. Once again I had to review my own values, experiences and educational preparation. I was unprepared to serve this population of people and had to broaden my repertoire of cultural competencies. Eventually I ended up indoctrinated into the Native Brotherhood of the prison system and was given my first ceremonial eagle feather. To gain trust **continued on page 8**



Commonly Asked Questions (and answers) at Career Symposiums

Compiled by:

Tracey Collyer, R.N., B.N.

Department of Nursing

Cathy Demas, R.P.N., B.Sc.P.N.

Department of Psychiatric Nursing

1. What does a Nurse or Psychiatric Nurse do?

As a Registered Nurse you will work with individuals, families, and communities in promoting, maintaining, and strengthening health.

As a Registered Psychiatric Nurse you are concerned with the health, especially the mental health of individuals, families, and communities. You may

be involved in working with those who are affected by psychiatric illnesses and developmental challenges.

2. Where will I be able to work?

As a Registered Nurse you will be able to work in hospitals, personal care homes, Public Health, Home Care, education settings, and many other areas. Your job opportunities will be diverse; for example in a hospital you may work on the Medical, Surgical, Maternity, Pediatrics, Intensive Care or Emergency Units.

As a Registered Psychiatric Nurse you will be able to work in a wide variety of settings including acute care hospital

units and clinics, child and adolescent treatment centres, developmental habilitation agencies, crisis stabilization and mobile crisis units, community mental health services, addiction services, and forensic services.

3. Are there jobs available?

Yes! There is a shortage of both Registered Nurses and Registered Psychiatric Nurses within Manitoba.

4. How much money will I make?

Starting salary for Registered Nurses/Registered Psychiatric Nurses is \$63,000 per year as a member of the Manitoba Nurses Union (as of October 2008).

5. Which High School courses do I need for the Nursing/Psychiatric Nursing programs?

Grade 12 Math (Pre Calculus or Applied), Biology or Chemistry and English are highly recommend as these courses will help prepare you for the University level courses.

6. How many years does it take to complete program requirements?

As a full time student, it will take you four years to complete the program.

7. Can I study on a part-time basis?

Yes, you may choose to study either on a part-time or full-time basis. You will have eight years to complete your program. You will be required to meet each year's requirements before proceeding to a subsequent year.

8. How do I apply? Will someone help me with course registration?

Brandon University applications are available on Brandon University website.

There is a Student Advisor for each program who will gladly assist you with these processes. The phone number for the Bachelor of Nursing Student Advisor is 204-571-8567 and the Bachelor of Science in Psychiatric Nursing Student Advisor is 204-727-7403.

School of Health Studies • Department of Psychiatric Nursing

Brandon University is a leader in providing high quality education to some 3,000 full- and part-time students in arts, sciences, education, music and health studies. Based in southwestern Manitoba, Brandon University also offers pre-professional and Masters programs, as well as innovative and award-winning outreach programs, in a personalized learning environment.

The Psychiatric Nursing Program is delivered in both Brandon and Winnipeg.

Assistant Professor and Instructional Associate positions are available at both sites.

Assistant Professor Positions (2) Tenure-Track

Applications are invited for probationary tenure-track positions for the Bachelor of Science in Psychiatric Nursing Program. We seek individuals with a commitment to excellence in teaching and research. Duties of the position include teaching courses in the program, development of a program of research / scholarship, and service to the community.

Qualifications:

- Current registration, or eligibility for registration, with the CRPNM or CRNM
- Master's degree in a related discipline is required;
- Completed PhD in a related discipline preferred;
- Relevant teaching experience required;
- Recent clinical experience highly desirable;
- Excellent communication/interaction skills.

Instructional Associate Positions (2)

Applications are invited for Instructional Associates for the Bachelor of Science in Psychiatric Nursing Program. We seek individuals with a commitment to excellence in teaching. Responsibilities will include: teaching labs; supervising clinical experiences; organizing and overseeing practicum experiences for students. Classroom teaching may also be assigned.

Qualifications:

- Current registration, or eligibility for registration, with the CRPNM or CRNM
- Bachelor's degree in a related discipline is required.
- A Master's degree is preferred;
- Relevant teaching experience required;
- Recent clinical experience highly desirable;
- Experience in the area of psychiatric and medical nursing
- Excellent communication/interaction skills.

Interested candidates should forward a letter of application, curriculum vitae, and names of three referees.

Rank and salary: Commensurate with qualifications

Application deadline: March 8, 2009 or until filled (subject to budget)

Start date: June 1, 2009

Apply to: Dr. W. Dean Care, Dean, School of Health Studies, Brandon University
270-18th Street, Brandon, Manitoba Canada R7A 6A9

Phone: (204) 727-7456 Fax: (204) 726-5793 E-mail: cared@brandonu.ca

For more information visit www.brandonu.ca

We thank all applicants for their interest and effort in applying for this position, and advise that only those candidates selected for interviews will be contacted. Short-listed candidates will be expected to provide credentials at time of interview.

In accordance with Canadian Immigration Regulations, this advertisement is directed primarily to Canadian citizens and permanent residents. Both women and men are encouraged to apply.

communications

Names of members of the School of Health Studies are in bold.

Publications

Care, W.D., Gregory, D.M., & Chernomas, W.M. (2010). Nursing, technology, and information: Understanding the past and embracing the future. In M. McIntyre and C. McDonald (Eds.) *Realities of Canadian Nursing: Professional, Practice and Power Issues* (pp. 239-258). Philadelphia PA: Lippincott Williams & Wilkins.

National Presentations

Care, D., & Udod, S. (February 2009). Workplace stress and coping experiences

of nurse managers: Building competencies for the future. Presented at the Canadian Nurses Association, Nursing Leadership Conference, Toronto, ON.

Research Grants

A Survey of Health Professional Student Training in Tobacco Reduction Counselling on the Canadian Prairies (2009). \$14,500. Canadian Tobacco Control Research Initiative. **K. Hyndman**, principal investigator, R. Thomas, S. Patterson, M. Francispillai, J. Taylor, A. Schultz, M. Kvern, **J. Bradley**, D. Hoysak.

Awards and Announcements

Dr. Renee Robinson, Dr. Kathryn Hyndman and Dr. Dean Care have been appointed as Research Affiliates with the newly restructured Manitoba Centre for Nursing and Health Research (formerly the Manitoba Nursing Research Institute).

Beverley Hicks, R.P.N., B.N., M.Ed.(retired Assistant Professor, 2005) (2008). Earned PhD, University of Manitoba

Hicks, B. (2008) Awarded the Canadian Association for the History of Nursing Margaret Allemand Award for her historical study, "From Barnyards to Bedsides to Books and Beyond: The Evolution and Professionalization of Registered Psychiatric Nursing in Manitoba 1955-1980".

Hicks, B. (2009) Awarded one of 2009 University of Manitoba Distinguished Dissertation Award.

Faculty News

Viola Fast Braun has been granted tenure as Assistant Professor in the Department of Nursing, School of Health Studies. Viola received her R.N. from St. Boniface Hospital in 1971, a Bachelor of Religious Studies from the Winnipeg Bible College in 1976, and completed her Bachelor of Science in Nursing at the University of Alberta in 1986. Viola went on to complete her Master of Nursing



Viola Fast Braun

from University of Calgary in 2000. After working in a variety of settings, including rural and urban hospitals, remote Aboriginal nursing stations and in Egypt, Viola accepted the position of Instructional Associate in the Department of Nursing and Health Studies here at Brandon University in 1987. Viola moved to the new Department of Nursing when she was appointed to her current position as Assistant Professor in 2004.

Viola's research interests have focused in two areas. The first considers how spirituality (a millennia old blend of beliefs, values and religious traditions that comprise ones way of being) informs the meaning of existence for many patients. The second focuses on the role of the family as a powerful and complex influence on the trajectory of patients' well being. Viola is currently engaged in a study exploring novice nurses' lived experiences of family nursing.

Recruitment of Aboriginal Students into the Field of Psychiatric Nursing

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and alliance I sought support from the Elders, attended both Sweet Grass Ceremonies and Sweats.

The next phase of my career took me to New Zealand to work with the proud and fearless Maori. It was there I truly found the meaning of "cultural competency" and "cultural safety." The Maori, unlike many of our First Nations people,

have maintained their culture and identity as the First People of New Zealand. Before I was allowed to work as a mental health nurse, I was provided an intensive training program to develop cultural competencies and had the safety net of working along side Maori nurses.

Last year, I answered the call to the North and found myself in the high arctic. It was there I realized that more

than ever that we need to recruit Aboriginal people to psychiatric nursing. I was stationed on a remote island in the Baffin area and covered two communities. All of my nursing colleagues were from the south and on temporary assignment from nursing agencies. Many of these nurses struggled with the culture and nuances of the Inuit. In turn, the Inuit struggled with the "southern attitudes and behaviors" of these nurses.

I believe it is essential to recruit Aboriginal people to the field of psychiatric nursing. For those interested in this area please contact me at Brandon University, Karen Doty-Sweetnam R.P.N., M.Ed. at (204) 571-8525 or dotysweetnamk@brandonu.ca.

Publisher: Dean Care
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Submissions to the next newsletter should be forwarded to Roberta Graham at grahamr@brandonu.ca.

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**BRANDON
UNIVERSITY**
Founded 1899