



GETTING THEIR FEET WET

Students make their first forays into clinical research by assisting with new HPV study
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WORKSHOP SUCCESS

Over 100 participants meet to examine the state of family nursing
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SKILLS LAB

Recent renovations designed to meet needs of growing student population
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SHS Caring Connections



**BRANDON
UNIVERSITY**

Founded 1899

**School of
Health Studies**

Tradition and Innovation in Clinical Practice

Renee Robinson, R.P.N., Ph.D.
Department of Psychiatric Nursing

Clinical practice is a core element of all professional programs. The psychiatric nursing program at Brandon University combines traditional facility-based placements with innovative community placements in order to prepare graduates for practice in diverse settings. About half of the clinical practice hours in the Bachelor of Science in Psychiatric Nursing (B.Sc.P.N.) program occur in community settings. Community placements range from working with community organizations in health promotion to working with assertive community treatment teams to provide psychiatric rehabilitation services.

Psychiatric nursing practice is increasingly community-based. At this time more than 25%

of registered psychiatric nurses work in the community. Collaboration with community organizations is central to practice in the community. Practicum placement with community organizations provides a wide range of relevant experiences. For instance, students might work with the Manitoba Schizophrenia Society in provision of public education; the Canadian Mental Health Association in
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Clinical Challenges and Opportunities for BN Students

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

Clinical experiences are a vital component of any nursing program. Excellent learning opportunities for students occur only when educational institutions can partner with organizations to provide positive learning environments. In the current climate of nursing shortage and high demand for clinical placements for educating nursing students, it is important for educators to work closely with clinical partners. The faculty members of the Bachelor of Nursing program are incorporating new settings for clinical practice to complement more traditional experiences. The goal of faculty members is to optimize student learning while reducing demand
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In memoriam

The School of Health Studies dedicates this issue to

**Angela (Angie)
Doris Erickson**
1963-2008

Instructional Associate,
Department of Nursing

*Sadly missed by family,
friends, colleagues and
students.*



A Message from the Dean

Clinical Supervision of Students: Who's Responsible?

Clinical practice is one of the most important foundations of any health care professional program. While our students gain much knowledge from the theoretical component of our programs, it is the clinical setting where the “real” learning takes place. In “clinical”, students make sense of the complex knowledge base of our practice disciplines — Nursing and Psychiatric Nursing. Through application of course content in practice situations, students are able to solidify their learning and grow as professionals. While interacting with clients and health care team members, students are able to learn the nuances of practice that no textbook can ever teach them. In short, clinical practice experiences are vital to the success of our students — the health care professionals of the future.

The task of coordinating clinical supervision for our students is becoming increasingly complex. As pressure to increase seats in psychiatric nursing and nursing education mounts, education programs must find creative solutions to address current and future demands. The challenges we face in the School of Health Studies are not unique. Most other Canadian schools are facing similar challenges as well. The root of the problem is multi-dimensional and complex. A few of the factors are:

- Annual salary increases for health care professionals surpass those in educational institutions. This contributes to a growing difficulty in retaining current and recruiting new clinical faculty into our education programs.
- Workloads of health professionals have increased dramatically in the past 10 years. This has created some reluctance to “take on” additional responsibilities for clinical supervision of students.
- Changes on the health care sector and rising acuity levels have made some traditional practice sites no longer suitable for student experiences.

Challenging issues such as these require a new perspective. We need to explore alternative models for clinical supervision that address the needs of our students as well as the health care agencies. Collaborative, partnership approaches between the health authorities and the education providers are required. Without new models of clinical supervision, education programs will have limited ability to be responsive to the needs of those we serve. We have made positive strides forward to address these challenges, but more work is still needed.

So, who's responsible for the clinical supervision of students?...
We all are!



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

Clinical Challenges and Opportunities for BN Students

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for highly sought clinical placement sites. Examples of less traditional settings being used are correctional facilities, rural institutions and community agencies. Additionally, project-based learning in rural and urban facilities and community organizations is a new approach used to provide in-depth learning experiences for fourth-year students. This approach assists students to consolidate theoretical concepts and link theory, research and practice in a meaningful way.

During the Bachelor of Nursing program, students have eight clinical courses and three courses that combine classroom instruction with clinical experiences. Each clinical practicum reflects a focus on one or more of the five types of essential care identified in the primary health care model. In second year, Nursing Practice I, II and III focus on curative care with placements located in acute care settings. Students learn and apply basic skills, and by the end of Nursing Practice III students are applying knowledge in more complex situations. During Nursing Practice III students are introduced to rehabilitative care.

In third year's Nursing Practice IV, students focus on supportive/palliative care, and in Nursing Practice V and VI students focus on complex curative care. Clinical practice occurs in a variety of acute settings, including mental health care sites. Health promotion and disease/injury prevention concepts are integrated throughout and special focus is provided in Gender and Life Span I & II with clinical experiences in maternal-infant and pediatric care. In the Community Health course students focus on health promotion and community development and they are placed with community organizations to participate in community development projects.

In Nursing Practice VII, a project-based fourth-year course, each student selects an area of interest and partners with a mentor in an institution or organization. The student and mentor identify a project that is beneficial to the organization and meets student learning needs. Several interesting projects have been completed. One project involved the development and delivery of a workshop for high school students with the goal of assisting participants to recognize mental health issues among their peers. Another exciting initiative involved the development of a housing resource manual for use at the Seventh Street Access Centre. Still another project involved research to determine patient satisfaction levels with pain management in an acute setting. In Nursing Practice VIII the final clinical course, students focus on consolidating their learning from the entire program as they prepare to make the transition to graduate nurses.



Tradition and Innovation in Clinical Practice

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provision of support and housing; and Brandon Community Welcome in provision of transitional employment. Students assist staff of the Early Psychosis Intervention program to provide clinical services to newly diagnosed clients and help members of the Neighborhood Renewal Corporation to work on homelessness.

Clinical practice experience in the B.Sc.P.N. program involves a series of four integrated practice courses and four clinical experiences dedicated to specific content. Students learn relevant theory

and apply skills in a lab setting before entering clinical areas for integrated practice courses. Students become increasingly independent as they move through the program. Initial practica are directly supervised by faculty members. Direct supervision for practica later in the program is provided by preceptors.

The integrated practice courses provide opportunities for students to reinforce existing skills and practice recently acquired skills in clinical settings. For instance, students taking Integrated Practice I apply skills in interpersonal communication, health assessment, basic skills such as vital

signs, and medication administration. These skills continue to be used in Integrated Practice II and students integrate new learning in the areas of medical nursing and individual counseling. By the end of Integrated Practice III students will have demonstrated ability to practice in acute inpatient psychiatric settings using skills in family counseling and conducting therapeutic groups. The final practicum enables students to apply existing skills in a new environment and demonstrate capacity to undertake advanced practice in areas such as research, peer or public education, or administration.

Student Practica Promote Community Development

Katherine Pachkowski, R.P.N., B.Sc.P.N.
Department of Psychiatric Nursing
Karen Nelson, R.P.N.
Department of Nursing

Currently students in nursing, psychiatric nursing, and post-diploma nursing programs at Brandon University participate in, design, and deliver projects to promote health at the community level. This practical experience is a key component of their Community Health course. Community members and organizations work with students to identify organizations that undertake aspects of community development and in so doing plan and implement projects to improve the health and well-being of the community. Students partner with organizations to learn about their work in community development and embark on projects that will make a difference. They leave learning resources and other beneficial outcomes and products with the organizations and groups with whom they engage.

Students have worked with staff of the Crisis Stabilization Unit to develop a presentation to assist community residents in recognizing a mental health crisis; assisted the Brandon Police Service

in delivering educational workshops to the community on personal safety; participated in implementing emergency preparedness programs at local schools; and worked with public health nurses and recent immigrants to study the feasibility and need for a child day care program for employees of Maple Leaf Foods. Students have spearheaded such diverse activities as developing websites and pamphlets for local health organizations, appearing on local news stations to promote events and disseminate information, and producing a television commercial on family violence.

In the ARHA, students are currently involved with a Falls Prevention / Management Program targeted at enabling seniors to remain longer in their homes. In the Russell area students are analyzing a local youth health survey to present to the school population, and in Neepawa students are using a holistic approach to address the needs of immigrants including preparing to live in this harsh climate. In Brandon, Public Health and Mental Health services, the Brandon Friendship Centre and the Brandon Neighborhood Renewal Corporation are among the many organizations that are facilitating practicum experience.

Organizations and groups that can offer learning experiences in community development and health promotion and are seeking partners to assist with innovative projects are invited to contact Katherine Pachkowski at pachkowskik@brandonu.ca or 727-9671 in Brandon, or Debra Dusome at dusomed@brandonu.ca or 772-0377 ext 228 in Winnipeg.

Naming the Newsletter

Roberta Graham, B.H.Ec., M.M.F.T.

The newsletter committee has taken the process of naming the School of Health Studies newsletter very seriously and appreciates the suggestions offered by readers. After much deliberation, the committee has decided to combine suggestions and create the title "SHS Caring Connections". This edition is the first under our new name and we welcome feedback.

The newsletter committee members look forward to any article suggestions, comments or questions. We wish you all the best over the holidays and in the new year.

Debra Dusome	dusomed@brandonu.ca
Cathy Foster	fosterc@brandonu.ca
Faye Simpson	simpsonf@brandonu.ca

Year 4 Students *Get Their Feet Wet* in Clinical Research

Judy Marvin, R.N.(E.P.), M.N.,
Department of Nursing

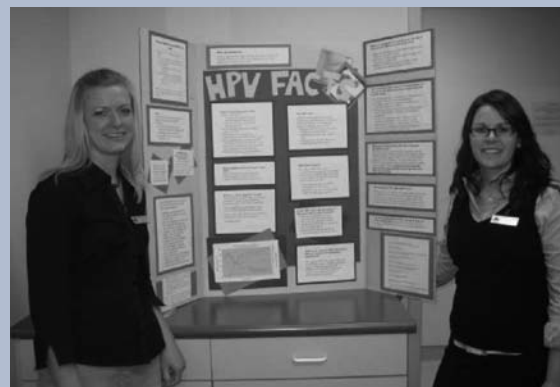
On a rainy autumn day, the Health Clinic in Virden was the setting where a group of enthusiastic fourth-year Brandon University nursing students got their feet wet in the world of clinical research. On October 21, Nicole Clement, Jenna Boguski, Angela Pawluk, and Sara Chartier were assistants at a Women's Wellness Clinic that was organized for "Pap Week" in Manitoba.

"...students were actively involved with registering participants, gathering histories, and enrolling eligible women in a study developed by staff of the Manitoba Cervical Screening Program..."

In fulfilling objectives for Nursing Practice VII, these students were actively involved with registering participants, gathering histories, and enrolling eligible women in a study developed by staff of the Manitoba Cervical Screening Program. The research was designed to investigate a new test for the Human Papilloma Virus (HPV).

Twenty seven women attended the clinic for papanicolaou (pap) testing. Eighteen of whom were eligible for the HPV study. Students provided participants with the necessary information, and assisted them in completing consent

forms. Nicole and Angela presented their poster about HPV and HPV testing to those in attendance. A second clinic was held in Boissevain later that week where Sara and Jenna assisted participants. During their foray into clinical research, the mentors reported that students had demonstrated organization, competence and professionalism.



Angela Pawluk and Nicole Clement



Nicole Clement, Jenna Boguski, Angela Pawluk, Sara Chartier

Brandon University Nurses Association Update



Jill Norminton,
B.U.N.A. President

Jill Norminton
President

The Brandon University Nurses Association is the voice of Health Studies students. Our organization is eager to address the thoughts and concerns of B.Sc.P.N., B.N. and post diploma students. For the 2008/2009 school year, members of B.U.N.A. wanted to move in a direction that developed a sense of community among students in Health Studies. The goals of the Association are to:

1. provide students with representatives to advocate for student educational concerns,

2. plan and implement social functions that benefit the social needs of students, and
3. organize projects that contribute to community health and well-being.

Members of B.U.N.A. foster students learning to work as a team and advocating for the highest standards of education and practice. Membership in B.U.N.A. fosters students in developing skills in leadership, advocacy, planning, implementation and communication. I am pleased that I work with this dedicated council whose members take to heart the concerns and well-being of their fellow students. I look forward to reaching the goals we have set for our organization in the new year.



Leahey Workshop Resounding Success

Roberta Graham, M.M.F.T.
Department of Psychiatric Nursing

The School of Health Studies held its first annual Visiting Scholar Workshop on October 3. Maureen Leahey, R.N., Ph.D. presented a one day workshop, "Family as the Focus of Nursing and Psychiatric Nursing Care" at the Victoria Inn. Dr. Leahey is co-author of the text



Nurses and Families: A Guide to Family Assessment and Intervention, and Manager of the Mental Health Outpatient Program, Calgary Health Region. Over 100 nurses, psychiatric nurses, psychiatric nursing and nursing students and faculty were in attendance.

The workshop focused on the current state of family nursing and the direction it might take from this point. Drawing on the Calgary Family Assessment Model, developed jointly by Dr. Leahey

and Dr. Lorraine Wright, Dr. Leahey shared her experience and expertise in facilitating the incorporation of family nursing into the current health care system as well as into urgent mental health care.

Workshop participants responded enthusiastically to the ideas presented and the workshop evaluations were very positive. Planning has begun for the second annual Visiting Scholar event, tentatively scheduled for fall of 2009.



Dr. Maureen Leahey

Nursing Practice IV: Palliative and Long Term Care

Faye Simpson, R.N.
Department of Nursing

Nursing Practice IV is a third-year clinical course in the Bachelor of Nursing program. The course focuses on supportive care and utilizes both palliative and long term care settings. This term the long term care sites for this practica included Fairview and Valley View personal care homes. The palliative care sites included the Brandon Regional Health Centre for the majority of students and locations in Neepawa, Minnedosa, Melita, Virden, Souris, Treherne, Killarney and Carberry Health Centres for fifteen students who preferred rural settings. Prior to the practicum these latter students met with Merle Teethart, Palliative Care Coordinator for the Assiniboine Health Region for a rural palliative care

"The course focuses on supportive care and utilizes both palliative and long term care settings."

educational session.

On September 10 the students attended a day long workshop designed to prepare them for their clinical experiences. Several speakers shared their thoughts on a variety of topics. Course leader Paul Enns presented on communication, leadership and delegation; Barb Harrison shared her thoughts on empowerment; Dr. Renee Will provided an inspirational presentation on palliative care in

relationship to the minority voice; Faye Simpson spoke on communication and end stage symptom management; and Annette Slavyansk shared her experience as a leukemia survivor. Special guest Lieutenant Tina Jesso, a graduate of the Bachelor of Nursing program, encouraged students to believe in themselves and their ability to make a difference in people's lives through palliative care.

Students came together on November 12 for a "personal experience" sharing day. Students compared and contrasted their experience in palliative and long term care settings in preparation for switching settings. Students reported feeling empowered and knowledgeable in the care they provided. They expressed some surprise in the degree of comfort they were able to establish in both palliative and long term care situations.

Technology at Work Coordinating Student Placements

Alan Silvius, R.P.N., R.N., B.Sc.
Department of Psychiatric Nursing
Tracey Collyer, R.N., B.Sc.N.
Department of Nursing

The Health Sciences Placement Network (HSPnet) is a secure web-enabled system designed to improve coordination of student placements.



Newly Renovated Skills Lab

Roberta Graham, B.H.Ec., M.M.F.T.
Department of Psychiatric Nursing

In September, Health Studies students were greeted with a newly renovated and expanded skills laboratory. This renovation project was necessitated by a modification in the psychiatric nursing program which resulted in the need for a larger laboratory space for use by students during the fall and winter terms. The existing lab was shared by nursing and psychiatric nursing students, and growing class sizes and needs stretched beyond current availability.

The existing space was carefully assessed and Lucille Canart, Instructional Associate in the Department of Nursing, in collaboration with her colleagues took over the task of redesigning the space. The result has been the creation of two eight-bed labs and a three-bed lab that together provides a total of seven additional bed units. The lab can now comfortably accommodate 38 students simultaneously. The new skills lab was officially opened September 19.

HSPnet was launched in Manitoba in 2005 and is now used in six provinces. Placement requests are entered in the system and receiving agencies (i.e. RHA's) accept or decline requests depending upon clinical space/staff availability.

For placing agencies, such as Brandon University, HSPnet provides a detailed profile for each clinical unit. This profile includes information such as preceptor and unit manager contact information, student placement capacities per unit, and description of the unit (i.e. number of beds, general description of clients).

For receiving agencies, such as Brandon Regional Health Authority, HSPnet provides course profiles, names of students coming to the units, course

faculty and clinical instructor contact information, number of required hours per clinical course and description of the clinical course. Calendars are also available on the system to ensure that there are no overlaps between student groups from the various health care programs. Not all clinical partners are using HSPnet, therefore these placement requests continue to be negotiated directly with the agency.

HSPnet provides a comprehensive dataset to address needs such as building placement capacity, understanding acceptance/decline rates and reasons, developing clinical opportunities in underused areas, and studying placement activity levels and trends.

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.

An interested candidate 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.



Introducing New Faculty

Paul Enns has been appointed to a Tenure Track position as an Assistant Professor in the Department of Nursing. Previously an Instructional Associate, Paul assumed this position in August 2008 and brings his experience as health program coordinator and educator in the Practical Nursing Program at Assiniboine Community College. Paul completed his diploma in nursing from Red River Community College, his undergraduate degree in nursing from Brandon University and his Master of Arts degree in Education from Central Michigan University. His topic and focus in his post graduate studies centered on gay, lesbian, transgendered and bisexual issues in higher education and health care. Paul first joined the faculty in September 2007 and is looking forward to continuing to be involved in the academic community of Brandon University.



Felicia Lucec joined the Department of Psychiatric Nursing, Winnipeg site, as an Instructional Associate in the summer of 2007. Felicia completed a Bachelor of Science in Nursing from Red River College/University of Manitoba, certification in psychiatric/mental health from the CNA, and her Master of Health Studies from Athabasca University. Felicia is fluent in Romanian, French and Spanish in addition to English, and has used this talent in community roles including tutor in the ACCESS Program for nursing students at the University of Manitoba; cultural and language mentor for the Diversity and Immigrant Student Support Centre at Red River College; and volunteer at the International Centre language bank. She is the Co-Chair of the



Sigma Theta Tau International, Honor Society of Nursing, Xi Lambda Chapter; member of the Canadian Federation of Mental Health Nurses; and a member of the Winnipeg Mental Health Nursing Interest Group. Felicia lives in Winnipeg with her 13 year old daughter, Annette, and her mother.

Originally from Calgary, **Karen Doty-Sweetnam** received her psychiatric nursing diploma from Alberta Hospital Ponoka in 1983. She entered the field of management, completed her Master of Education at Simon Fraser University in 1997, and obtained certification in childbirth education, addiction counselling, Satir marriage and family therapy, neuropsychiatry and business administration. Karen has extensive experience working with culturally diverse populations, both in Canada and abroad. She has worked with First Nation and Hutterian Brethren Communities. In 1998 she moved to New Zealand to work in Maori Mental Health, then in Wellington, New Zealand she was employed as a consultant for the new regional forensic and rehabilitation hospital. Karen went on to work in Australia and earlier this year, was in the high arctic of the Baffin Region completing 16 weeks as a community mental health nurse for two Inuit communities. While in the high Arctic, she accepted a position in the Department of Psychiatric Nursing as an Assistant Professor effective August 1, 2008. Karen's commitment to teaching in the School of Health Studies takes her away from her husband and seven adult children who live in and near Kamloops, B.C.



In 2001, **Jaime Burgoyne** graduated from the University of Manitoba, Brandon site with a Bachelor of Nursing. She accepted her first nursing position on the maternity ward at the Brandon

Regional Health Centre and within a year began working as on a sessional basis as a clinical facilitator for the University of Manitoba. Over the years she worked in public health, in the STI/HIV/HepC program, and in the midwifery program. Currently Jaime works part time in single room maternity care and part time as an Instructional Associate, allowing her to work in both clinical and educational settings. Jaime completed CNA certification in perinatal nursing in 2003, the Douglas College breastfeeding course in 2007, and plans to write her International Board of Lactation Consultants exam in 2009. Jaime lives on an acreage outside of Brandon with husband Shane, 3 year old son Lucas and two dogs. She has two stepsons who live in Winnipeg. When she is not working, she spends time with her children and helps out at a fitness centre.



Jenifer Bradley completed her Bachelor of Science in Nursing at Trent University in 2004. She has worked with clients of all ages who have required long term care, community-based mental health care and acute psychiatric care. In 2004 her husband joined the Canadian Forces, and as a result Jenifer lived in Ontario and New Brunswick before coming to Manitoba. She is currently working toward a Master of Nursing and is developing her interest in nursing research. Jenifer began her position in the Department of Nursing as Instructional Associate in September 2008. Jenifer lives with her husband in Shilo.



communications

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

Publications

Pachkowski, K., Moss, A., **Racher, F.**, and Annis, R. (2008). *Indicators of northern health: A resource for northern Manitobans and the Bayline Regional Round Table*. Brandon, MB: Rural Development Institute, Brandon University

Conference Presentations

Clements, K., and Quesnel, B. (October, 2008). *Mental Illness and Metabolic Syndrome: What we all need to know*. Overview of the Healthy Living Program and launch of the Healthy Living Education Modules.8; Canad Inn Polo Park, Winnipeg, MB.

Coming Events

The Canadian Federation of Mental Health Nurses National Conference will take place October 21-23, 2009 in Halifax, NS. The theme of the conference is *Hope, Health and Healing: Mental Health Nursing Around the Corner and Around the World*. For more information, go to www.cfmhn.ca.

The Mental Health Nurse Interest Group will meet Monday, January 19, 1700hrs in Room PZ237, Psychealth Centre, Health Science Center, Winnipeg, MB. The topic: Resilience in Immigrant Women will be presented by Judith Toth.

Integrated Practicum I — A New Opportunity

Dan Taylor R.P.N., R.N., M.D.E.
Department of Psychiatric Nursing
Karen Doty-Sweetnam R.P.N., M.Ed.
Department of Psychiatric Nursing

Integrated Practicum I is the first opportunity for novice psychiatric nursing students to apply theory from their pre-requisite courses to practice in a clinical setting. The pre-requisite courses include Fundamentals of Psychiatric Nursing I, Fundamentals of Psychiatric Nursing II, Fundamentals of Psychiatric Nursing III, Principles of Health Assessment, and Medical Nursing for Psychiatric Nurses I.

The clinical settings that have been chosen for this student practicum are

personal care homes located throughout Winnipeg and Brandon. These care facilities offer students opportunities to gain experience in basic nursing skills, interpersonal communication, documentation and care planning, medication administration, and comprehensive health assessment.

During their first placements students will be assigned clients and will develop client/nurse relationships, and apply nursing theory as they practice their nursing skills. For many psychiatric nursing students this practicum will be their first exposure to care-settings and opportunities to develop therapeutic nurse/client relationships; a foundation for ongoing student learning.

Champions of Student Learning

Wendy Haidey
Department of Nursing

The School of Health Studies recognizes the important role that clinical partners play in student learning and thanks them for the continued professional working relationship with nurses, psychiatric nurses, health care professionals, and facilities.

This past year, 189 health care professionals acted as Preceptors in the Psychiatric Nursing Department, and 126 nurses acted as Preceptors and Mentors in the Department of Nursing. Each received a personal thank you letter from the Dean and their names were entered into a draw for \$350. The lucky winner for the Psychiatric Nursing Department was Brent White from the



Dean Care and Michelle Wiebe



Dean Care and Brent White

Brandon Regional Health Authority Psychosocial Rehabilitation Program. Michelle Wiebe from the Brandon Regional Health Centre was the lucky winner for the Department of Nursing. Congratulations Brent and Michelle.

The School of Health Studies acknowledges and recognizes these individuals for the exceptional learning environment provided through their leadership. They are truly "Champions of Student Learning" and we look forward to their continued support.



Publisher: Dean Care
Editor: Roberta Graham
Newsletter Committee: Debra Dusome, Cathy Foster, Faye Simpson

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

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