



## PRESIDENT'S MESSAGE

Dear PNEIG  
Member:

As we enter into the fall, your new PNEIG Executive is working together well to serve the membership. I'm pleased to be working with new members Paula Crawford-Dickinson, Kathy Cummings and Laurie Clune as incoming President /Chair Elect for this coming year. As well, I'm happy to announce that Janice Elliott (previously Policy & Political Action ENO) has assumed the role of Newsletter Editor. (This leaves the Policy ENO vacant for anyone who is interested). Please see the new executive members' introductions later in this newsletter.

By the time you read this, I will have had numerous meetings as a panel member on one of the latest BPGs which is focusing on "Practice Education in Nursing". I am very much enjoying the work thus far and anticipate an excellent guideline to accompany the previous BPGs for Healthy Work Environments. The goal for completion of this Practice Education guideline is next summer if all goes well.

As well, I'm working with fellow PNEIG members and the RNAO Centre for Professional Nursing Excellence as we plan the next May 2008 PNEIG Symposium. Please consider setting time aside to attend the symposium and /or consider presenting an abstract. (Watch the website for details). We hope it will be a rich venue for many colleagues to share their expertise with like minded educators. In addition, we hope this can be a venue for nursing students to show case the work they have done during their studies.

One final comment: as our provincial election is upon us, I hope you are staying current on the issues and will make your voice heard by turning out to vote this fall. Please see the RNAO challenge to the political parties which is to adopt policies and programs that advance a healthier society and stronger health-care system for all Ontarians through focus on wellness and illness prevention.

Until next time, I remain  
Professionally yours,  
Marianne Cochrane, President/Chair

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**PNEIG Scholarship  
information available.  
See page 12**

## INTRODUCING THE NEW PNEIG EXECUTIVE

### President Elect-Laurie Clune

I am very excited to be taking a more formal role in PNEIG by assuming the position of President elect. I have been an active member of RNAO for the past decade and had the opportunity to act as chapter president for Durham Northumberland; political and policy executive officer; voting delegate; member of the provincial policy and nominations committees; and HUB fellowship recipient.

My experience in nursing education has been in the hospitals, home health care, community colleges and now university sector. Currently I am a faculty member at Ryerson University School of Nursing where I have teaching responsibilities in the undergraduate collaborative, post diploma and masters programs.

In addition I am a PhD student in Nursing Science at the University of Toronto. My research focused on the experiences of nursing students with disabilities. I hold a Bachelor of Arts from the University of Western Ontario, a diploma in Nursing from Seneca College, a Bachelor of Science in Nursing from Ryerson University, and a Masters specializing in Health Professional Education from OISE/UT.

I welcome the opportunity to meet and discuss with all nursing educators and students the challenges they face in their particular practice setting. Please contact me at [lclune@ryerson.ca](mailto:lclune@ryerson.ca) so that together we are "Speaking out for Health and Speaking out for Nursing" Education in Ontario.

### Membership: Katherine Cummings

Katherine Cummings, RN, BScN, MHS. Katherine started her career as a nurse on medical/surgical units, but then followed her dream to teach. She taught for many years in the RN program at Durham College

and now enjoys the challenge of being a faculty member in the collaborative BScN program at Durham College/University of Ontario Institute of Technology. She currently teaches in year one of the program. Specific interests are in cultural competency and technology in nursing education.

### Student Liaison from NSO: Tim Lenartowych

Tim is currently entering his third year of BScN. studies at the University of Western Ontario. He is active member of the RNAO and a member of several interest groups. Tim is also on the executive committee for the Nursing Students of Ontario interest group as a Regional Director. Tim originates from Mid-Western Ontario in the Walkerton area and now resides in London Ontario. He is looking forward to being on the PNEIG executive as a student liaison allowing him to represent nursing students on the committee.

## CONGRATULATIONS TO RNFOO PNEIG 2007 AWARD WINNERS:

### *Marianne Cochrane*

PNEIG would like to congratulate the 2007 bursary award winners which were honoured at the RNFOO May 2, 2007 Gala held at The Liberty Grand in Toronto. They are Erika Cheung, Andrew Reyes and Sandra Goldsworthy. We hope their continued studies around nursing education issues will be smooth in process and rewarding as they advance in their studies. (For more details, please see the PNEIG website).

It is not too late to consider applying for the PNEIG 2008 bursaries and awards which are offered through RNFOO. We hope to be able to offer more bursaries and awards in the near future so check the RNFOO website and /or PNEIG website frequently for future possible availabilities.

"Education is what survives when what has been learned has been forgotten." — B.F. Skinner

The following four articles are a new feature of the PNEIG newsletter. The reflections represent the lived experiences of a nursing student, a new educator, a clinical educator's experience on returning to school and an educator with many years of experience contemplating her last year of teaching before retirement. Thanks to the 4 authors: Tim Lenartowych, Dana Chorney, Sevi Cesta, and Patricia Patterson who graciously agreed to share their stories.

### **EDUCATION AS A JOURNEY: A STUDENT'S PERSPECTIVE**

*im Lenartowych, 3rd Year Nursing Student, UWO-  
Fanshawe Collaborative BScN Program*

As a nursing student going into my third year of post-secondary studies at the University of Western Ontario, I feel I have learned so much about the nursing profession and the educational demands associated with the profession. For eight months of the year a large portion of my time is devoted to working on essays, case studies and preparations for clinical placements. This can be a very stressful time for some, but I realize that this is a necessity in order to grow and advance professionally. I have come to learn that nursing is a life long educational journey situated on a continuum. I personally feel that I am situated at the beginning of this continuum, having had only a glimpse into the vast profession of nursing. As I continue in my academic studies and eventually venture into the work force, I will continue to accumulate essential knowledge that assists me in my own professional growth. The learning does not stop when we receive our degrees on convocation day. Nurses constantly challenge themselves by upgrading their education, whether it is at a graduate studies level or attending local conferences and workshops. As a student one of the most important lessons I have learned is that in

nursing you never stop learning. With each patient brings new experience and knowledge that further advances your educational journey.

It is important to note that nurses do not embark on this journey alone; alongside them are the dedicated nurse educators. Our instructors, professors and teachers are much more than that. They act as our guides, mentors and advisers as we navigate the sometimes turbulent waters of our educational journeys. A large part of who we are as future nurses will come from the information and guidance received from the many educators we have encountered along our journey. I was once told that education is a two way street. As students we are learning from the devoted nurse educators, who have accumulated a wealth of information from their nursing careers. But I also like to think that as students we also teach our educators and challenge them to consistently strive to be the very best. I am so grateful towards all of the professors and teachers that I have encountered thus far. They continuously challenge me to be the very best that I can be and are always there should I require guidance or assistance.

It is important that students realize that there are many resources out there that can assist them throughout their educational journey. By joining the Registered Nurses Association of Ontario, I feel both students and nurses have access to an abundance of invaluable resources. Even as a student the RNAO has assisted me in so many ways. One particular example is the best practice guidelines published by the RNAO. These guidelines can assist both students and nurses in developing clinical skills, as well as promoting a healthy workplace environment. Most of all the RNAO has taught me that it is important that the nursing community embodies a strong voice. As such I have decided to become involved in the Nursing Students of Ontario interest group. Even as students it is important that we promote the profession of nursing at various

levels. The RNAO can assist us in doing this, as it truly empowers the nursing community. The RNAO acts as a bridge connecting nursing students to: nurses, nurse educators, leaders within the nursing community and leaders in other areas. One of the ways it accomplishes this is through such interest groups as the Provincial Nurse Educators Interest Group. I am honored to be a member of the PNEIG executive committee as a student liaison. This allows me to bring concerns that students have to the educators and vice versa. I am extremely excited to take on this role and to continue my studies in my lifelong educational journey. As Ralph Waldo Emerson once said: *“Life is a succession of lessons, which must be lived to be understood”*.

## HOW DO WE ENGAGE?

*Dana Chorney, Durham College,  
University of Ontario Institute of Technology*

As a novice teacher, I was deathly afraid of standing in front of 40 nursing students. I was good at what I did, which was nursing...not so good at articulating what I did. I pictured them intently waiting for me to deliver my philosophy of nursing; pens poised...although now we use laptops for taking notes so there are no pens, but rather both hands poised over the keyboard to capture your every word in a very formal document that will be scrutinized closely and compared to resources around the world; daunting to say the least! Especially to someone who would rather listen than speak; who feels more comfortable observing than engaging.

Our students are so connected to endless resources that the majority of them come to class quite well prepared and quite knowledgeable; often reading beyond the textbook requirements in order to understand the class content. Extremely challenging; especially for a new instructor. Either that or they feel a sense of entitlement; “I paid my money, now make me a nurse.” Also a uniquely challenging student.

How do we engage them all?

So the college sent me to learn how to teach. I came back armed with a number of tools and strategies for active learning, co-operative learning, collaborative learning, critical thinking and icebreakers, icebreakers, icebreakers! I quickly learned that students detest icebreakers especially ones that involve BINGO and especially if they already know each other and have self segregated into comfortable peer groups.

I also learned that every student is unique and our classroom is extremely diverse. We have different cultures, different religions, different sexual orientation, different learning styles, students with learning disabilities and/or students with physical challenges in our nursing classrooms. It is no longer enough to stand at the front of the class and lecture for hours; we are only engaging one type of learner. We must think of different strategies so that all types of learners have equal opportunity to be successful.

We must also satisfy our learners' need for stimulation and instant gratification. The internet has exposed our younger learners to endless hours of gaming, videos and visual stimulation. They are instantly connected to people across the world and have access to endless resources. They expect that you will be on the other end of the keyboard to answer their questions instantly and grow increasingly frustrated if they need to wait any longer than a couple of hours for a response from you. They desire and expect constant and instant feedback on assignments. While the evidence shows that when students are required to use application of new knowledge and critical thinking skills, it significantly increases retention of new information, we must also be aware of their tendency to resist such exercises. We have begun to integrate gaming into our instruction as another method of engaging students in the learning process. A colleague and I have recently discovered software that can be loaded onto our students computers that will turn monitors and

keyboards into virtual “clickers”; an instant game show right in our classroom! Simulation and virtual excursions have allowed students the opportunity to “practice” on simulated patients with simulated clinical situations prior to experiencing the situation with a real patient in the clinical area. This allows students much greater confidence and improves patient outcomes.

While I have incorporated a number of these new and exciting strategies into my nursing lab, I also strive to do two very simple things to engage all types of students. First I learn all of their names as quickly as possible and say hello to each of them. Secondly, I try to remember the words of a very wise man who I once heard say: “Students do not remember what you said or what you did, but how you make them feel”. More than everything else, I try to make them feel like I care about them and I care about their future. I want them to be the best nurse they can possibly be.

### **"ROLLERCOASTER RIDE ENDS: THE JOURNEY OF A MASTERS STUDENT"**

*Sevi Cesta, Clinical Practice Leader, Intensive Care Unit, Rouge Valley Health Systems - Centenary Site*

Sitting in my first class at Ryerson University, September of 2005, I began to second guess myself. It has been fourteen years since I completed my undergraduate degree. The changes within the educational realm were quite evident that first day; “blackboard” did not refer to slate and chalk anymore!

No doubt about it, I was scared. Although I was not the oldest in the group, I was definitely the longest out of school. I kept asking myself, “Do I really need this stress in my life?” Single mother of two young children, working full time as a Nurse Educator in a Community Hospital and now enrolled into the new Master’s of Nursing program at Ryerson University, I started to believe that I have bitten off more than I could chew.

Nonetheless, I was not filled with as much trepidation as perhaps I should have been. Since graduating from the BScN program, the goal was to further my education and complete my Masters. As life would have it, this did not come to fruition as early as intended. When my children started attending school full days, I began my search for a Masters program. Imagine my surprise to find a large variety of possibilities, but yet I was not able to find a program that seemed to call to me.

One day, a friend informed me of a new program commencing at Ryerson. That same day I logged onto the web site. This unique Masters of Nursing divided into two separate streams, one in community (Health and Illness of Individuals and Communities) and the second on Leadership in Health Care Policy and Education. As I read further, the Leadership focus appealed to me, and would enhance my current role as an educator extremely well.

The other components that drew me to the Masters program at Ryerson were 1) that the course had a non thesis option, and 2) the flexibility in the scheduling of classes in such a manner that I would be away only one day per week at school, this would not only be beneficial for work life, but also for my home life. This schedule provided the ability for me to be enrolled “full time” or two courses per term, thus allowing the completion of my graduate degree within 19 months.

The first day of class contained a level of excitement that extended from the faculty to each student. This was not only the first day of school for me, but also for the new Master’s program at Ryerson. It was an incredible experience to be part of a new program. The faculty were open to the feedback from each student. Many improvements were made to the program as we went through the process. Finding the “glitches” and assisting with improving the process for the next set of students was something that both students and faculty took very seriously.

Not to say that this was an easy course! The workload, readings, juggling home, work, school and life became very challenging at times. Each competing priority had to take their turn for some of my attention. Bring homework to my children's hockey games, and swimming practices became routine. There were moments when I honestly wondered how I was going to survive the day, week or the course.

During those difficult periods, it was the people at Ryerson that came to the rescue. The professors were compassionate, realistic, and provided sound advice. Then, there were my classmates. Who knew that such new friendships were waiting for me? These remarkable nurses, each with their own challenges of work, home, school and life, would be available for a coffee, lunch between classes, a telephone call, or a late night email ready to provide support, encouragement or a shoulder if need be.

Was it worth it? Midway through my first term, I became aware that at work my words were being listened to. I noticed that I was able to articulate my thoughts and opinions in a more compelling manner. I came to the realization that since I was able to quote names, journals of current literature or researchers, my voice was heard and considered in final decision-making process.

Now that I have completed my Masters, having "MN" behind my name has added credibility to my work. I have been able to apply a theoretical framework to my classes, and my daily interactions with staff, patients and senior team. Supporting my methods of teaching with literature has ensured a "best practice" approach to my teaching clinical skills with the nurses providing care at the bedside.

Would I do this again? In the middle of the program, I thought I would be crazy to even consider it. Reflecting on my experience, I have grown professionally, and personally. The look of pride on my loved ones faces as I

crossed the stage to obtain my degree continues to bring tears to my eyes. All that work was worth it after all!

## THE LAST FIRST DAY

*Patricia Patterson, Fanshawe College*

The new red academic daytimer sits open to Tuesday, September 4. Beside the four, carefully written in lavender and outlined in pink is the number 205, which begins the countdown to my planned retirement day: June 30, 2008. It is not a countdown so much as a reminder to celebrate, and be fully mindful of each day I have left. I have always planned an early retirement. I had a goal, a dream, to take as much of my life as I could to think my own thoughts. When I first took the job of nurse educator at Fanshawe College and learned that I could retire when our years of service and our age equaled 90, I looked up that date and said to my husband "Rent the hall and plan the party, this is when I retire!" A few years later the "90 factor" was replaced with the "85 factor." and so I moved the date of my party up by 2 ? years. Well, those factors have come and gone and so has my plan to leave in June 2007. What in the world happened in the course of this work that has made it so hard for me to go, when that is what I always wanted? Hours of reflection brought me two solid reasons to go. The old dream; the need to think my own thoughts, was growing. More and more I wanted my brain to serve at the pleasure of Pat and not a paid employer or passion for nursing. And lately I have had a new and compelling urge to retire my alarm clock! Those were my reasons to go. And yet I did not. What was making me stay? People extolled the benefits of retiring and I was truly drawn when they said "the thing is your time is your own." They said "life is short", "seize the day" and "do what you want to do now, you never know what is ahead". I knew they were right and I was drawn to go. Things happened that proved them right. I lost friends who were not ready to leave the earth and who had not had time to do what they wanted to do. My husband started calling me Mrs. Abernathy to remind me that I

could afford to retire. But still, I could not go. Sigmund Freud said that for the small decisions in life, one should weigh the pros and cons. For the big decisions, one should listen to their unconscious. My unconscious was pretty clear. I am not sure of the whole reasons for staying but I know I have always felt blessedly fortunate to have this work. Being a nurse educator has never for one moment been boring. There are always exciting new ideas and amazing people to delight and stimulate me, and I am always learning. Each time I finish a class or have a student issue, I think, next time I'll do it a better way. Next year I will get it right! It has challenged me every day to be the person my values would have me be and it has been fun! How can I let that all go? How can anyone? And so I have decided to take one last year to make the transition and in that year I will be doing what I want to do now. I know that life is ephemeral and precious. This is what I want. My last chance to get it right! I intend to greet each day with gratitude, be mindful and present, and enjoy it all, every last moment! Especially those students! I will not allow the process to interfere with my appreciation of and consideration for those special individuals who are in the process of becoming nurses! I thank Marie Beyon Ray for putting my own thoughts into these beautiful words: *"Do what you want to do now. We are not living in eternity. We have only this moment, sparkling like a star in our hand —and melting like a snowflake."*

## **EDUCATING THE EDUCATOR GETTING ON BOARD THE SIMULATION TRAIN**

*Marie McEwan, Clinical Simulation Program Advisor,  
Durham College, University of Ontario Institute of  
Technology*

Motivate, engage, excite and inspire are words educators hope to hear from students after they have shared something new or different, to challenge students to think outside the box. The hope is that the learner will be motivated to move forward, share and integrate this new knowledge and experience either

professionally or personally.

So, with the arrival of several boxes that contained high and moderate fidelity simulators the challenge was to motivate, engage, excite and inspire faculty to look at their curriculum and identify how and where this new instructional technology would support education of students enrolled in nursing programs.

In order to effectively and successfully integrate this new technology the decision was made by leadership to look at the infrastructure required to get people on board the simulation train and keep it on track. Therefore a designated resource person was acquired to work with and support faculty, collect data from students and faculty on the effectiveness of this new technology in meeting learning outcomes. The one essential cornerstone for success was already in place. Waiting on the platform were knowledgeable experienced faculty with a history of successful integration of educational strategies and their commitment to embrace new ways of delivering education to engage students.

In order to ensure that the plan of support was designed to support faculty and keep the train moving, an electronic needs assessment was developed. In this assessment faculty evaluated their knowledge and confidence in working with moderate to high fidelity simulator, integration of this technology into their courses and the type of educational sessions which would meet their needs. Prior to this assessment their educational sessions were limited to those facilitated by the organization that provided the product. There had been minimal integration of this type of simulation into the curriculum. Based on the data received it was determined that the educational sessions would be delivered in 3 hour blocks with a group size of 3 to 4 participants. The size was directly related to ensuring that all participants would have access to a high fidelity simulator in order to actively participate in the hands on portion of the workshop. The timeframe

of 3 hours was established based on faculty workload and availability.

Upon completion of this introductory session participants would have the opportunity to review the basics of the software program that runs the high fidelity simulator, increase their knowledge of what fidelity means in discussing simulation, where and how to integrate simulation into their courses, the capabilities of different simulators and the support that is available to assist them to successfully use and integrate this technology.

An hour of this session is dedicated to the participants working directly with the high to moderate fidelity simulators. Each participant received several resources which they will be able to access as needed. So know the simulation train is on its way. To keep it moving forward there will be ongoing sessions offered to meet new participants learning , sessions for those already on board but need to be updated as software and product upgrades occur and ongoing evaluation of integration of this instructional technology.

How will this occur? Face to face sessions will continue and a web page will be available starting fall 2007 which faculty may access to keep informed of changes, educational opportunities, discussions and resources. Faculty are engaged and motivated which is demonstrated by their involvement in research and presenting at conferences.

So, we continue this exciting journey on the simulation train and we wait with anticipation to see what is around the next bend in the track.

## REFERENCES FOR SIMULATION

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Fanshawe College*

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## **CNO CONTINUES ENTRY-TO-PRACTICE SUPPORT AND OUTREACH ACTIVITIES**

*Leigh Chapman*

*Education Consultant, Entry-to-Practice  
College of Nurses of Ontario*

The Entry-to-Practice team at the College of Nurses of Ontario continues to reach out to educators and students to bring a shared understanding of the role and responsibilities of CNO as the regulator and

clarification of the College's mandate and processes. Educators will now find the revised Entry-to-Practice Competencies for Ontario RNs (effective September 2007) on the College's website at [www.cno.org](http://www.cno.org). The document highlights entry-level competencies that graduates of approved nursing education programs are expected to demonstrate.

### **Web tools**

While on the website, you are encouraged to visit the Student section. To help students understand the privileges and accountabilities of self-regulating professionals as well as the application and interpretation of CNO practice standards and guidelines, the website offers new and updated information and tools. One new tool is the student teleconference series. These telephone conferences will cover important topics such as registration requirements, the national exam, temporary registration and self-regulation. Also visit the Learning Centre and try one of the new learning modules or view one of the videos.

### **Clarifying Processes**

It is one of the College's responsibilities to regulate entry into the profession and ensure all applicants meet the requirements. The registration requirements include:

- graduation from an approved nursing education program,
- evidence of safe practice,
- proof of language fluency,
- evidence of good character and suitability to practice,
- successful completion of the national nursing examination.

To provide evidence that applicants meet the registration requirement related to good character and suitability to practice, each applicant is required to provide a recent Canadian Police Information Centre Criminal Record Synopsis ("CPIC check") as part of the registration process. While some clinical placement settings require a police check from students, this differs from the criminal record check required for the purposes of registration. The CPIC check registration requirement enhances public protection by allowing CNO to identify applicants with criminal records that could affect their suitability to practice nursing.

Do you have a question about entry-to-practice at CNO? Call or send an email to 416-928-0900 or [ppd@cnomail.org](mailto:ppd@cnomail.org). The entry-to-practice team looks forward to hearing from you.

### **A Recommended Reading:**

Bloodletting & Miraculous Cures  
by Vincent Lam

*Reviewed by Janice Elliott*

Vincent Lam is an emergency physician working in Toronto. His book is a collection of short fictional stories which tell about the lives of physicians and the experiences they face in the health care system. Although the stories focus on ethical and moral dilemmas faced by the physicians, these stories could apply to other health care professionals particularly nurses. Certainly, the stories could be used as a way to begin discussion about ethical and moral issues. The chapter titled Winston tells the story of how society and medicine deals with mental illness. The most shocking chapter from this reader's perspective was the story about "Eli." Recognizing that the story is fictional, this reader was left with the feelings of shock that a health care professional could respond in the way that the physician did. The story "Contact Tracing" told the story about SARS from a physician's and nurse's perspectives. The nurse faced the moral dilemma of her responsibilities as a nurse against her responsibilities as a parent. There are other stories reflecting on the moral dilemmas during a code and working with colleagues that have substance abuse problems. The stories do reflect the human side of the profession and provide some wonderful examples that could be used in classes on ethics.

*"Too often we want to give our students cut flowers when we should be teaching them to grow their own gardens." — Unknown*

### **Mark Your Calendar!**

May 21 and 22, 2008!

Please plan to attend PNEIG's second spring symposium, *Sharing Visions of Practice and Possibility*, at Arcadian Court 401 Bay Street (the old Simpson's building) Toronto, ON.

A one-half day pre-conference workshop will take place on Wednesday, May 21, followed by a reception and our AGM.

Watch for the invitation for presenters which will come to all members early in September.

We have 9 concurrent sessions and a round table time and hope you will consider responding to the call.

Our last symposium was a wonderful time and a great success. This one will be even better! Please plan to join us!

Several years ago I was working as a clinical educator on a busy medical unit with first year students. One of my students had to irrigate a wound with hydrogen peroxide and since it was her very first dressing I was supervising closely. She went off to gather up her equipment and I told her I would wait in the room get to know her client. She was gone a very long time and when she returned had sterile water and not hydrogen peroxide, and she looked upset. We stepped out into the hall for a little talk. She pulled her worksheet from her pocket and showed me where she had copied the order: **irrigate wound BID with H2O2**. On the verge of tears she said earnestly: "But I can't find any heavy water." — P. Patterson

## PROFESSIONAL DEVELOPMENT RESOURCES & E-LEARNING

The RNAO offers several orientation programs, e-learning courses and books to assist in your learning, and suit your learning style. Below is a list of our offerings.

### Preceptor Resource Kit

This user-friendly resource is designed to assist staff nurses in their role as preceptors with nursing students.

The PRKit provides: in-depth information, case scenarios, quick tips and key points, bright ideas for immediate use, examples of tools you can use and an easy reference guide.

### Telementoring Resource Kit

The Telementoring Resources Kit is intended to be a comprehensive mentoring guide for nurses and other health care professionals.

Its goal is to support professional development and networking using a tele-mentoring relationship when ready access through face to face interactions is challenged.

### Orientation Program for Nurses in Long Term Care

This program incorporates an interactive learning strategy that serves as a template orientation program for organizations.

It can also be used for staff continuing education and development, and is an educational resource to address learning needs for specific topic areas.

### Orientation Program for Nurses in Home Health Care

This program is also a useful tool for nurses and other health-care workers pursuing a career in home health care.

It is also applicable for individuals already employed in these areas, and have specific learning needs and need up-to-date, easily accessible information for self-study purposes (e.g. a refresher for experienced nurses

in targeted topic areas, meeting the College of Nurses of Ontario's reflective practice requirement).

### Self-Directed Learning

Find information about the steps for effective self-directed learning. This course covers topics such as learning plans, peer reviews and reflective practice.

### Critical Appraisal of Research

Critical Appraisal of Nursing Research is an independent e-Learning workshop intended to help nurses learn about research.

### Helping People Quit Smoking

Nurses have many opportunities to help people address their smoking habits. Learn enough to get you started right away on conducting brief interventions on smoking.

For more information visit the RNAO website:  
[www.rnao.org](http://www.rnao.org)





### **Provincial Nurse Educators Interest Group (PNEIG) Research Award (\$5000)**

To provide an opportunity to a Registered Nurse who is pursuing research focused on education at the Graduate or Doctoral level in an academic or clinic setting. Applicants must be members of PNEIG.

### **Provincial Nurse Educators Interest Group (PNEIG) Award (2 x \$1,500)**

To provide an opportunity to Registered Nurses who wish to pursue education at the Graduate level related to the practice of nursing, nursing education or a related program. Applicants must be members of PNEIG.

RNFOO will be offering 37 Awards & Scholarships for a total of \$69,500 in 2007! Application deadline: Friday, March 14, 2008 at 4:30 pm. EST. Visit our website [www.rnfoo.org](http://www.rnfoo.org) for application information.

## **WEBSITE UPDATE**

Ron Foreman, PNEIG website master has provided detailed information about the site usage. The following is a brief summary of that information.

In the period of April 22-June 21, 2007, there were 180 visits to the website with 59% being new visitors. The site was accessed through RNAO.org and google search. The 180 visits came from 5 continents. The pages accessed included the index page, executive members page, about PNEIG page, and job postings.

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