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UNIVERSITY OF NEW BRUNSWICK

29th ANNUAL NURSING RESEARCH DAY

Agenda & Abstract Booklet

August 29, 2024
10:00 – 4:00 ADT

UNB

Research Day Agenda

29ᵀᴴ ANNUAL NURSING RESEARCH DAY – NURSING: A FORCE FOR CHANGE

[JOIN MAIN MEETING](#)

10:00 am – 10:20 am

WELCOME &
LAND ACKNOWLEDGEMENT

Dr. Petrea Taylor
FON Research Day Chair

WELCOME &
OPENING REMARKS

Dr. Lorna Butler
FON Dean

Dr. Sue O'Donnell
FON Associate Dean

10:20 am – 12:00 pm

KEYNOTE SPEAKER

Dr. Lorelli Nowel
University of Calgary

12:00 pm – 12:45 pm

LUNCH
STUDENT NETWORKING SESSION
- 12:00 pm – 12:30 pm

12:45 pm – 2:05 pm

Breakout Sessions # 1, 2, 3, 4

2:05 pm – 2:35 pm

AFTERNOON BREAK

2:35 pm – 3:55 pm

Breakout Sessions # 5, 6, 7

3:55 – 4:00 pm

CLOSING REMARKS

Dr. Petrea Taylor
FON Research Day Chair

Keynote Speaker

Dr. Lorelli Nowell is an Associate Professor and Associate Dean Graduate Studies at the University of Calgary. Lorelli is passionate about mentorship and leadership development. She has a strong mixed methods research background with numerous interdisciplinary collaborations exploring mentorship across professional and higher education settings. Lorelli puts her mentorship research into practice by seeking out mentors to support her own learning and development while actively providing mentorship to students and colleagues.

Empowering Nursing Graduate Students to Make the Most of their Graduate Studies
In today's dynamic healthcare landscape, nursing graduate students are uniquely positioned to identify pressing healthcare issues that require research, innovation, and leadership. This presentation focuses on empowering nursing graduate students to identify practice problems they may with to address during their graduate students. We will reflect on how to foster meaningful mentoring relationships to benefit from available guidance, and explore how to build key leadership skills throughout graduate education. By identifying practice problems, conducting impactful research, fostering mentoring relationships, and developing leadership skills, nursing graduate students can contribute to the advancement of nursing science, enhance patient care, and lead transformative change across the healthcare settings where they work and lead.

BREAKOUT SESSIONS

12:45 pm – 2:05 pm

BREAKOUT SESSION #1
JOIN MEETING

1. R. Gordon et al. - Virtual Tech Clinical
2. R. Gordon et al. - Immersive VR
3. A. McGill & P. Morris - Teaching Writing
4. D. Burke - Palliative & Curriculum

BREAKOUT SESSION #2
JOIN MEETING

1. K. Scott-Storey et al. - IPV iHEAL App
2. M. Paynter & C. Heggie - Abortion Access
3. A. McLeod et al. - Doula Abortion Care
4. P. Taylor et al. - Suicide in Women

BREAKOUT SESSION #3
JOIN MEETING

1. A. McGill et al. - Care Pathway Newcomers
2. S. Wiseman - ADHD
3. K. Metersky et al. - Job Satisfaction Educators
4. R. MacLean et al. - Union Contracts & Staffing

BREAKOUT SESSION #4
JOIN MEETING

1. D. Dupont et al. - SIM Based Facilitator
2. R. McCloskey et al. - Research & SIM
3. E. Richard et al. - Nurse Educator Concept
4. M. Gilliss & S. Balcom - NCLEX

2:05 pm – 2:35 pm

AFTERNOON BREAK

BREAKOUT SESSIONS

2:35 pm – 3:55 pm

BREAKOUT SESSION #5
 JOIN MEETING

1. R. Edwards - Breastfeeding & New Mothers
2. C. Baxter - BMI & Becoming Mother
3. V. Rani - South Asian Immigrant Children's Mental Health
4. C. Williams, R. Gordon, & E. Richard - Summer Camp Clinical Placement

BREAKOUT SESSION #6
 JOIN MEETING

1. K. Caverhill - ACT & Dementia
2. P. Morris et al. - Code Brown
3. P. Durepos et al. - Palliative & LTC
4. R. MacLean & B. Laging - Nursing Home Resident Death in Hospital

BREAKOUT SESSION #7
 JOIN MEETING

1. R. Gordon - Diabetes
2. C. Moreira - Cervical Cancer Screening
3. C. Shamputa et al. - Tuberculosis

THANK YOU!

3:55 pm – 4:00 PM

SUMMARY & CLOSING REMARKS

Dr. Petrea Taylor
FON Research Day Chair

THANKS TO FON RESEARCH DAY COMMITTEE MEMBERS:
Petrea Taylor (Chair)
Marilyn Hodgins
Amy Reid
David Busolo
Rosann Edwards
Jaime Riley
Lisa Snodgrass (MN ANP Student)
Kym Williams (MN ANP Student)
Sue O'Donnell

We want to hear from you!

Next year marks the 30th Anniversary of the Faculty of Nursing Research Day.

Complete the **Evaluation Survey** to offer feedback based on your experience at the 29th Annual Faculty of Nursing Research Day.

Research Day Abstracts

BREAKOUT SESSION #1

1. Using Virtual Technology to Deliver a Community Nursing Clinical Course During COVID-19

Authors: Renée Gordon, Dr. David Busolo. Neil Forbes, Dr. Petrea Taylor, Dr. Jason Hickey, Alisha Keough, & Alyse Duffney

Background: The COVID-19 pandemic and public health directives disrupted in-person clinical nursing education globally, including at the Faculty of Nursing, University of New Brunswick. To minimize educational disruption and potential delays in students' program completion, many clinical courses pivoted to online delivery. However, limited research has examined the impact of using virtual technology in delivering a primarily in-person clinical course.

Purpose: Accordingly, the purpose of our study was to evaluate the impact of using virtual technology in a community and population health clinical course. As part of the course, forty-six nursing students were grouped and paired with five community health organizations where they created community-led health promotion projects using online technology.

Method/Design: Upon course completion, we invited students and community liaisons to participate in individual interviews. Participants shared their experiences of using virtual technology in learning and completing their clinical projects. We transcribed the interview recordings verbatim and analyzed them using a thematic analysis approach.

Findings: The overarching theme of our results is Openness to change as facilitated by communication, organization, and relationships. The sudden impact of COVID-19 on clinical learning made the need to use virtual technology inevitable. However, for virtual technology to be viable and successful, nursing students, educators, liaisons, and community members need to develop trusting relationships, use effective communication strategies, and be meticulous in planning and organization.

Potential Implications: Our study shares important findings that could be used to develop effective strategies to enhance virtual clinical nursing education opportunities for students in rural and remote communities.
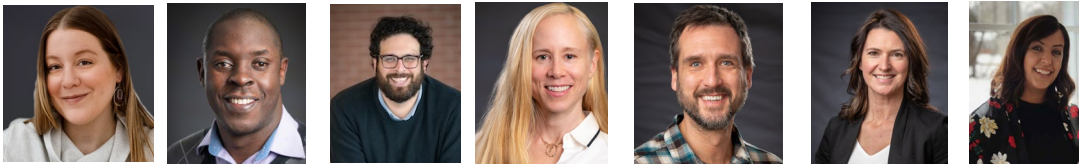
BIOS:

Renée Gordon is a teaching professor in the faculty of nursing and a PhD candidate at Queen's University.

Dr. David Busolo is an assistant professor in the faculty of nursing at UNB with teaching and research expertise in community and population health.

Neil Forbes is an assistant professor in the Faculty of Indigenous Knowledge, Education, Research, and Applied Studies at the University of PEI, and an Interdisciplinary PhD candidate at UNB.

Dr. Petrea Taylor is an associate professor in the faculty of nursing at UNB with qualitative research expertise.

Dr. Jason Hickey is an associate professor in the faculty of nursing and CIHR Indigenous research chair.

Alisha Keough is a teaching professor in the faculty of nursing and a PhD student in the faculty of education.

Alyse Duffney is the communications and outreach coordinator at Under One Sky Friendship Centre.

2. Assessing the Impact of Immersive Virtual Reality Simulation for Remote Nursing Program Delivery

Authors: Renée Gordon, Dr. Don Leidl, Dr. Xun Ge, & Dr. Scott Bateman

Background: In Fall 2023, The University of New Brunswick's Faculty of Nursing (FON) began the Learn Where You Live licensed practical nurse to Bachelor of Nursing (BN) pathway for geographically distanced learners. Experiential learning within the BN program includes simulation, providing students with realistic clinical scenarios to develop clinical judgment. To offer high-quality simulation experiences remotely, an immersive virtual reality simulation (IVRS) intervention was developed.

Purpose: The purpose of this research is to provide an overview of the IVRS intervention; report the experiences and perceptions of those involved in the IVRS intervention; and reflect on its design and implementation.

Design: The evaluation of the IVRS intervention was conducted using an online pre-intervention questionnaire for students (N=28) and online interviews and focus groups with students (n=7), simulation facilitators (N=2), and technical staff (N=2).

Results: Students had a diverse range of expectations, attitudes, and experiences related to VR. Results presented three themes: user experience, the impact of IVRS on student learning, and achieving consensus. The theme user experience described the need for a support team with the correct skill mix and robust orientation. The theme impact of IVRS on student learning demonstrated the relevance of the pre-brief and debrief, and the impact student preparedness and mindset had on this process, as well as the benefits of IVRS. The final theme, achieving consensus, uncovered a disconnect between faculty and student expectations and attitudes.

Implications: Results prompted reflection and recommendations for the next iteration of this IVRS intervention.

BIOS:

Renée Gordon; see Breakout Session #1, Abstract 1

Dr. Don Leidl is an assistant professor in the Faculty of Nursing. Don's program of research includes a focus on virtual reality.

Dr. Xun Ge is a professor in the department of learning technologies at the University of North Texas. UNB's faculty of computer science and McKenna Institute recently welcomed Xun as UNB's first Fulbright Canada Research Chair in Digital Transformation.

Dr. Scott Bateman is an associate professor in the faculty of Computer Science, and the director of SPECTRAL (the Spatial Computing Education, Training, and Research Lab).

3. Pedagogical and Teaching Strategies used to Teach Writing to Pre-licensure Nursing Students

Authors: Dr. Ali McGill & Dr. Patricia Morris

Background: There are ongoing concerns that health professionals entering practice do so without adequate writing skills. Given these concerns, there is value in identifying the pedagogical approaches and teaching strategies currently used across health professional programs.

Purpose: To map the existing literature focused on pedagogical approaches and teaching strategies used to teach academic and professional writing to students enrolled in pre-licensure health professional programs.

Method/Design: The focus of the review identified the characteristics, methods of assessment, and success of pedagogical approaches and teaching strategies used across programs. Papers written in English and French from 2009 onward were considered. A multi-step search strategy located research papers using MEDLINE (Ovid), Embase (Elsevier), CINAHL with Full-Text (EBSCOhost), ProQuest Nursing & Allied Health (ProQuest), and ERIC (EBSCO). Data were extracted by two independent reviewers using a data extraction tool developed by the reviewers. Search results were summarized in a PRISMA diagram and extracted data was described narratively and presented in tabular format.

Findings: Thirty-two research papers examined professional and academic writing interventions conducted across seven pre-licensure health professional programs. Nursing students were primarily targeted for academic writing interventions (n=13) with only one study targeting Nursing students for professional writing interventions.

Conclusions: Given the necessity of professional writing in Nursing, the findings of this review identify the need for further research on pedagogical approaches and teaching strategies that aim to adequately prepare pre-licensure nursing students with the professional writing skills required for clinical practice.

BIOS:

Ali is an Assistant Professor at the UNB FON and currently practices as a NP at the Fredericton Downtown Community Health Centre and Sussex Health Centre Emergency Department. Ali's research uses a novel systems thinking methodology the Functional Resonance Analysis Method to gain an enhanced understanding of complex health care processes and systems. Ali interviews and conducts focus groups with front line workers and patients and their families to examine how healthcare work is delivered and received, she then builds a model of the system, and conducts an analysis to provide practice and policy recommendations to move towards a more integrated model of care.

Dr. Tricia Morris is Assistant Professor at the UNB FON. Tricia has a passion for Gerontological nursing practice and improving our understanding of the care needs of older adults and their families. Tricia's PhD work titled, Heartbreaking, Hardest Part of the Job: Acute Care Nurses' Work with Patients with Dementia Who Self Neglect their Hygiene, focused on nurses' clinical reasoning around the use of force in the context of incontinence and dementia. Tricia was able to identify habitual ways of talking about patients with dementia and their care that point to a widespread and restricted understanding of autonomy and dementia.

4. Incorporating Palliative and End-of-Life Care into Nursing Undergraduate Curriculum

Author: Dawn Burke

Background: Training in palliative and end of life care is often limited in the undergraduate program for a variety of reasons. As such palliative education needs to be created and developed to meet the entry guidelines and the competencies.

Purpose: To highlight the topics to be included in a Palliative and End-of-Life Care Course for undergraduate nursing students.

Method/Design: Having completed a narrative literature review and completed two interviews with stakeholders in NB, through the University of Calgary micro-credentialing courses for Palliative and End-of-Life Care, I will present my findings regarding the topics that have been highlighted as important to include in such a course.

Implications: Addressing palliative and end-of-life care content within the BN program is necessary not only to meet the entry guidelines and competencies required, but also to address students' learning needs, and also the holistic needs of the patient and family.

BIO: Dawn Burke is a Teaching Professor at UNB FON where she has worked as a nurse educator since 2010. Her clinical teaching focus has included working with year two students in chronic/rehab settings and year one and two students in classroom settings and most recently she has taught NURS 1306 Introduction to Helping Relationships, NURS 1236 Care of the Older Adult, NURS 2155 Clinical, and NURS 2135 Chronic Health Challenges. Dawn's expertise includes chronic, palliative and end of life care as well as therapeutic and professional relationships and communication.

BREAKOUT SESSION #2

1. We've got an app for that! Improving Women's Safety, Health and Well-being with the iHEAL app

Authors: Dr. Kelly Scott-Storey, Dr. Marilyn Ford-Gilboe & Dr. Colleen Varcoe

More than 40% of Canadian women experience intimate partner violence (IPV) at some point in their lives. It can be hard for women to figure out what to do about the abuse or the negative impacts it has. Even when different types of services are available, women can face barriers to getting help. During this presentation, Dr. Kelly Scott-Storey will share how over 20 years of research went into the design and development of a new innovative app for women experiencing violence that is expanding reach and accessibility. Additionally, she will demonstrate how the app can complement and support the work being done by service providers interacting with women. The iHEAL app (https://ihealapp.ca/) is an interactive app that supports the health, safety and well-being of women. It is an accessible 'made in Canada' resource, that is easy and safe to use, and that provides tailored information appropriate for women across Canada. It is available online and through major app stores in both English and French.

BIO: Dr. Kelly Scott-Storey, PhD RN FCAN is a UNB FON a Professor, the Assistant Dean of Nursing in the 4 Year Undergraduate Program and UNB-Humber Collaborative, and Research Fellow with the Muriel McQueen Fergusson Center for Family Violence Research. Her expertise centers on intersections of gender, violence and health and her current research focuses on technology based and health promotion interventions for women experiencing violence, understanding men's experiences of cumulative lifetime violence and its impact on health, substance use health in the context of IPV, and validating new measures of violence.

2. Accessing Abortion in Prisons: A Qualitative Study

Authors: Dr. Martha Paynter & Clare Heggie (PhD Student)

Background: Incarcerated women, trans and nonbinary people experience severe constraints on their reproductive health, including lack of services, denial of information, isolation from support people, and physical harms such as restraints, strip searches, and use of force. People in prison face intersecting systemic experiences of oppression including racism, colonialism, violence and socio-economic exclusion that further entrench barriers to reproductive health care. There is a lack of research examining the abortion and contraception access experiences of people in prisons in Canada.

Purpose: The goal of this study was to identify key issues family planning professionals must consider in their provision of abortion care to people in prison, from the perspective of people with experience of incarceration.

Methods: We conducted six focus groups with women and gender diverse people who have been incarcerated. Participants were asked about what would make accessing abortion care safer and easier for people experiencing incarceration and what they think health professionals should know about supporting people experiencing incarceration. Data was analyzed using thematic analysis.

Findings: People in prison experience stigma, reproductive coercion, and lack of confidentiality when trying to access abortion. Participants indicate that providers should be more accessible in the prison environment and care should not be gatekept by prisons guards.

Implications: People in prison face a number of barriers accessing equitable, ethical, and timely reproductive care, including abortion services. The perspectives of people in prison can and should inform best practices in both clinical care and health policy to promote reproductive autonomy.

BIO: Dr. Paynter is Assistant Professor at the University of New Brunswick Faculty of Nursing, where her research examines the intersection of reproductive health and the justice system. She is the author of Abortion to Abolition: Reproductive Health and Justice in Canada, and is a faculty member of the Contraception and Abortion Research Team in the Faculty of Medicine at the University of British Columbia, and with the Health Law Institute at the Schulich School of Law at Dalhousie University. The founder of *Wellness Within: An Organization for Health and Justice*, Dr. Paynter received the Senate of Canada 150 Anniversary Medal for her volunteer service.

3. The Role of Doulas in Abortion Care

Authors: Anja McLeod, Dr. Martha Paynter, Clare Heggie, Melissa Fuller, & Mélina Castonguay

Introduction: Equitable and safe access to abortion is essential to protecting reproductive autonomy. Despite decriminalization, barriers to access in Canada persist. Doulas, non-clinical and unregulated support people, may facilitate access to family planning services, but evidence on the scope, role, training, and efficacy of doulas in abortion and contraception care is lacking. The goal of this study was to understand the experience of abortion doulas in Canada with respect to their role and their training and mentorship needs.

Method: In order to recruit abortion doulas, we created a directory of all doulas in Canada with publicly available information. We contacted all listed abortion doulas with study information and an invitation to complete a one-time qualitative interview. Fifteen abortion doulas completed interviews. Questions addressed current role and responsibilities, gaps in doula knowledge, and challenges and opportunities in regard to providing support. Data was analyzed for key themes in collaboration with two abortion doula experts.

Results: Three key themes were developed through the data analysis: What abortion doulas do, Challenges to providing doula support, and Facilitators to providing doula support. Abortion doulas navigate fragmented systems and complex logistics, including securing transportation and funds for out-of-pocket costs. They faced challenges acquiring adequate training, developing competencies and relationships with respect to local health systems, and supporting clients to overcoming structural barriers to care. Abortion doula support is facilitated by peer and organizational support, connections to clinics and providers, and comprehensive and contextually appropriate training.

Conclusions: For abortion doula support to be effective, there is a need for comprehensive, evidence-based training, and sustainable partnerships and remuneration. Future research should explore abortion provider and clinic perspectives on the potential role of doulas in providing client navigation and support services.

BIO: Anja McLeod (she/her) is a master's student in Sociology at Dalhousie working on Dr. Martha Paynter's research team in the Faculty of Nursing at the University of New Brunswick. She is a third-generation birth worker, with a passion for mobilizing health research into accessible community resources.

4. Developing a Theory Based Community Intervention for Women with Suicide Ideation: The Role on an Undergraduate Student Research Assistant in Knowledge Translation

Authors: Dr. Petrea Taylor, Samara Wilson, Dr. Sue O'Donnell, & Dr. Kelly Scott-Storey, Dr. Judith Wuest, Jeannie Malcolm, & Charlene Vincent

Background: Getting help for ongoing suicide ideation (SI) is difficult. Services are focused on responding to suicide attempts where the risk of death appears imminent and less responsive to SI alone. Women have unique challenges getting help for SI. Although women report SI and attempt suicide more frequently than men, women die by suicide less often, contributing to faulty assumptions that they are merely 'attention seeking'. Difficulty receiving help leads to women promoting their health and managing SI on their own. Our grounded theory illustrates that compression, social disapproval of SI, reduces women's capacity to reach out for help.

Purpose: to develop a theory informed community-based intervention to support women in collaboration with the Canadian Mental Health Association. The purpose of this presentation is to explore the important role of the undergraduate research assistant (URA) in this work.

Methods/Design: We are interviewing mental health and emergency services decision makers throughout Horizon Health Network for feedback in the design of an intervention. The URA is gaining valuable knowledge and skill in participating in various processes and steps involved in nursing research.

Findings: The URA for our study will discuss her study contributions in knowledge translation, including literature review preparation and dissemination of findings.

Potential Implications: URA support has been helpful to translating complex study findings into accessible and meaningful information relevant to stakeholders. From grounded theory to practice the URA has learned that helping people does not only occur at the bedside, but also by contributing to implementation research
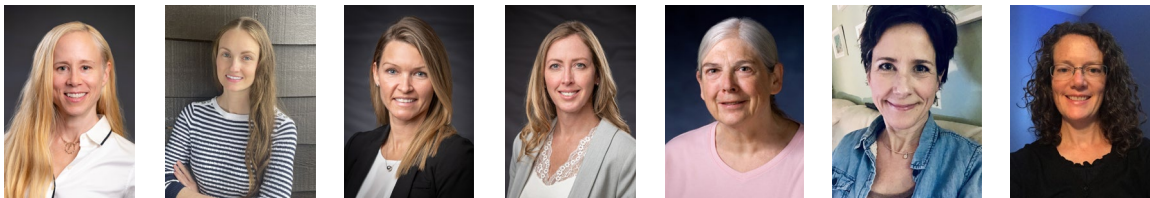
BIOS:

Dr. Petrea Taylor is a UNB Associate Professor of Nursing with the Accelerated Program at the Moncton site where she teaches Mental Health Nursing and conducts research on violence, gender, and health. As a clinical nurse specialist in psychiatry, she observed that helping women with suicide ideation lead to frustration among health care providers, largely due to stigma and misunderstanding. Engaging nursing students to work alongside of a team of early, mid, and senior nursing researchers is one of the most fulfilling parts of Petrea's work.

Samara Wilson is currently an undergraduate student at UNB Fredericton entering her fourth year in the Bachelor of Nursing program. She holds a prior Bachelor of Science degree from Dalhousie University, where her passion for nursing and interest in clinical practice began. Her current role as a research assistant, along with personal interest in mental health, are motivating her to pursue a Master's in Nursing following graduation. She believes that nursing students can contribute unique perspectives, informed by their personal and clinical experiences, to support nursing research initiatives across diverse settings.

BREAKOUT SESSION #3

1. An Integrated Care Pathway for Newcomers: Modelling and Optimizing the Newcomer Care Process in the Fredericton Region

Authors: Dr. Ali McGill, Dr. Vahid Salehi, Sarah Bishop, & Chimdinma Okoroji

Background: Newcomers in the first months and years after arrival in New Brunswick have demonstrated a more frequent use of episodic care. Delivering high quality, comprehensive services to address the varying health and social needs of Newcomers in the context of an episodic care visit is challenging for both Newcomers and healthcare professionals.

Purpose: Gain an enhanced understanding of the Newcomer healthcare delivery process by: (1) Identifying the everyday health and settlement work activities, how they are interdependent, and how work activities vary under dynamic conditions, and (2) Gathering the perspectives and experiences of Newcomers who have accessed and navigated the current process.

Methods: Semi-structured interviews and focus groups were conducted with front-line healthcare, settlement services workers, and Newcomers. This data informed the building of a Functional Resonance Analysis Method model which depicts the everyday activities of Newcomer care and how the activities are interconnected. The model will be analyzed to identify the challenges and opportunities that exist in the current process.

Findings: The study is currently underway, and findings will be available in mid-August

Potential Implications: Identifying the current challenges and opportunities for integration can inform the development of practice and policy initiatives to improve outcomes for this population.

BIOS:

Dr. Ali McGill; see Breakout Session #, Abstract 3

Dr. Vahid Salehi is a post doctoral fellow in the faculty of Engineering at Memorial University. Vahid is a interdisciplinary researcher at the intersection of human factors, resilience engineering, systems thinking, and healthcare. His research focuses on modelling, analyzing, and improving socio-technical systems. It mainly focuses on modelling healthcare systems, visualizing care, and improving the overall quality of care by applying human factors principles and methods.

Sarah is a registered nurse from NunatuKavut territory. She completed her nursing degree with a mental health certificate at the University of New Brunswick and now works in inpatient psychiatry, community health and research. Sarah volunteers as a board member for Southampton House, a home for men with traumatic brain injuries. She will begin her Master of Nursing in September with the goal of researching barriers to healthcare for those who use drugs intravenously.

Chimdinma Okoroji is a 3rd year BN student at the UNB FON. Prior to her transition into healthcare, she studied biotechnology at Mohawk College. She has held leadership positions in various capacities including as a Vice President of the Chemical Institute of Canada, Toronto section and Resident Assistant at UNB. Chimdinma has an interest in health research and is passionate about mental health and health outcomes in immigrants. Being an international student who has had some challenging experiences accessing healthcare in the past, her goals are to see that newcomers are thoroughly informed on accessing healthcare in Canada and that realistic systems that ensure health equity are put in place. Outside health-related work, she plays the violin and enjoys traveling.

2. Exploring the LIVED Experiences of Women with ADHD

Author: Sarah Wiseman

ADHD is a chronic neurodevelopmental disorder that can be categorized as predominantly hyperactive or impulsive, predominantly inattentive, or combined hyperactive and inattentive. Research has shown that women tend to present with more internalized symptoms than men and often go undiagnosed until much later in life. A late diagnosis is significant when considering the risks associated with untreated ADHD including higher instance of injuries, difficulties socializing, and educational underachievement, to name a few. Reviewing the literature, a research gap became evident. There is currently limited research on ADHD in women and even less qualitative

research that would provide insight into the experiences of this unique population. This presentation will outline some of the current literature and delve into the particulars of a proposed descriptive phenomenological research study focused on the lived experiences of women diagnosed with ADHD later in life.

BIO: Sarah Wiseman is a Master of Nursing Student living in Saint John, NB. She graduated from UNBSJ with her Bachelor of Nursing in 2013 and spent most of her career working in Addictions and Mental Health. She is now working as a Senior Research Coordinator at Canadian Health Solutions while simultaneously working on her thesis and somehow also finding time for musical and theatrical pursuits. Sarah does all of this with the help of her amazing husband, large doses of caffeine, and a sprinkle of ADHD superpowers. Sarah is working research supervisor, Dr. Petrea Taylor.

3. Job and Career Satisfaction and Turnover Intentions Among Acute Care Clinical Nurse Educators: A Scoping Review

Authors: Dr. Kateryna Metersky, Dr. Emily Richard, Dr. Yasin M. Yasin, Dr. Areej Al-Hamad, Adam Jordan, Valerie Tan, & Kristina Tsvygun

Background: Clinical Nurse Educators (CNEs) play critical roles in healthcare, especially in acute care hospitals. An aspect of their evolving scope of practice includes professional development and mentorship of registered nurses, which significantly influences nurse retention. The COVID-19 pandemic has exacerbated nursing shortages, underscoring the importance of retaining skilled nurses. Understanding the factors influencing job satisfaction and turnover intentions among CNEs is vital.

Purpose: This scoping review identified themes related to job and career satisfaction, and turnover intentions among acute care CNEs. It provided insights that will guide future research and inform strategies to enhance retention and satisfaction. Methods: Following Joanna Briggs Institute scoping review method and the PRISMA-ScR guidelines, this review included articles published in English from 2013 onwards. We identified 843 potential studies of which 37 met the inclusion criteria. Literature screening was carried out by two independent reviewers.

Results: The review contained 25 manuscripts published from 2020 onwards and 12 before 2020. The majority of the studies originated from the USA (n=25), followed by Australia (n=4), the UK (n=2), and individual studies from other countries. Six themes were identified: Professional Development and Role Clarity, Support Systems and Organizational Culture, Workload Management and Job Design, Innovation and Adaptation, Interpersonal Relationships and Work Environment, and Impact and Recognition.

Conclusion: The review highlights several factors influencing job satisfaction and retention among CNEs. Key areas include structured mentorship programs,

standardized job descriptions, innovative educational programs, supportive organizational cultures, and targeted workload management strategies. Addressing these factors will enhance job satisfaction and retention among CNEs, positively impacting healthcare outcomes.

BIO: Dr. Kateryna Metersky is an Assistant Professor in Nursing at Toronto Metropolitan University (TMU). Dr. Metersky also maintains her nursing practice in General Internal Medicine at University Health Network (UHN). Dr. Metersky sits on TMU's Research Ethics Board and is the co-chair of University Senate. Finally, Dr. Metersky sits on the Board of Directors of the Canadian Interprofessional Health Collaborative, is a patient-partner in education with Centre of Advancing Collaborative Healthcare and Education at UHN and is an Affiliate Scientist with the Centre for Immigration and Settlement at TMU as well as with The Institute of Education Research at UHN.

4. Is it in the contract? How nursing Union Contracts Address Short-Staffing: A Scoping Review Protocol

Authors: Rachel MacLean, Dr. Sarah Balcom, & Dr. Pam Durepos

Background: There is a worldwide shortage of healthcare workers, particularly regulated nursing professionals. The global shortage of nursing professionals is around 6 million (Buchan & Catton, 2023; World Health Organization [WHO], 2020). This shortage coupled with the aging nursing workforce results in need for 13 million more regulated nursing professionals within the next 10 years (Baumann & Crea-Arsenio, 2023). This global workforce shortage has inevitably left nursing professionals, such as registered nurses (RNs), licensed practical nurses (LPNs), and nurse practitioners (NPs) with increasingly heavy workloads (Buchan & Catton, 2023). Unfortunately, patients' care needs do not decrease when fewer nursing professionals are available to meet them. Additionally, as the number of available nursing professionals has decreased, the complexity of patients' care needs has increased (Naik et al., 2024) Heavy workloads can lead to negative outcomes for both nursing professionals, leading to increased stress (e.g., cynicism, anger, and emotional distress), decreased productivity, and burnout.

Purpose: To identify and map approaches to compensation and support for nursing professionals' workloads and identify knowledge gaps and areas for further research.

Methods: This scoping review will follow JBI's methodology with 5 phases: i) identifying the research questions; ii) searching for evidence; iii) screening and selecting evidence; iv) extracting data; and v) reporting the findings.

Impact: Nurse workloads can have serious implications for patients. These patients, especially those with non-urgent needs, may experience delays or rushed care.

Understanding compensation and support for nurse workloads can serve as a framework for addressing hospital short staffing to improve nursing care.

BIO: Rachel recently completed a Master of Nursing degree at UNB FON. With a background in neuro-rehab and palliative care nursing, her research interests are in long-term care, palliative care, and maternal mental health. Dr. Pam Durepos is Rachel's research supervisor.

BREAKOUT SESSION #4

1. Investigating Simulation-based Facilitator Development Through a Scoping Review

Authors: Diana Dupont, Kelly Day, Renée Gordon, Jamie Riley, Laura Killam, Dr. Beth Rogers, & Elizabeth Horsely

Background: The global healthcare crisis, marked by increasingly complex patient care and a shortage of healthcare professionals, has led to changes in healthcare delivery models and practice environments. To address challenges, increasing enrollment in health profession programs is crucial, yet programs face faculty shortages, budget constraints, and competition. Additionally, healthcare institutions are limiting students' practice opportunities. The growing demand for health professional education intensifies the need for innovative learning approaches. Simulation, an experiential learning opportunity, facilitates predictable learning experiences for students preparing for entry-level practice. Trained educators in simulation pedagogy provide a safe learning environment, enhancing students' self-efficacy, critical thinking, and clinical reasoning. However, despite the rise in simulation integration, facilitator development remains inadequate, risking ineffective use of simulation pedagogy. This scoping review focuses on simulation facilitator development within health professional programs, exploring all stages of simulation and encompassing various modalities and delivery models. The goal is to gather evidence on facilitator development to inform effective education strategies and improve adherence to best practice standards in simulation pedagogy.

BIOS:

Diana Dupont is an Associate Teaching Professor at the Department of Nursing and Health Sciences at UNB Saint John and a PhD student at UNB.

Kelly Day is an Associate Teaching Professor with the Faculty of Nursing, Fredericton campus, at UNB with a focus on simulation, perinatal care, and pediatric care. Kelly received her Canadian Certified Clinical Instructor certification with CASN in 2019.

Renée Gordon; see Breakout Session #1, Abstract 1

Jaime Riley is an Assistant Teaching Professor at the Department of Nursing and Health Sciences at UNB Saint John and a PhD student at UNB.

Laura Killam is a Professor at Cambrian College, a PhD candidate at Queen's University, and a member of the INACSL Research Committee.

Dr. Beth Rogers is an Assistant Professor at Texas Christian University and the Chair of the INACSL Research Committee.

Elizabeth Horsley is an internationally renowned simulation expert and Certified Healthcare Simulation Educator.

2. UNB Research Simulation Lab: Advancing Nursing Research Through Simulation

Authors: Dr. Rose McCloskey & Dr. Tricia Morris

Background: Often considered within the context of teaching and learning, simulation offers an innovative approach to advance nursing knowledge. Simulation allows researchers to isolate areas of interest, control extraneous variables, and recreate rare events. Common challenges in conducting research are avoided in simulation, such as ethical issues related to accessing desired populations and settings.

Purpose: This presentation will provide an overview of the UNB Research Simulation Lab. Emphasis will be placed on features of the lab that can be used to support nursing research.

Method/Design: An overview of past, present, and future research will be presented.

Findings: Simulation is an effective methodology to establish a standardized context to explore individual experiences, identify risk in a health care setting, and to measure physiological responses of health care providers during a clinical encounter. A high degree of validity can be established in a simulated environment that reflects the clinical setting.

Implications: By reproducing real-world phenomenon, simulation allows for the exploration of questions that are otherwise inaccessible. The research lab is located in an area that is easily accessible to wide range of potential researchers and participants.

BIO: Dr. Rose McCloskey is a Professor in the UNB Saint John Department of Nursing & Health Sciences. Her research interests are in gerontology and nursing education. She is the Director of the UNB Long-term Care Research Simulation lab and a highly regarded student mentor who loves working with research and other students.

3. Clinical nurse educator: A principle-based concept analysis

Authors: Dr. Emily Richard, Dr. Kateryna Metersky, & Linda Matthews (BA, BN Student)

Aim: To report a principle-based concept analysis of the concept clinical nurse educator.

Design: Concept analysis.

Data Sources: A research librarian assisted the research team in developing and executing a comprehensive search strategy using the following databases: CINAHL with Full-text, PsycINFO, Medline, Proquest Nursing & Allied Health, and Proquest Dissertations & Theses. Academic articles published between January 1, 2014, to December 31, 2024, in English that focused on clinical nurse educators working in acute care hospital settings were included. A total of 4213 articles were retrieved in the initial search. After duplicate removal, 2338 articles remained. Two researchers (KM and ER) conducted title and abstract screening, resulting in 262 studies for full-text review. After full-text review a total of 52 articles were included for data analysis. The phased approach to data analysis for principal-based concept analyses by Smith and Mörelius (2021) was used. After quality appraisal by ER and LM, 19 articles were included in the final sample for the concept analysis.

Results: This presentation will discuss the current state of the concept "Clinical Nurse Educator" in the academic literature as it relates to the following four principles: epistemological, pragmatic, linguistic, and logical.

Implications: Despite the importance of the Clinical Nurse Educator role, the term is not clearly defined or well-understood within the profession or externally. Role clarity is essential for promoting and advancing the role of the Clinical Nurse Educator
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BIO: Dr. Emily Richard is an Associate Professor at the UNB FON and academic leader with over 20 years of interdisciplinary expertise in kinesiology and nursing. Her research focuses on leadership and innovation in health services and nursing education, with a particular passion for improving the work-life and health of nurses and caregivers. Dr. Richard investigates leadership and teamwork, empowering work environments, workplace health and wellbeing, nurses' careers, and the impact of technology on healthcare providers and caregivers.

4. Exploring the Experiences of Faculty During the Implementation of NCLEX Preparation Products Across a Baccalaureate Nursing Curriculum

Authors: Mary-Lee Gilliss & Dr. Sarah Balcom

Background: Across Canada, the nursing shortage has led to the closure of hospital beds and reduced healthcare services. To address this issue, nurse educators must prepare their students to pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN), as well as work in challenging healthcare environments. The NCLEX-RN is currently the entry-to-practice examination for newly graduated nurses applying to become a Registered Nurse (RN) in New Brunswick. Recently, the Faculty of Nursing at the University of New Brunswick (UNB) implemented several NCLEX-RN preparation products into their Bachelor of Nursing (BN) programs. These products offer comprehensive NCLEX-RN question banks and case studies to support students' learning and familiarize them with the exam format and content. These products are also meant to improve students' clinical judgement skills and practice-readiness. They are all high quality NCLEX-RN question banks that allow BN students to simulate the types of questions on the actual NCLEX-RN exam. The use of these products is supported by a large body of research that shows they both support students' learning and preparedness for the NCLEX-RN (Riley & Gouvia, 2022). BN students are required to purchase these products when they begin their program. For these products to be implemented effectively and in a student-centered way, an evaluation of their use is needed.

Purpose: The purpose of this project is to evaluate the Faculty of Nursing's implementation of these products across both the 4-year BN and 2-year Accelerated BN programs.

Method: This project is guided by a mixed methods design. NCLEX-RN pass rates will be compared for 3 years before and 3 years after the implementation of the NCLEX-RN preparation products. Focus group discussions were separately conducted with faculty and students, which will provide in-depth understanding of perceptions around these products. Thematic analysis will provide the opportunity for findings to be qualified rather than simply reported, allowing subtleties and patterns of information to be identified. The researchers read and re-read the data to thematically analyze it (Braun & Clarke, 2013). NVivo 12 will be used to aid in the analysis (QRS International, 2018).

Impact: The results of this project yielded recommendations to improve UNB 4-year BN and 2-year Accelerated BN graduates' NCLEX-RN pass rates and ensure the successful implementation of these products. Consequently, this project benefits both UNB's Faculty of Nursing and current/future BN students. It will also benefit stakeholders, such as the local health authorities, who have been affected by the nursing shortage by improving the implementation of the NCLEX-RN preparation products across these programs and, by extension, first-time NLEX-RN pass rates.

BIO: Mary-Lee Gilliss obtained a BN degree from UNB in 2008 and a MN degree from Athabasca University in 2019. As a RN she has worked in a variety of acute and community settings and began teaching in the BScN, Practical Nursing, and Paramedic programs at Northern College in 2017 and in the BN AP program at the UNB Moncton campus in 2021. Although she teaches in all years of the program, Mary-Lee is especially passionate about teaching health assessment and developing laboratory nursing assessments that best support student learning and skill development. She is also interested in and studies the most effective ways to support students in preparing for the NCLEX examination.

BREAKOUT SESSION #5

1. Bringing Baby Home? The Breastfeeding Experiences of New Mothers in Precarious, Transitional, or Emergency Housing New Brunswick

Author: Dr. Rosann Edwards

Background: Mothers and infants living in unstable housing are among the most marginalized in Canada and are disproportionately burdened with negative health outcomes due to the lack of the necessary conditions for health (McGeough, 2020). Breastfeeding can mitigate many of the negative impacts of being underhoused on maternal-child health. It increases maternal-infant attachment, immune protection, food security, and maternal mental health, and provides protection from many early childhood illnesses. Yet, mothers who are underhoused are among the least likely to

breastfeed and furthermore, they do not reliably access perinatal healthcare which is a key point for breastfeeding education and supports (Reilly et al., 2019). Emergency housing is ill equipped to support breastfeeding (Ernest et al., 2020) and there is a paucity of knowledge about breastfeeding in precarious housing. There is an urgent need to fill this knowledge gap to begin working towards breastfeeding equity in Canada.

Purpose: The goals of this exploratory study are to: 1. Create a knowledge-base and collaboration with community partners and their clients on which to build breastfeeding supports for underhoused mothers, 2. Foster environments which integrate the principles of the WHO Baby Friendly Initiative in emergency and transitional housing in Saint John 3. Increase health equity for women and mothering persons in unstable housing, and 4. Support interventions that support optimal early child health and development.

Method/Design: Thorne's Interpretive Description will guide this qualitative study, while being informed by Feminist Standpoint and Intersectionality Frameworks.

Potential Implications: Arguably, the benefits of breastfeeding have the potential to mitigate some of the risks to health and development for children living in conditions where chronic stressors related to poverty, namely, housing, social exclusion due to stigma, and food insecurity all impact health. By learning from, and with, the voices, experiences, and wisdom of mothers living in precarious housing, this series of studies aims to create the necessary foundation of knowledge, understanding, and collaboration with marginalized mothers and community partners to build programs and foster environments that empower mothers to make true choices about how they use their bodies and feed their infants. Creating appropriate, equitable, safe, and accessible services for all mothers and infants in Canada, especially most marginalized who have the most to gain from breastfeeding sets the stage for healthier mothers and children living in stressful and unhealthy circumstances

BIO: Rosann Edwards is an Assistant Professor in the Department of Nursing and Health Sciences at the University of New Brunswick Saint John. In her research and community involvement she seeks to better understand the many, many ways of mothering. Rosann's work focuses on human milk feeding, m/othering under the external influences of systems, and exploring how Nurses can empower women to exercise true reproductive choice and autonomy. Rosann is also an experienced front line public health nurse, lactation consultant, LEAARC board member, lover of karate, and mother of boys.

2. Rejecting Maternal Healthism: A Grounded Theory Study

Author: Carolyn Baxter

Background: Rates of obesity are increasing across Canada and particularly in New Brunswick. This trend is reflected in new mothers. Stigma is an overarching experience for many women with a higher body mass index (BMI) as they report experiencing

labelling, negative stereotyping, and discrimination by their health care providers and others in society.

Purpose: The purpose of this study was to understand how women living with a higher BMI become mothers given the challenges they experience.

Method/Design: A feminist grounded theory approach was used to describe the process of becoming a mother while living with a higher BMI. Participants were interviewed by video conference to develop a theory of how women living with a higher BMI become mothers.

Findings: The basic psychosocial problem faced by women living with a higher BMI while becoming mothers is maternal healthism. Maternal healthism values health as the primary focus of being a good mother. and the process used to work through this problem is rejecting maternal healthism. Rejecting maternal healthism is freeing as women reject the veracity of the social narratives that limit attitudes and behaviours.

Potential Implications: Identifying maternal healthism is important for healthcare providers to consider how societal beliefs and moralization related to having a higher BMI affect women as they become mothers. Health care providers can support women in the process of rejecting maternal healthism, by focusing on the body as functional, believing that women with a higher BMI can be good mothers and questioning the veracity of maternal healthism

BIO: Carolyn Baxter is a student in the UNB FON Master of Nursing. She has a background in maternal child nursing. She is interested in supporting women in the transition to becoming mothers. Carolyn is working research supervisor, Dr. Petrea Taylor.

3. Understanding South Asian Immigrant Parents' Perspectives On Their Children's Mental Health And Barriers to Accessing Help

Author: Veena Rani

Background: Research with South Asian youth in Canada has found lower rates of mental health service access despite experiencing many mental health stressors, such as intergenerational and cultural conflict, academic pressure, relationship expectations, economic insecurity, language, and family difficulties. Parents' perceptions of their children's mental health influence access to services and their children's response to treatment. However, little research exists on parents' experiences among immigrant populations.

Purpose: The proposed qualitative study aims to understand South Asian parents' perspectives regarding mental health concerns in children to better support parents in accessing care for their children's mental health difficulties. Understanding the cultural influences and perspectives of parents will strengthen service accessibility for South Asian youth.

Method/Design: For this study, I will use an interpretive description qualitative approach, gathering data from South Asian parents whose child receives care from William Osler Health System's Mental Health Clinic or inpatient units. Through 8 to 10 in-depth interviews, I will employ thematic analysis to uncover recurring patterns in their experiences. I will carefully review these themes for relevance and clarity, aiming to shed light on South Asian parents' perspectives navigating the mental health care system for their children.

Potential Implications: The goal of this study is to recommend trauma and violence-informed, culturally safe strategies to enhance the capacity of South Asian immigrant parents to support their children.

BIO: Veena Rani is a multilingual, Clinical Nurse Educator with 21 years of experience in diverse nursing and leadership roles at Humber College, William Osler Health System, and The Hospital for Sick Children in Toronto. Currently pursuing UNB FON MN student, she excels in teaching and implementing evidence-based practice. Recognized for her excellence in clinical practice, Veena volunteers to enhance children's mental and physical health in local cultural societies. Veena is working research supervisor, Dr. Petrea Taylor.

4. Summer Camp Integration in a Young Families Nursing Course: An Underutilized Approach to Clinical Placement

Authors: Claire Williams, Renée Gordon, & Dr. Emily Richard

Background: While summer camps offer rich learning experiences for nursing students, they are seldom used as clinical placements. The UNB Moncton accelerated program addressed this gap by partnering with summer camps for a unique placement in their young families' clinical course.

Purpose: The study's main purpose was to determine if students met the learning outcomes of their young families' clinical course using immersive summer camp experiences. A secondary purpose of this research study was to describe the perceptions and experiences of students, camp administrators, camp nurses, and faculty involved in this placement experience.

Method/Design: Study researchers employed interpretive description methodology. Data collection involved virtual interviews (n=5) and an in-person focus group (n=4). Data were transcribed and analyzed using inductive coding and constant

comparative analysis to identify themes and patterns related to the overarching research questions. Rigor was maintained through methodological congruence, peer review, appropriate sampling, and an audit trail. Ethical considerations included REB approval, informed consent, confidentiality agreements, and participant compensation.

Findings: Our findings describe how students successfully attained learning outcomes in a young families clinical course through a summer camp placement.

Potential Implications: The feedback from students, camp administrators, and the clinical educator offers valuable insights for nurse educators considering the use of summer camps to enhance nursing curricula, especially regarding the integration of community-based clinical experiences like summer camps, particularly for young families' content. Summer camps, known for their multidisciplinary approach, emerge as a promising and diverse clinical placement option for nursing students, providing valuable opportunities for learning outside traditional hospital settings.

BIO: Claire (she/her) is from the Halifax region of Nova Scotia. She studied Science at Dalhousie University completing a BSc (Advanced Major in Biology) before completing a Bachelor of Nursing at UNB (Bathurst campus) in 2006 and a Master of Nursing in 2013. Claire has worked much of her career in Women and Children's Health but also has experience in operative and post-operative care, clinical trial coordination, and nursing management. She is currently a faculty member at the UNB FON and, in the Fall of 2023, she began PhD studies at Queen's University in Kingston, Ontario. Claire's PhD research has focused on abortion access, specifically, exploring the use of no or low-touch guidelines. Claire currently resides in Dieppe, New Brunswick with her husband, two children, a dog and a cat.

BREAKOUT SESSION #6

1. Acceptance and Commitment Therapy Tele counselling Program with Care Partners of Persons Living with Dementia

Author: Katelyn Caverhill

Background: Care partners of those living with dementia experience increased occurrences of anxiety and depression, often facing barriers to accessing mental health support.

Purpose: Evaluate evidence for feasibility and potential effect of an Acceptance and Commitment Therapy [ACT] tele-counselling program in a rural province for care partners of persons with dementia to inform program scale-up and sustainability.

Method/Design: Pilot feasibility randomized control trial.

Findings: Intervention group participants (n=14) received 6-8 individual counselling sessions via telephone, videoconference or text. Control group participants (n=15) received two general support telephone calls from Alzheimer Society staff. Study outcomes suggest the feasibility (i.e., retention, adherence, usability) and acceptability (i.e., satisfaction, willingness to recommend) of the intervention. Potential effect was indicated by statistically significant within group reductions in anxiety and stress symptoms (DASS-21) and burden (ZBI-12) in the intervention group, although the groups were not significantly different post-intervention.

Potential Implications: Quality of life for both those with dementia and their care partners can be improved through accessible mental health support. ACT tele-counselling for care partners appears to meet this need for those within New Brunswick. Further investigation is needed to scale-up the project, to better assess generalizability and validity.

Makayla   Karrie
Lanteigne   Pickford

BIOS:

Katelyn Caverhill is a UNB FON BN alumni with a minor in Psychology. She completed her MScN from Aspen University, where her thesis focused on interagency collaboration in rural New Brunswick communities. Katelyn works in community mental health as well as with the UNB Faulty of Nursing, as a contract academic employee. She refers to herself as a life-long learner, supporting her passion for research.

Pamela Durepos is Principal Investigator and Associate Professor at the UNB Faculty of Nursing.

Nicole Ricketts is an Interventionist and Co-Investigator as well as a Canadian Certified Counsellor and Licensed Counselling Therapist (c) at Alzheimer Society of New Brunswick.

Janine Olthuis, MS, PhD is a Co-Investigator and Associate Professor, Department of Psychology, UNB.

Sheila Boamah, RN, PhD is a Co-Investigator and Assistant Professor, School of Nursing, McMaster University.

Emma Giberson, MA/PhD (c) is a Graduate Student Research Assistant and graduate student in the Department of Psychology, UNB.

Makayla Lanteigne, B Psych, MSW (c) is a Research Coordinator on the study and currently works at the Alzheimer Society of New Brunswick.

Karrie Pickford, BN is a Research Assistant on the study.

Chandra MacBean is a Co-Principal Investigator and the Executive Director at the Alzheimer Society of New Brunswick.

Odette Gould, MS, PhD is a Co-Investigator, and Professor, Department of Psychology, Mount Allison University.

Rose McCloskey, RN, PhD is a Co-Investigator, Professor at the UNB Saint John Department of Nursing and Health Sciences, and Director of the UNB Long-Term Care Simulation Lab.

Sharon Kaasalainen, RN, PhD is a Co-Investigator and Professor at the Gladys Sharpe Nursing Chair, School of Nursing, McMaster University.

2. Code Brown: Exploring the Discursive Construction of Fecal Incontinence as an Emergency

Authors: Dr. Particia Morris & Dr. Rose McCloskey, Dr. Karla O'Regan, & Dr. Janet Durkee-Lloyd

Background: Fecal incontinence poses a number of threats to patient well-being, including threats to skin integrity, patient dignity, and public health. Ensuring that fecal incontinence is addressed quickly and efficiently is an axiom of modern nursing practice.

Purpose: To explore the historical construction of fecal incontinence as a threat to person and public, in order to unsettle what has been taken for granted as Truth in

nursing practice.

Method/Design: Through critical discourse analysis, I explore the ways that fecal matter has been considered across history and the discourses that have helped position fecal incontinence as a threat in need of immediate management.

Findings: Fecal matter can be (and has been) conceived quite differently than the dominant discourse allows for, which presents modern nurses with difficult questions about how we practice and the truths we may take for granted.

Potential Implications: The voices of people who experience fecal incontinence and the voices of people who interact with feces differently are often eclipsed from nursing narratives of the infamous "Code Brown."

BIO: Dr. Tricia Morris; see Breakout Session #1, Abstract 3

3. Scaling-Up a Strengthening a Palliative Approach to Care Program in Long-Term Care (SPA-LTC): Province-Wide Evaluation

Authors: Dr. Pam Durepos, Dr. Caroline Gibbons, Dr. Sarah Balcom, Dr. David Busolo, Dr. Patricia Morris, Jennifer Elliott, Lisa Snodgrass (NP student), Kate Tucker, Sheridan Hamilton, Rachel MacLean (MN Student), Daphne Noonan, & Dr. Rose McCloskey

Background: Few long-term care homes (LTCH) offer a formal Palliative Program like 'Strengthening a Palliative Approach' (SPA-LTC), to guide consistent processes and enable access to a palliative approach within the home.

Purpose: We aimed to build and evaluate organizational capacity to implement/enhance a Palliative Program using SPA-LTC resources.

Method/Design: A quasi-experimental design was used to evaluate pre- and post-education indicators of self-efficacy amongst staff and organizational delivery of a palliative approach. Outcomes included the Palliative Program survey (designed for the study) and subscales from the End-of-Life Professional Caregiver (ELPC); Self-Efficacy for Palliative Care and Staff Preparedness to Provide End-of-Life Care surveys.

Findings: Forty-one participants were included in the analysis representing 46.5% (n=33) of LTCHs in the province. Participant outcomes significantly improved for resident and family-centred communication and dealing with cultural and ethical values (p<0.001); end-of-life communication (p=.004) and preparedness to provide end-of-life care (p=.04). Pre and post-implementation there was a 36.4% increase in the number of participants that reported having a Formal Palliative Program within their home. Participants with a Palliative Champion Team in their home increased by 34.2%, and those using the Palliative Performance Scale as a standardized tool increased by 14.6%

Potential Implications: Evidence for the potential effect of the intervention on organizational capacity was generated. If sustained, these changes should improve

access to a palliative approach in LTCHs and reduce unwanted transfers of residents to acute care during end-of-life.

BIO: Dr. Pam Durepos is an Assistant Professor in the Faculty of Nursing in Fredericton. Her research focuses on improving healthcare service delivery and a palliative approach for persons with dementia and care partners, particularly at end-of-life. Dr. Durepos has been a nurse for over 20 years and worked for 17 years in Neurotrauma ICU before re-focusing on palliative care.

4. Perceptions of Nursing Home Resident Deaths in Hospital: A Systematic Review and Meta-ethnographic Synthesis

Authors: Rachel MacLean & Dr. Bridget Laging

Background: Globally, between 5.9 and 77.1% of nursing home residents die in hospitals (Allers et al., 2019), yet research consistently suggests hospitals are generally not residents' preferred place to die.

Researchers have focussed on factors contributing to end-of-life transitions from nursing homes to hospitals, including resident demographic characteristics associated with hospital deaths. Little is known about the perceptions of hospitals as a setting for resident end-of-life care.

Purpose: To explore perceptions of nursing home residents dying in hospitals.

Review methods: This qualitative meta-synthesis used meta-ethnography to support an inductive, interpretive analytical technique, in which we used findings reported from primary research to provide a deeper understanding of existing evidence. We extracted first-order (participant quotes) and second order (researcher interpretations, themes, discussions, and conclusions) concepts from individual studies, and coded data to create new third-order interpretations.

Findings: Three themes relating to the perceptions of nursing home residents dying in a hospital setting were identified: 1) (Dis)Respecting resident preferences for place of death, 2) Control of symptoms and (dis)comfort, 3) Hospital deaths are more (or less) acceptable.

Impact: The findings of this systematic review will provide valuable insight into nursing home resident deaths occurring at hospitals and be a guiding resource to inform policies and practice.

BIO: Rachel MacLean; see Breakout Session #3, Abstract 4

BREAKOUT SESSION #7

1. Preliminary Findings of a Concept Analysis on the Use of Low Carbohydrate Diets and Intermittent Fasting to Treat Type 2 Diabetes

Author: Renée Gordon

Background: Reducing carbohydrate intake through dietary approaches such as low carbohydrate (LC) diets and intermittent fasting (IF) is believed to improve blood sugar levels and promote weight loss, which may potentially benefit individuals with Type 2 diabetes mellitus (T2DM). An increasing number of clinicians are offering LC and IF interventions to patients with T2DM. However, clinical guidance for these interventions is limited. Additionally, inconsistent definitions of LC and IF contribute to the lack of consensus on their effectiveness. Consequently, the utility of LC and IF for treating T2DM remains contentious.

Purpose: This concept analysis will explore the evolution and current usage of LC and IF definitions across different disciplines over time. It seeks to propose an operational definition and identify future research directions.

Method: Rodgers' (2000) inductive approach was chosen for this concept analysis, as it views concepts as dynamic and evolving, traceable over time through various contexts. Grounding the concepts of LC and IF in their practical application may reveal their evolutionary significance in the management of T2DM.

Findings: This presentation will showcase the preliminary results of the concept analysis.

Potential impact: This analysis will provide an understanding of LC and IF concepts in the context of T2DM treatment. It will present perspectives from various professions, highlighting the opportunities and challenges these concepts pose within the field of nursing science.

2. Latin American Women's Intentions and Decision-Making Processes about Cervical Cancer Screening: A Grounded Theory Research Study

Author: Cecilia Moreira

Background: Screening rates for cervical cancer remain low among Latin American immigrants. Numerous social determinants of health significantly impact their decisions to undergo screening. Despite these barriers, little is known about what motivates these women to attend cervical cancer screening. Understanding these decisions and processes is crucial for increasing screening uptake.

Purpose: The purpose of this grounded theory research study is to examine the intentions and decision-making processes that Latin American women use regarding cervical cancer screening.

Method/Design: Fifteen Latin American women were recruited using purposive and snowball sampling to participate in one-on-one interviews. Data analysis occurred concurrently with data collection. Transcribed recordings were analyzed using a comparative analysis approach, and findings were categorized.

Findings: Categories emerged around the central concept of *"Unfulfilled expectations",* culminating in the grounded theory: "*Distancing from a Disempowering Healthcare System*". The categories are: *Questioning* the functionality of the Canadian health care system; *Balancing* time waiting for services with a sense of urgency and *Opting out* to allocate time to services with lengthy wait times.

Potential Implications: The study sheds light on the decision-making processes of Latin American women concerning cervical cancer screening. These findings suggest ways to engage these women to enhance screening uptake and help health professionals promote more equitable services for newcomers in New Brunswick and across the country.

BIO: Cecilia Moreira earned her bachelor's degree in physical therapy in 2017 and completed her MSc in Biological Sciences—Physiology/Pharmacology at the University of Minas Gerais, Brazil, in 2020. She is currently pursuing a master's degree at the University of New Brunswick, where her research centers on understanding the intentions and decision-making processes of Latin American women regarding cervical cancer screening. Additionally, Cecilia works as a research assistant in the Department of Nursing, contributing to projects that focus on health promotion/prevention, and newcomers. Cecilia works with research supervisor, Dr. David Busolo.

3. Prevalence and Risk Factors Associated with Tuberculosis Infection among Immigrants in Southern New Brunswick: A Cross Sectional Study

Authors: Dr. Isdore Chola Shamputa, Dr. Duyen Thi Kim Nguyen, Hope Mackenzie, Derek Gaudet, Alicia Harquail, Dr. Kim Barker, & Dr. Duncan Webster

Background: A quarter of the world's population is estimated to be infected with the bacteria that causes tuberculosis (TB). Current Canadian comprehensive immigration medical examination protocols do not include TB infection (TBI) screening.

Purpose: This study sought to i) estimate the proportion of immigrants in southern New Brunswick with TBI, and to ii) identify potential risk factors associated with a positive TBI test.

Methods: We conducted a descriptive cross-sectional study among adult immigrants in southern New Brunswick who were born in high TB-burden countries (HTBC) or deemed to be at risk of TBI from November 2021 to November 2023. Participants were recruited using posters, social media, snowball sampling, and immigrant wellness checkups. Participants underwent TBI screening and completed a survey after receiving their test results. Those who tested positive were assessed and managed by a physician.

Findings: Two hundred and sixty-four participants from 33 countries with 54.2% identifying as female and an average age of 36.8 years were screened for TBI. More than half (58.7%) of the participants were born in HTBC. The TBI positivity rate was 18.6%, with individuals from HTBC having approximately three times higher odds of testing positive compared to those born in low TBC (OR = 3.24, 95%CI [1.07, 9.81]). Older age was also associated with increased odds of a positive TBI test result (OR = 1.05, 95%CI [1.01, 1.08].

Potential Implications: Our findings suggest that age and TB burden in the immigrants' country of birth need to be considered when assessing their risk of TBI.

BIO: Isdore Chola Shamputa is an Associate Professor at the Department of Nursing & Health Sciences on the UNB Saint John Campus. His primary research focuses on enhancing our understanding of how tuberculosis (TB) infection screening and treatment can help reduce TB disease prevalence among vulnerable populations, including studying the transmission dynamics of Mycobacterium tuberculosis to inform strategies for TB prevention and control. He also has a keen interest in fostering

interprofessional education and collaboration and addressing health issues pertinent to seniors.