MISSION STATEMENT AND STRATEGIC DIRECTIONS

MISSION

The School of Nursing advances health and social justice by educating nurses to be leaders; generating, translating and applying nursing knowledge; and informing and influencing health-related public policy, practice and planning.

STRATEGIC DIRECTIONS

• Continue to Advance our Educational Excellence
• Position our Research Programs Nationally and Internationally
• Advance Equity in Health
• Transform our Structures
MESSAGE FROM THE DIRECTOR

The School of Nursing, Dalhousie University, was established in 1949 within the Faculty of Health Professions and, in 2014-15, we are celebrating 65 years of educating professional nurses for the Atlantic Region, Canada and globally. We have been recognized for academic leadership in teaching (undergraduate, masters and PhD programs) research, scholarship and service to the wider community for more than a half century. Our programs hold accreditation by the Accreditation Board of the Canadian Association of Schools of Nursing and program approval by the College of Registered Nurses of Nova Scotia. In response to the changing context of post-secondary education and health services delivery, we are revising our curricula and programs to prepare the graduates that are needed to meet the needs of Nova Scotians and Canadians - today and for the future.

We are immensely proud of the accomplishments of our faculty – who have distinguished themselves nationally and internationally. In honour of the 65th anniversary of the School, we are highlighting some of our notable alumni with a profile of “65 Inspiring Minds” on the School website.

This publication aims to share the scholarly and research achievements of our faculty over the past five years. We have formally adopted Boyer’s Model of Scholarship to guide recognition of the contribution of faculty who teach and make a professional contribution to practice and to the profession, in addition to contributions to the Scholarship of Discovery. The research strategy for the School has outlined 4 main pillars of investigation: health needs of people; marginalized populations and health equity; health systems and health workforce planning and impact; and knowledge translation research. The scholarly work described in this publication reflects faculty expertise in these areas as gifted scholars, researchers, educators and practitioners in the discipline and as members of interprofessional teams of scholars and investigators. Over the past year, we have continued to demonstrate success in building partnerships, in external grant capture and in knowledge dissemination and impact. As we celebrate today’s achievements, we look forward to the next 65 years.

Kathleen MacMillan, PhD, RN

MESSAGE FROM THE DEAN

The Faculty of Health Professions (FHP) is proud to support and recognize the scholarly achievements of the School of Nursing over the past 5 years. This publication is being produced in honour of the 65th anniversary of the establishment of the School in 1949. Within the FHP, the School of Nursing stands out for the early establishment of a PhD program and for its growth in research productivity over the past 5 years. Importantly, members of the School of Nursing collaborate extensively with other Dalhousie schools and researchers in the faculty and within the wider Dalhousie University and practice community. At the FHP, we have taken a leadership role in interprofessional collaboration for the education of tomorrow’s health professionals and it is gratifying to see the School of Nursing embrace this principle in its scholarly pursuits as well.

Congratulations to the nursing faculty on their achievements to date and best wishes for continued success in their scholarly endeavours.

William Webster, PhD, Dean
Dr. Megan Aston is an Associate Professor at Dalhousie University School of Nursing. She teaches Community and Family Health Nursing as well as Qualitative Research. She has dedicated her academic career to explore health care practices of nurses, mothers and families with a focus on social justice and empowering relations. Specifically, she has conducted research in the areas of 1) public health nursing early home visiting programs and postpartum support groups, 2) queer women's birthing experiences in rural Nova Scotia, 3) hospital experiences of parents, nurses, and children with intellectual disabilities, 4) nurses bereavement follow-up care with parents at a children’s hospital and in the community and 5) clients experiences with health care providers during obesity weight management.

SELECTED PUBLICATIONS 2009-2014


**RESEARCH GRANTS & SCHOLARSHIPS 2009-2014**


AMy BOMBAY, PhD
Assistant Professor

Dr. Amy Bombay is an Ojibway (Rainy River First Nation) new investigator who joined Dalhousie University in July 2014 as an Assistant Professor, being split between the Department of Psychiatry and the School of Nursing. Amy has led and been involved in various quantitative, qualitative, and mixed-methods projects investigating social and psychological factors related to well-being and mental health among Indigenous adults and youth living on- and off-reserve. Her primary areas of inquiry have focused on exploring the relationships between historical trauma, contemporary stressor exposure, and stress-related pathology among Indigenous peoples in Canada. Cultural identity is also a focus of Amy’s research, focusing on how different facets of identity influence well-being through various mechanisms. One of her main programs of research has explored the different pathways by which Indian Residential School trauma is transmitted across generation, which has garnered extensive media interest and has been influential in influencing policy and practice related to Indigenous health.

SELECTED PUBLICATIONS 2009-2014


RESEARCH GRANTS & SCHOLARSHIPS 2009-2014


**Bombay, A.** & Aboriginal Healing Foundation. (2013). Reaching Target Stakeholders at TRC National Events: Dissemination of Research Exploring the Intergenerational Effects of Indian Residential Schools and the Issue of Student-To-Student Abuse. CIHR Planning Grant or Dissemination Events $7,510.


**Bombay, A.** (2012-2014). Postdoctoral Fellowship, CIHR.

**Bombay, A.** (2011). Tuition Bursary for the Summer Program in Data Analysis, York University.

**Bombay, A.** (2010). Impacts and Reactions to the Indian Residential School Apology: Perspectives of Aboriginal and non-Aboriginal Peoples in Canada. CIHR Travel Award in Aboriginal Health $1,000.

Dr. Marsha Campbell-Yeo, a certified neonatal nurse practitioner, is an Assistant Professor at the School of Nursing, Dalhousie University and a Clinician Scientist at the IWK Health Centre (cross-appointment in the Department of Pediatrics and Psychology & Neuroscience). She is one of a few Nurse Clinician Scientists in Canada that balances academic, research, and clinical responsibilities. Her program of research, "Mechanisms, Outcomes, and Mobilization of Maternally-Led Interventions for Newborn Care" (MOM-LINC), focuses on three areas: a) developing a better understanding of the mechanisms underlying the efficacy of maternally-led interventions, primarily related to the epigenetic impact of early life stressors and protective factors; b) the examination of the immediate and sustained effectiveness of maternal-led interventions to improve outcomes in at-risk infants related to stress, pain and neurodevelopment; and c) strategies to improve the uptake of interventions by both parents and health care providers through the mobilization of knowledge through e-Health technology.

SELECTED PUBLICATIONS 2009-2014


Campbell-Yeo, M. (2014-2019). MOM-LINC: Mechanisms, Outcomes, and Mobilization of Maternally-Led Interventions for Newborn Care. CFI, Leaders Opportunity Fund $312,679. Includes Institutional Funding Support & In-Kind Contributions: Dalhousie University Faculty of Health Professions $10,000, Dalhousie School of Nursing $5,000, Department of Pediatrics $5,000, & Division of Neonatal-Perinatal Medicine $5,000.


ANDREA CHIRCOP, PhD, RN
Assistant Professor

Dr. Andrea Chircop’s scholarship in research is focused on health equity in public policy, which spans the social and ecological determinants of health. Building on her doctoral work (Killam Scholar) on environmental health inequities, investigating intersections between gender, class and the environment, she draws from a variety of research methods including institutional and urban ethnography. Her scholarship in education includes the development of education – practice partnerships with Public Health in Nova Scotia by developing a collaborative certificate in public health nursing for undergraduate nursing education. Dr. Chircop teaches in areas of community health nursing, social and cultural determinants of health, and family nursing.

SELECTED PUBLICATIONS 2009-2014


RESEARCH GRANTS & SCHOLARSHIPS 2009-2014


Chircop, A., Murphy, N., Tamlyn, D., Vukic, A. (2014). Connecting The Dots. Atlantic Region Canadian Association of Schools of Nursing (ARCASN) $2,000.


Dr. Shelley Cobbett’s clinical practice area of expertise is maternal newborn nursing and emergency preparedness, disaster planning. Her research has focused predominantly in the area of nursing education with a specific focus related to online nursing education and professional socialization. Her scholarship of teaching focuses on pedagogical approaches, simulation, curriculum development and program evaluation. Her methodological expertise is in quantitative approaches however the majority of her research also includes a qualitative aspect in addition to the quantitative methodology.

**SELECTED PUBLICATIONS 2009-2014**

**Cobbett, S.** (2014). Educator role transforms from sage to ghost: Implementation of discovery-based learning online with large student enrolment. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2014* (pp. 277-281). Chesapeake, VA: AACE


**RESEARCH GRANTS & SCHOLARSHIPS 2009-2014**

**Cobbett, S., Snelgrove-Clarke, E., & Wight-Moffatt, F.** (2014-2015). A Randomized Control Trial Investigating Online versus Face-To-Face Clinical Simulation in Relation to Student Knowledge, Anxiety and Self-Confidence in Maternal-Newborn Nursing. Dalhousie University Centre for Learning and Teaching $5000.


Dr. Janet Curran, BScN, Med, PhD, RN  
Assistant Professor

Dr. Janet Curran is an Assistant Professor in the School of Nursing at Dalhousie University and a Clinician Scientist in Pediatrics and Emergency Medicine at the IWK Health Centre. Dr. Curran also holds a CIHR New Investigator Award in Knowledge Translation.

Dr. Curran has expertise in the area of knowledge translation research methods. Her research program, Navigating the Journey: Strengthening Transitions in Pediatric Care, is focused on designing and evaluating complex interventions for policy and practice change to improve health outcomes for children and families during transitions in care. Transitions in care happen every time a child moves from one healthcare provider or health care setting to another or when their health condition changes. Poorly managed transitions between sites of care and caregivers result in higher hospital re-admission rates, adverse events, duplication of services, and higher costs.

**SELECTED PUBLICATIONS 2009 - 2014**


McLeod, D., **Curran, J.**, Dumont, S., White, M., Charles, G. (2013). The Inter Interprofessional Psychosocial Oncology Distance Education (iPODE) Project: Outcomes of an innovative approach to health care professional education. *Journal of Interprofessional Care*, ISSN:1469-9567


McLeod, D., Morck, A., **Curran, J.** (2013). A pan-Canadian web-based education program to support screening for distress: Evaluation of outcomes. *Palliative and Supportive Care*, 12, 1-9


Francis, J., O’Connor, D., **Curran, J.** (2012). Theories of behaviour change synthesized into a set of theoretical groupings: Introducing a thematic series on the Theoretical Domains Framework. *Implementation Science* 7:35


**RESEARCH GRANTS & SCHOLARSHIPS 2009 - 2014**


Lisa Doucet’s primary teaching interest is community health nursing. Among other nursing settings, her work experience in home health nursing in the community has greatly influenced her current practice. These experiences as well as the publication *Determinants of health in discharge planning in seniors: Asking the right questions* bring a rich and dynamic perspective on social determinants of health and discharge planning processes to student learning. Lisa is a community advocate for vulnerable populations including those with Autism Spectrum Disorder. She is also a facilitator the Alzheimer’s Disease and Other Dementia’s Care Course on behalf of the Alzheimer’s Society of Nova Scotia. Her goal is to cultivate students to be community-driven by encouraging them to engage in community partnerships, advocate for healthy public policy, and empower others to maintain and achieve health.

**SELECTED PUBLICATIONS 2009 - 2014**

Dr. Lisa Goldberg is an Associate Professor in the School of Nursing, Dalhousie University. Her provincially and nationally funded research program builds on her clinical expertise and engages innovative qualitative methodologies to examine how and why normative assumptions of heteronormativity and homophobia are experienced in the lives of queer birthing women. Her publications address the birth experiences of queer women in urban and rural health settings and provider-consumer relationships in the broader context of queer health. Such findings make visible the ways in which gender, power and heteronormativity may unconsciously pervade the clinical practices of perinatal providers in the context of birthing care. The relevance of Dr. Goldberg’s research is not only to produce clinical findings that educate perinatal providers and identify barriers to their daily practices with queer women during birthing care, but to further contribute to institutional policy development related to health care delivery services with marginalized communities.

**SELECTED PUBLICATIONS 2009-2014**

Dean, M., Heyes, C., & Goldberg, L. (accepted). Queer phenomenology, sexual orientation and health care spaces: Learning from the narratives of queer women and nurses in primary health care. *Journal of Homosexuality*.


**RESEARCH GRANTS & SCHOLARSHIPS 2009-2014**

Goldberg, L. (2014). Funding in support of the Caritas Coach Education Program (CCEP). The Watson Science Caring Institute (WCSI). New Ventures Fund, School of Nursing, Dalhousie University, $2,000.

Goldberg, L., Aston, M., Burrow, S., Simmonds, A., Guptill, B. (2012-2015). Birthing Relationships and Rural Health Practices: The Experiences of Queer women and their Perinatal Care Providers. CIHR Priority Announcement: Gender, Sex and Health Research: Work & Health & Sexual Health, Institute of Gender and Health (IGH), $100,000; CIHR-NS Regional Partnership Funding. $94,842(CIHR; Nova Scotia Health Research Foundation); Third Party Matching Funds (NRF, SON & FHP, Dalhousie University, yrs 2 & 3, $31, 614).


(*Dr. Campbell, after courageously facing breast cancer, died February 12, 2011. She was a remarkable mentor, friend and colleague and is greatly missed*).
BETH HALPERIN, PhD, RN
Assistant Professor

Professor Beth Halperin is an Assistant Professor with the Dalhousie University School of Nursing. She is a Nurse Researcher with the Canadian Centre for Vaccinology, Dalhousie University and holds a cross-appointment as Lecturer in the Department of Pediatrics, Dalhousie University. Her primary research interest is in psychosocial research, exploring the knowledge, attitudes, beliefs, and behaviours of the population on the acceptability of vaccines, the delivery technology, and the social and legal implications of vaccine research, with a particular focus on influenza and pertussis. She is also interested in evaluating the outcomes of implemented policies and programs, and exploring the impact of social media on health communication and vaccine coverage amongst targeted consumer groups. She has a particular interest in the translation of vaccine research into effective public health policies, programs, and practice on a local, national and global level.

SELECTED PUBLICATIONS 2009 - 2014


RESEARCH GRANTS & SCHOLARSHIPS 2009 - 2014


Jackie Hartigan-Rogers, BN, MN, RN

Adjunct Appointment

Professor Jackie Hartigan-Rogers’ professional experience includes medical surgical and long term care nursing. Pain assessment and management is an area of great interest which led to the development and creation of an online nursing elective solely devoted to the phenomenon of pain. She also teaches palliative care nursing and social and cultural determinants of health. Her research has focused primarily in the area of nursing education including undergraduate clinical placements, multiple choice assessments and socialization of male nursing students.

SELECTED PUBLICATIONS 2009 - 2014


KATHRYN HAYWARD, BSCN, MN, RN
Assistant Professor

Kathryn Hayward’s career began in 1984 when she graduated from the St. John’s General Hospital School of Nursing in Newfoundland. She practiced briefly in Labrador City before moving to Halifax to begin a career in Neonatal Nursing. Kathryn graduated from Dalhousie University with her BScN in 2001, and her MN in 2009. Kathryn is a certified lactation consultant, past recipient of the IWK Ruby Blois Scholarship and AWHONN Canada’s Rising Star Award. She actively works to recreate a breastfeeding culture in Nova Scotia through her work on the steering committee for the Halifax Breastfeeding Community of Practice and her role as co-chair of the Maritime Mothers’ Milk Bank group which is committed to seeing a human milk bank return to the Atlantic Provinces. In 2005 Kathryn accepted a position as Assistant Professor at Dalhousie University where she has taught across all years of the program and promotes Interprofessional Health Education (IPHE) in the School of Nursing through her role as the IPHE Coordinator. Kathryn’s research interests include breastfeeding the preterm infant, co-bedding twins and Interprofessional health education.

SELECTED PUBLICATIONS 2009-2014


RESEARCH GRANTS & SCHOLARSHIPS 2009-2014

Dr. Jean Hughes is a Professor with Dalhousie University School of Nursing and Research Scientist with the Department of Psychiatry, IWK Health Centre. She is also Senior Editor (Publications) for the Canadian Journal of Community Mental Health and Research Mentor for a CFHI funded community innovation for youth with mental health problems, Peer 126 in St. John NB. Her research and publications concentrate on marginalized populations of children and youth with a focus on mental health issues. Her research is funded by a number of Federal and Provincial sources, employs multiple methods, large administrative datasets, and is interdisciplinary, community-based, and participatory in nature. It includes expertise from a range of disciplines and sectors (community, government, NGO and university), and integrates diverse research designs to enable a holistic exploration of phenomena. Teaching at the graduate and undergraduate levels employs a range of creative strategies such as the use of actors and simulations to make her classes come to life. Dr. Hughes’s research is closely linked to her advocacy work at the provincial and national levels with professional regulatory boards, the Canadian Mental Health Association, Laing House, and a number of other community organizations.

SELECTED PUBLICATIONS 2009 – 2014


Published in the Mental Health Synthesis (MHS), an online archive that selects and provides free access to the best works related to Mental Health published on the Internet over the last decade. 1/25/2011


J Hughes trained the interviewers, and assisted in the development of the survey and report writing.

**RESEARCH GRANTS & SCHOLARSHIPS 2009-2014**


Ungar, M., Black, D., McGrath, P., A number of faculty from a range of departments and universities including Hughes, J and a number of partner organizations. (2013 - 2018).Dallaire Institute for Child and Youth in Challenging Contexts. Government of Canada Networks of Centres of Excellence - Knowledge Mobilization $1,600,000.


Hughes, J., Grass, C., Anderson, K. (2011). Mental Health and Human Rights Project: A project to evaluate Canadian legislation and assess mental health policies and service standards as they relate to the rights of persons living with mental illness. Mental Health Commission of Canada (via the Canadian Mental Health Association, Winnipeg Area, and the Public Interest Law Centre of Legal Aid Manitoba) in three provinces (British Columbia, Manitoba, and Nova Scotia) $3,000.

Delva, D., Gardner, M., Petrie, D., Hughes, J., Smith, P., Dalhousie University (Faculty of Medicine Team - including one member from School of Nursing) – one of 8 Faculties of Medicine selected from across North America (2011). Participate in the Harvard Medical School Millennium Conference 2011 - Critical Thinking. Carl J. Shapiro Institute For Education And Research.

CMHA-NS, in partnership with Dalhousie University Hughes, J., Jacques, S., LeBlanc, J., Greenberg, M., CMHA National; Population Health Research Unit, Dalhousie University; Manitoba Centre for Health Policy; Atlantic Health Promotion Research Centre, Dalhousie University, CMHA – Manitoba/Alberta, Nova Scotia Child and Youth Strategy (Health, Education, Community Services, Justice, and, Health Promotion and Protection), Nova Scotia Department of Health, Mental Health, Children’s Services and Addiction Treatment, South Shore: South Shore Regional School Board, South Shore Health Promoting Schools Partnership, South Shore Mental Health Program; Halifax Regional Municipality School Board. (2010-2015). CMHA NS - Socially and Emotionally Aware Kids (SEAK). Public Health Agency of Canada $3,100,000.

Additional Amendment Funding


Hughes, J., Karabanow, J. (2009-2010). Health and Homelessness: A Look at our Young People Living on the Street. CIHR Café Scientifiques $3,000.

Dr. Margot Latimer completed her Bachelor of Science in Nursing and her Masters of Nursing at Dalhousie University. She worked as a nurse at the IWK Health Centre for many years before completing her PhD in Nursing from McGill University in 2006 and her post-doctorate training from Laval University from 2007 - 2010. Margot is an Associate Professor in Dalhousie University’s School of Nursing, and was awarded a Nova Scotia Health Research Foundation Establishment Grant in 2010 to launch her research program. She continues to hold funding for several projects from the Canadian Institute of Health Research, and was recently awarded the Early Career Research Excellence Award from Dalhousie University’s Faculty of Health Professions.

Dr. Latimer's research interests are associated with children's pain management and relief. More specifically, her research is focused on exploring Aboriginal children's expression of pain and how the context of culture and tradition can impact pain expression and ultimately pain management. Dr. Latimer is also interested in the role that empathy plays in health clinician's management and treatment of pain and uses novel approaches like fMRI to examine this area.

### SELECTED PUBLICATIONS 2009 - 2014


**RESEARCH GRANTS & SCHOLARSHIPS 2009 – 2014**


McCord, H. & Latimer, M. (2010-2011). Factors that Influence Kangaroo Mother Care in the NICU. IWK Health Centre Category A Grant $1,000.


Dr. Marilyn Macdonald is an Associate Professor, and Associate Director Graduate Studies in the School of Nursing, Faculty of Health Professions. She is a member of the Canadian Patient Safety Institute’s (CPSI) Core Team of Researchers for Safety in Home Care, and was selected to be a member of a multidisciplinary group to establish The Safety Competencies: Enhancing Patient Safety across the Health Professions. These competencies are being integrated into curricula in all programs of disciplinary study in the country.

Dr. Macdonald’s program of research is focused on safety in home care, and her research has contributed to mapping the terrain of safety in home care, recommending changes in home care delivery, and to setting priorities for research in this domain. She has also served as a reviewer for various CIHR competitions, including Partnerships for Health System Improvement and Knowledge Synthesis.

SELECTED PUBLICATIONS 2009 – 2014


RESEARCH GRANTS & SCHOLARSHIPS 2009-2014

Macdonald, M., Lang, A., Chappe, V., Murphy, A., Savage, E., Gosse, F. (2014-2016). Medication Management Safety for Adults with Cystic Fibrosis: Exploring the Perspectives And Experiences of Individuals with CF, Families, & Health Care Providers. CIHR-RPP Operating $100,000


Macdonald, M., Houk, S. (2009-2010). An Exploration of Nurses’ Perceptions of Individual Accountability in Clinical Practice. MITACS Student Award. $15,000

Dr. Kathleen MacMillan is a graduate of the Toronto East General & Orthopaedic Hospital School of Nursing (diploma) and the University of Toronto (BSc, MSc, MN, and PhD). She has experience working in all five domains of nursing: administration, education, practice, policy and research. Most recently, she served as Dean of the School of Health Sciences, Humber College, Toronto prior to her appointment as Director of the Dalhousie University School of Nursing in 2012. Her background includes roles as Executive Director, Office of Nursing Services, First Nations and Inuit Health Branch, Health Canada and the first Chief Nursing Officer, Ministry of Health and Long Term Care, Government of Ontario. She has held office as President of the Registered Nurses Association of Ontario (RNAO) and served on the Board of Directors for the RNAO and for the Canadian Nurses Association. In 2008, she was recognized by the Canadian Nurses Association with a Centennial Achievement Award and in 2014, the Canadian Association of Schools of Nursing recognized her with an award for Excellence in Academic Administration. Dr. MacMillan is a strong advocate for evidence informed, healthy public policy and for the role of nurses in effective health services delivery.

SELECTED PUBLICATIONS 2009-2014


**RESEARCH GRANTS & SCHOLARSHIPS 2009-2014**


RUTH MARTIN-MISENER, DOCHN, BSCN, MN, PhD, NP
Associate Professor

Dr. Ruth Martin-Misener is an Associate Professor and founding Co-Lead of the interdisciplinary Collaborative Research in Primary Health Care (CoR-PHC) research group at Dalhousie University, and Co-Director of the Canadian Centre for Advanced Practice Nursing Research (CCAPNR) at McMaster University. She teaches in the School of Nursing and supervises doctoral and masters students. Her program of health services research uses mixed methods and integrated knowledge translation approaches to examine innovative models of team-based care in primary and long-term care with a particular focus on nursing roles. She has published over 50 articles in peer-reviewed journals as well as numerous reports. For the past 20 years she has been actively involved with implementation of the nurse practitioner role serving on many provincial and national committees related to education, practice and regulation.

SELECTED PUBLICATIONS 2009-2014


Will nurse practitioners achieve full integration in the Canadian healthcare system? Invited by Canadian Journal of Nursing Research, 42(2), 9-16. (invited)


RESEARCH GRANTS & SCHOLARSHIPS 2009-2014


DEBORAH MCLEOD, BN, MN, PhD, RN
Assistant Professor

Dr. Deborah McLeod is a clinician scientist with the Capital Health/ QEII Cancer Care Program and holds an appointment with the School of Nursing. Her clinical work in psychosocial oncology (PSO) focuses on individual, couple and family therapy for cancer-related distress including anxiety, depression, death and bereavement, couple/family conflict and sexual health. Although she works with a variety of populations, she is particularly interested in prostate cancer populations and is currently involved in several national initiatives that address the sexual and other survivorship needs of men and partners dealing with prostate cancer.

Her research interests include interventions for couples dealing with breast and prostate cancers, including sexual rehabilitation, web-based interventions, inter-professional education and knowledge translation for distress management. She is the project lead for the Interprofessional Psychosocial Oncology Distance Education Project (www.ipode.ca), an initiative of the Canadian Association of Psychosocial Oncology, and a project for which she has won several provincial and national awards. The IPoDE project offers graduate level courses in PSO through a national collaboration of ten universities.

SELECTED PUBLICATIONS 2009-2014


McLeod, D. (2009-2011). The Interprofessional Psychosocial Oncology Distance Education Project. Canadian Partnership Against Cancer and the DeSouza Institute $197,000.
Dr. Sheri Price is an Assistant Professor with the School of Nursing at Dalhousie University and an Affiliate Scientist at the IWK Health Centre in Halifax, Nova Scotia. Dr. Price also holds scientific appointments with the WHO Collaborating Centre for Health Workforce Planning and the Atlantic Health Promotion Research Centre. Dr. Price’s research is focused in the areas of health services, professional socialization, interprofessional collaboration, nursing work environments and community health.

Dr. Price’s CIHR-funded doctoral research explored Millennial nurses’ career choice experiences and their early socialization to the nursing profession. She has been awarded knowledge translation funds for the dissemination of her research which include the use of innovative arts-based media in the development of recruitment videos and a social media campaign entitled “Be a Nurse”. She currently leads several provincial and nationally-funded research studies, including a 3 year, CIHR-funded project exploring early professional socialization across 5 health professions. Her research has been published and presented nationally and internationally.

**SELECTED PUBLICATIONS 2009-2014**


Doucet, S., **Price, S.** et al. (2014-2015). Students’ Perceptions of their Interprofessional Education Experiences During Their Undergraduate Medical Education. Dalhousie Faculty of Medicine Living Lab Research Fund $5,000.


Dr. Holly Richardson’s research interests centre primarily on holistic child and youth health, specifically with regard to understanding how young people experience relationships and the relevance of these experiences to long-term health and development. Hermeneutic phenomenology was the methodology used during her doctoral research to better understand how youth live the spiritual in the context of having a life-threatening illness. Holly’s research interests also extend to exploring meaning in illness and quality of life across the lifespan and to palliative and end-of-life care education. Past research includes the use of survey instruments to explore adolescent sexual health and how attitudes, beliefs, and intentions relate to sexual health behaviours.

**SELECTED PUBLICATIONS 2009-2014**


Dr. Brenda Sabo is an Associate Professor with the School of Nursing at Dalhousie University where she teaches courses on oncology and palliative nursing. She is the supervisor of several graduate students, all of whom have been successful in receiving funding support. Until June 2014 she was a psychotherapist with the Psychosocial Oncology Team, Cancer Care Program, Capital Health where she worked with patients and families living with and affected by cancer across the continuum from diagnosis to end of life. More recently she has taken on the role of facilitator for a brain tumor support group. Her research focuses on psychosocial issues (depression, anxiety, trauma) affecting patients, spouses, caregivers (professional and lay) arising out of the cancer experience. She has been funded at the local, provincial and national level for her work. Dr. Sabo has numerous publications distress and quality of life. Dr. Sabo's research methodologies include qualitative, mixed method and systematic review.

SELECTED PUBLICATIONS 2009-2014

Sabo, B. & Thibeault, C. (2012). “I’m still who I was”. The use of art in the creation of meaning of breast cancer: Two women’s experiences. European Journal of Oncology Nursing, 16(3), 203-211

RESEARCH GRANTS & SCHOLARSHIPS 2009-2014


Sabo, B. (2012). Development of an Education Module for the documentary Pink Ribbon Inc. National Film Board of Canada $4,000.

Since graduation in 1979, Catherine Sheffer has spent the majority of her early clinical nursing practice providing care to women, infants and their families within the perinatal milieu (antepartum, intrapartum, postpartum, neonatal intensive care, fetal assessment). She joined the faculty of Dalhousie University as a Collaborative Associate in 1999; she was appointed full time faculty in the School of Nursing in 2003. Catherine has focused primarily on classroom and clinical teaching in the undergraduate program. A qualitative researcher, she has concentrated upon interpretive phenomenological methods in both her master's and doctoral work. Her doctoral research, entitled ‘Breastfeeding as Choice’ is an extension of her passion within nursing – care of the perinatal population.

RESEARCH GRANTS & SCHOLARSHIPS 2009-2014

Electa MacLennan Scholarship, Doctoral Studies, School of Nursing, Dalhousie University (2010).
Admission Scholarship for Doctoral Studies, School of Nursing, Dalhousie University (2008).
ERNA SNELGROVE-CLARKE, RN, PhD
Assistant Professor

Dr. Snelgrove-Clarke’s program of research focuses on the identification of successful strategies for implementing evidence in maternal newborn settings with a goal to change health care provider behavior and to improve patient outcomes. She is exploring the transfer of knowledge through mixed methodologies, concentrating on the relationships of consumers, health care professionals, organizations, and decision-makers. Additional areas of research interest include women’s pain, obesity and pregnancy, fetal health surveillance, and practice development. Clinically, Erna has been a perinatal nurse for 28 years. She currently practices in settings including antepartum, labour and delivery, and home birthing.

SELECTED PUBLICATIONS 2009-2014


RESEARCH GRANTS & SCHOLARSHIPS 2009-2014

Snelgrove-Clarke, E., Cobbett, S., & Wight Moffatt, F. (2014-2015). A Randomized Controlled Trial Investigating Online Versus Face-To-Face Clinical Simulation in Relation To Student Knowledge, Anxiety And Self-Confidence In Maternal-Newborn Nursing. Centre for Learning & Teaching, Dalhousie University Grant Award Program $4,999.


Psychosocial Distress among Spousal Caregivers of Hematopoietic Stem Cell Transplant Recipients through Practice Development. Nova Scotia Health Research Foundation Knowledge Sharing Support Award $10,000.


MAJOR UNFUNDED RESEARCH PROJECTS


Dr. Audrey Steenbeek is an Epidemiologist that specializes in sexually transmitted infections (STIs) like HIV, chlamydia and gonorrhea and vaccine preventable diseases like influenza and HPV with remote, northern Aboriginal populations in Nunavut and with First nations communities in Atlantic Canada. She is also interested in sexual healthcare delivery particularly with undergraduate students, youth health, community based research, addictions and health services research. Her research has been funded by CIHR, NSHRF, Health Canada (FNHB) & the Atlantic Aboriginal Health Research Foundation.

As an Associate Professor in the School of Nursing, Dr. Steenbeek teaches primarily in the Graduate program with a focus on quantitative research methods, evidence based practice, epidemiology and nursing theory. She is also an Associate Editor for the Canadian Journal of Nursing Research.

SELECTED PUBLICATIONS 2009-2014


RESEARCH GRANTS & SCHOLARSHIPS 2009-2014


**Steenbeek, A.** Saulnier, G., Fong, M., Morris, C. (2010). Strengthening Community-Based Approaches to HIV/AIDS & STI Screening Among Aboriginal Youth in the Atlantic Region. Atlantic Aboriginal Health Research Foundation Operating Grant $29,993.


Dr. Deborah Tamlyn has been actively involved in nursing and healthcare education and leadership over the past 30 years. She has held many influential roles such as Dean of Nursing at the University of Calgary and Director of the School of Nursing at Dalhousie University. She served as President of the Canadian Nurses Association from 2004-06. She has served as a consultant internationally and nationally in the fields of healthcare education, policy development and leadership. Currently she holds an Associate Professor position in the Faculty of Health Professions, Dalhousie University and a Professor Emeritus appointment at the University of Calgary. She teaches in the area of leadership and policy development as well as Advanced Communication and Counselling.

SELECTED PUBLICATIONS 2009-2014


Tamlyn, D. (2009). Nursing Practice in Canada in Medical Surgical Nursing, Elsevier, Chapter One, Nursing Leadership, p.2-18
Dr. Gail Tomblin Murphy is an internationally recognized expert in population needs-based approaches to health systems and workforce planning and research and is the Director of the WHO/PAHO Collaborating Centre on Health Workforce Planning and Research at Dalhousie. The Centre’s mandate is to build capacity in needs-based health systems and workforce planning, within Canada and internationally. Gail is also the Lead Coordinator of the Pan-Canadian HHR Network’s Eastern Hub and a Co-Investigator at the Faculty of Nursing, University of Toronto. Gail leads and co-leads national and international research teams consisting of clinicians, health care leaders, senior policy-makers, and researchers from government, universities and health care organizations. Gail has been an HHR Expert Advisor to the World Health Organization and Pan American Health Organization since 2005. Her research has garnered wide-spread interest from governments and other stakeholders because of its potential to significantly impact health systems and workforce planning policy.

SELECTED PUBLICATIONS 2009-2014


**Tomblin Murphy, G.**, Foster, A.A., Mon’t Alverne, A., et al. (2013, April). CONCEPT NOTE - Universal Coverage: Evidence-based strategies toward integrated and strengthened health systems. A proposed 3 to 5-year cooperation strategy between the state of Ceará in Brasil and Three Provinces In Canada: British Columbia, Manitoba, and Nova


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### RESEARCH GRANTS & SCHOLARSHIPS 2009-2014


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Dr. Mary van Soeren has worked as a nurse in health care for 40 years in a variety of roles including direct clinical practice, education, research and administration. Her area of clinical expertise is critical care nursing and advanced practice. Mary completed her PhD from the University of Guelph in 1994 in exercise physiology and muscle metabolism. Since that time she has experience in teaching undergraduate and graduate nursing students in a variety of subject areas. She has also developed courses for nurse practitioner programs offered by the Ontario provincial consortium (COUPN) and by the University of Western Ontario and the University of Toronto. As a result, she is experienced in distributed learning modalities. Her interests for the past 5 years have focused on role integration of Nurse Practitioners in hospital settings, faculty development, interprofessional education and educational strategies that promote health care professional roles for the twenty-first century.

SELECTED PUBLICATIONS 2009-2014


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**RESEARCH GRANTS & SCHOLARSHIPS 2009-2014**


Dr. Adele Vukic is an Assistant Professor in Nursing at Dalhousie University. She has been a faculty member for over 25 years and has worked on the numerous committees in the School to promote quality undergraduate nursing education. Her practice, research and teaching centers on community health nursing. Her research is qualitative and collaborative addressing diversity in health, and health care services which is consistent with her teaching and nursing practice. She recently completed her PhD employing community based participatory research focusing on Mi’kmaw youth. Her major research emphasis is with Aboriginal peoples. She has presented nationally and internationally, published widely, acts as a consultant to address diversity, and continues to promote diversity. Her commitment to diversity, decreasing the gap in health and advancing health care with marginalized groups has given her recognition as a scholar in promoting equity in health and health care. She most recently accepted the E.B. Eddy (Bennett) Professorship, School of Nursing, Faculty of Health Professions Dalhousie University to promote scholarship in the School of Nursing.

SELECTED PUBLICATIONS 2009-2014


RESEARCH GRANTS & SCHOLARSHIPS 2009-2014

Electa MacLellan Scholarship (2013), Graduate School of Nursing, Dalhousie University, $12,000.
Alexandra Hirth Award (2013), Graduate School of Nursing Dalhousie University, $520.
Ruby Blois Award (2013), Izaak Walton Killam Hospital $10,000.
Margaret Cragg Award (2012), Graduate School of Nursing, Faculty of Health Professions, Dalhousie University, $2,600.
AstraZeneca Canada-Rural Scholarship (2009).
INGRID WALDRON, BA, MA, PhD
Assistant Professor

Dr. Ingrid Waldron holds a Ph.D. from the Sociology & Equity Studies in Education Department at the University of Toronto, a MA in Intercultural Education: Race, Ethnicity & Culture from the Institute of Education at the University of London and a BA in Psychology from McGill University. She also completed a postdoctoral fellowship at the Center for Women’s Health in the Faculty of Medicine at the University of Toronto.

Ingrid’s research and teaching focus on the impact of inequality on the health and mental health of culturally and racially diverse communities in Canada; the health effects of environmental injustices in Mi’kmaw and African Nova Scotian communities; the social determinants of health in the African Nova Scotian community in the North End; and the social determinants of health in immigrant and refugee communities in Canada.

Ingrid’s methodological expertise is in critical anti-oppression approaches, including Black feminist, anti-colonial, antiracism, African-centred, and Indigenous knowledge theories.

SELECTED PUBLICATIONS 2009-2014

McGibbon, E., Waldron, I. & Jackson, J. (2013). The social determinants of cardiovascular health: Time for a focus on racism (Guest Editorial). Diversity & Equality in Health & Care, 10 (3), 139-142


RESEARCH GRANTS & SCHOLARSHIPS 2009-2014


Waldron, I. (2013-2014). In Whose Backyard? - Exploring Toxic Legacies in Indigenous Black and Mi’kmaq Communities. Special Purposes Fund, Faculty of Health Professions, Dalhousie University, $6,000.


Dr. Faith Wight Moffatt is an Assistant Professor in the School of Nursing, with a cross appointment to the Department of Obstetrics & Gynecology, Faculty of Medicine. She is a graduate of Memorial University of Newfoundland (BN, 1979), Boston College (MS(N), 1988), and the University of Toronto (PhD, 2008), and was a CIHR Strategic Initiative Fellow in Reproductive Health Sciences (2004-2007).

Dr. Wight Moffatt’s research is in the area of maternity/perinatal nursing care, particularly in investigation of effectiveness of clinical interventions in strengthening physical and psychological health outcomes of childbearing women and their babies. Research interests include: hypertensive disorders of pregnancy; effects of mind-body/psychological interventions on maternal blood pressure and other outcomes in pregnancy; stress, coping, quality of life, and sleep in healthy and high-risk pregnancy; and health care professionals’ and women’s attitudes and experiences of fetal health assessment during labour and birthing. She has experience in quantitative & mixed research methods, particularly with randomized controlled trials.

SELECTED PUBLICATIONS 2009-2014


RESEARCH GRANTS & SCHOLARSHIPS 2009-2014

Cobbett, S., Snelgrove-Clarke, E., & Wight Moffatt, F. (2014). A Randomized Control Trial Investigating Online versus Face-To-Face Clinical Simulation in relation to Student Knowledge, Anxiety and Self-Confidence in Maternal-Newborn Nursing. Dalhousie University Centre for Learning and Teaching $4,999.
