toward a moral horizon
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Nursing Ethics for Leadership and Practice

Dear Readers,

Welcome to the Autumn 2012 edition of the School of Nursing’s research publication, Communiqué. It is wonderful to have the opportunity in this issue to focus on scholarly work related to nursing ethics. Specifically, we highlight the work of many School of Nursing investigators and their research teams who are focused on improving practice environments and enhancing the care of patients, families and communities by influencing change throughout the health system. Further, we have the pleasure of featuring one of our School’s Professors Emeriti, Dr. Janet Storch, a national and international pioneer in nursing ethics.

As nurses, we face a myriad of challenges as we try to uphold the ethical standards of our profession in increasingly constrained practice environments. Our profession is in urgent need of nurse leaders who have the opportunity to develop confidence in the language of ethics and who can push forward inquiry in nursing ethics. We need formal and informal leadership in ethics throughout every facet of our profession. In addition, we need leadership that can support the ethical practice of our colleagues in other disciplines. As a professional group, we have achieved a great deal, yet a great deal more remains to be done. We must ensure that all nurses have the opportunity to demonstrate moral imagination and moral courage in the face of the challenges at all levels of the health system. Further, we must take up the challenge to shape the future system with hope that the ethical scholarship, practice and political action of nurses will ensure a future where health is an achievable goal for all citizens on our planet (Storch, Starzomski & Rodney, 2013, p. 533).

Best wishes,

Rosalie Starzomski RN, PhD
Professor and Associate Director, Research and Scholarship
Chair, Research and Scholarship Committee
School of Nursing
University of Victoria

(l. r.) Rosalie Starzomski, Janet Storch, Paddy Rodney
by Janet Storch, RN, PhD

Sometimes the circumstances are right for a group of people to form into a research team because of close proximity and similar interests, or because ideas are shared in other endeavors that unite people with common interests. Such was the case with the nursing faculty team that formed in the late nineties to study nursing ethics in practice. The team began with Dr. Jan Storch, Dr. Rosalie Starzomski and Dr. Patricia (Paddy) Rodney, who, as nurse ethicists, had already been working together from different academic settings through the Canadian Bioethics Society and the Canadian Nurses Association. Once they were all faculty members at the University of Victoria they discovered, largely through curriculum committee meetings and other planning, that they had a common interest in knowing more about how to effectively teach ethics to nursing students. Within a short time, two other UVic faculty members, Dr. Gweneth Hartrick Doane and Dr. Colleen Varcoe, joined this team for an initial study to determine what ethics meant to nurses in practice.

Since Jan was well acquainted with the Associated Medical Services Inc. (AMS) small grant program, they targeted a funding application to AMS, and obtained $14,996. Consciously deciding not to simply pour through course outlines other teachers of nursing ethics were using, they went into the field of practice using a series of focus groups (19 focus groups on the Island and in the Lower Mainland) involving almost all nursing specialties to ask the simple question, “what does ethics mean to you in your practice?” Bernie Pauly, an aspiring PhD student at the time, joined this team as research assistant. When the study titled, The Ethics of Practice: Context and Curricular Implications for Nursing, was completed in 2001, the team truly believed that, “seldom had so much been done with so little funding”. Nevertheless, it was the beginning of a ten plus year program of research that functioned across campuses when Varcoe and Rodney moved to teach at the University of British Columbia School of Nursing.

A common theme in this first study was that nurses needed to engage with each other to learn and to share the ethical challenges in their every-day work, that is, everyday ethics. As these findings were presented back to the participants and other nursing groups, the team had a sense that this was not enough, that another step in research needed to be taken. This time Dr. Paddy Rodney took the lead in an application to the Social Sciences and Humanities Council of Canada (SSHRC) for a three year study titled Ethics in Action: Strengthening Nurses’ Moral Agency Within the Cultural Context of Health Care Delivery. This time the team had the benefit of $155,763 to cover costs of the project, and to ensure the nurses who engaged with us experienced some of the benefits of participation. We were fortunate to have two sites for our study, one on the Lower Mainland of BC and another on Vancouver Island. At each site, the nurses who engaged with us became partners in participatory action research. We divided into two teams, and we spent time doing buddy shifts with the nurses, engaging with them in discussions about everyday ethics, tutoring them in ethics, and facilitating their ability to give their feedback to their leadership in determining barriers and facilitators to their ability to practice ethically; and determining as a group how they could take action to implement change and enhance their work environment, i.e., the ethical climate of their workplace. Once again, as our team reviewed the findings of this Ethics in Action study, we felt compelled to take another step forward to determine how to engage senior nursing leaders to promote the sustainability of the ethics discussions of the front line nurses involved in the project.

“we felt compelled to take another step forward... to promote the sustainability of the ethics discussions of the front line nurses...”

Thus, we made application to the Canadian Health Services Research Foundation (CHSRF) for another three year grant designed to replicate our unit or agency based ethics in actions projects in each region in BC, and to engage a team that included the Chief Nursing Officers, or their equivalents, from each region or area. This project was titled, Leadership for Ethical Policy and Practice (LEPP), and was funded for $272,000. Once again, we utilized a PAR strategy that involved the CNOs in the development of the proposed research as well as in its implementation. Dr. Jan Storch and Dr. Paddy Rodney were Co-Principal Investigators on this project and were ably assisted by two doctoral students (Kara Schick Makaroff and Lorelei Newton) who worked as RAs on the project from start to finish and beyond. Embedded in this PAR study was a survey on moral distress (see Researching Moral Distress, page 5) that yielded a rich set of data, subsets of which are still being analyzed.

Based upon our findings from the LEPP project, we were able to publish some very practical steps front line nurses could take to enhance the ethical climate of their work environments and decrease their moral distress in the process. We were also able to outline what organizations and leaders could do to more explicitly strengthen ethical practice in health care. continued page 5...
Researching Moral Distress
by Janet Storch, RN, PhD

Throughout the studies on nursing ethics, we found that nurses expressed continuing concerns about the many things that impeded their ethical practice of nursing. With some additional funding from the Office of Nursing Policy, Health Canada ($9,433), we were able to embed into the Leadership for Ethical Policy and Practice study a separate quantitative and qualitative study to measure the level of frequency and intensity of moral distress in hospitals in British Columbia. This study was approved for research ethics and carried out in 2006-2007 with Dr. Bernadette Pauly as PI and with Dr. Colleen Varcoe, Dr. Jan Storch and Lorelei Newton as team members. Arrangements were made for the College of Registered Nurses of BC to randomly select a predetermined number of participants based upon identified demographic characteristics (e.g. a minimum number of nurses from each health region, size of hospital, age, and education). A survey was then sent out to these RNs through the College along with a letter describing the research. Dr. Mary Corley’s moral distress survey was utilized, with modest adjustments for the Canadian context, along with a Hospital Ethical Climate Survey developed by Dr. Linda Olson and three open-ended questions (Pauly et al., 2009). Through a small grant from Associated Medical Services (AMS), we were able to bring Dr. Mary Corley to Vancouver where she met for two days with our LEPP research team, and she later provided an open lecture on moral distress at the University of Victoria.

Through the findings of this study on moral distress, we determined that moral climate and moral distress were significantly correlated. We, therefore, suggested that moral distress should not be framed as an individual failing but should take into account organizational factors that contribute to such distress (Pauly, 2009, p. 569). The need for additional research on this complex phenomenon, its multiple causes and effects, was emphasized. The qualitative questions were three in number and included a question asking RNs to describe a situation in which they experienced moral distress, what action they took in that situation, and what effect this situation and their actions or inaction had on patient care. Findings of this part of the study were rich in detail, and the participants described many specific experiences of moral distress. An article by Varcoe et al. (Nursing Ethics, in press) provides a comprehensive analysis of these findings. Meanwhile, aspects of these findings have been well developed in presentations, at conferences, in peer reviewed papers, and in the development of the eight e-Learning Modules on the Canadian Nurses Association Code of Ethics (see Selected Publications... page 8) since the practice situations described by the RNs formed the basis of many clinical practice cases presented for reflection, and assessment.

The variations and complexities of name, descriptor, and conceptual development of moral distress and the questions that arose, lead to the development of a Symposium on Moral Distress held in Vancouver in September 2010 (see Welcoming the World... page 7).

Janet Storch is a national and international pioneer in nursing ethics and Professor Emeritus at the UVic School of Nursing.

Researching Nursing Ethics... continued...

The organizations and leaders who were part of these recommended steps included regional health authority boards, chief executive officers, chief nursing officers, the Canadian Nurses Association, Provincial Nurses’ Associations and Colleges, the Canadian Institutes of Health Research, the Canadian Health Services Research Foundation, and the Canadian College of Health Services Executives (now the Canadian College of Health Leaders) (see Storch et al., 2009a).

We have had the good fortune to work with many graduate students, beyond those already mentioned, from both UVic and UBC. Most importantly, we have worked with exceptional front line nurses, some who have worked with us over two studies, that is over a six year period of time. We are most grateful for the engagement of BC and Canadian CNOs who gave of their time and energy to be part of the LEPP team.
Recenty, I met with Dr. Janet Storch to discuss her distinguished career in nursing and health care ethics. Jan is well known for leading the revisions of three editions of the Canadian Nurses Association (CNA) Codes of Ethics, serving as ethics scholar in residence at CNA, researching ethical practice in nursing and spearheading early work on patients’ rights and ethics committees.

While she has received honorary doctorates and numerous other awards for this work, she remains steadfast and motivated by her desire to improve the health care system for patients. She says, “I am still on that quest today”, a desire that was kindled during her initial nursing education and her experiences as a parent. “I remember being distressed about things that went on in hospital” like the way patients were treated like objects. As a parent, working to improve kindergartens, she realized how much power parents could have and wondered where do patients in health care get their power? “That was really on my mind in my Master’s program. How can we look at the system differently and how can we give people a voice?” Based on her Master’s research she published a formative book on patients’ rights that focused on a range of issues in health care relationships and the importance of more power for patients in these relationships.

Jan’s research and work has always had a practical focus. From humble beginnings in Alberta, she began to work with Dr. John Dossetor, and was a founding member of the University of Alberta John Dossetor Health Ethics Centre. She was then asked by the Alberta government to work as Co-Chair with John in the development and implementation of the Provincial Health Ethics Network (PHEN). This provincial network is unique in Canada and operates to strengthen health care ethics in the province through workshops, conferences, library resources and scholarship. When a colleague asked her, how do we know if ethics committees are doing any good, it prompted the development of a NHRDP funded project on the effectiveness of ethics committees in Canada. This research informed the development of clinical ethics committees.

No surprise, she sits the establishment of the University of Victoria Nursing Ethics Research Team with Paddy Rodney, Rosalie Starzomski, Gweneth Doane and Colleen Varcoe (and later Bernie Pauly) as pivotal. “Here was a unique team of nurses with a common focus.” We found that “if they (nurses) could talk to each other about what they were experiencing, they could manage that and mitigate their sense of distress (moral distress).” With funding from SSHRC and CHSRF, the team designed a series of research projects that focused on what would help improve practice. “Our research has had an impact. I think the kind of research we have done in nursing ethics has really counted for many people because it became integrated into things nurses can use practically. That team was and is such a big part of my life. I realized how much you could do with a team.”

She advises new nurses to work with teams. “Don’t ever think you need to do it alone. Find a team, find people who are thinking similarly to you, who share your ideas, and find some common ground to do some research.”

Jan has been a pioneer in establishing nursing ethics. “I remember feeling nursing ethics was so excluded and peripheral. Even in the patients’ rights book, I tried to bring it center stage.” She recalls challenging people at the Hastings Centre and the Kennedy Bioethics Centre about the focus on biomedical ethics. “They were puzzled and couldn’t see what nursing ethics would be.” This started to change when she began to talk about nursing ethics through codes of ethics and the recognition that nurses could and should take a broader responsibility for what they were doing. Recently, she helped to develop the eLearning Modules on CNA’s Code of Ethics, “…using many situations/cases from our [nursing ethics] research”.

Nursing ethics has informed the work of other professions and nursing has made a significant contribution in work on moral distress. “I do think nursing ethics will continue to have a real impact on other disciplines and hopefully an effect on the system overall.” She urged the importance of working within nursing and across professions to create collectively the energy that is needed to improve the health care system. As a professor emeritus, Dr. Janet Storch is continuing her work to make the health care system better and is currently working on research related to patient safety and the stories of clients in home care that contain insights into how to improve the health care system. She also devotes significant time to chairing the Research Ethics Board for Health Canada and the Public Health Agency of Canada.

Bernie Pauly is an Associate Professor at the UVic School of Nursing.
Toward a Moral Horizon:

Nursing Ethics for Leadership and Practice
by Rosalie Starzomski, RN, PhD

As a result of our collaboration and research in the area of ethics, our work on ethics committees and our numerous clinical and academic ethics consultations, Dr. Jan Storch, Dr. Paddy Rodney and myself decided that it was important to write and offer a course for graduate students that would incorporate the findings of this work as well as the research and philosophical perspectives of others in the field of nursing ethics. The course, entitled, Nursing ethics for leadership and practice, has been offered for over ten years as part of the graduate program in the School of Nursing at the University of Victoria. As there was no appropriate textbook available for such a course, we decided to develop an edited text, and engaged many of the foremost scholars in the area of ethics as contributors. Thus the book, Toward a Moral Horizon: Nursing Ethics for Leadership and Practice, was created. We have recently published a completely revamped second edition with many new chapters, and a revision of existing chapters from the first edition.

As authors of the book and course, we recognize that nurses have always had to deal with a variety of ethical challenges. However, it is only in the last three decades, that nurse scholars, as well as senior nurse leaders and practitioners have identified nursing ethics as a unique area of inquiry. Since the mid-eighties, significant advances have been made in defining the academic and practice knowledge that comprises nursing ethics. The dominance of medical ethics (ethics related to medical practice), and bioethics (ethics related to biomedicine) has long seemed too limiting for nursing practice. Although bioethics and medical ethics have contributed to nursing ethics, we, like other nurse ethicists, believe nursing ethics to be distinct from both. In other words, while nursing ethics has drawn from some of the same traditions and theories as medical ethics and bioethics, we have become more aware of the unique needs and unique contributions of nurses. It is important to note that nurses’ ethical concerns have not been adequately addressed in either medical ethics or bioethics. Many nurses involved in the scholarship of ethics, as well as nurses providing direct care, have found the ethics of nursing practice to be separate and distinct. Nursing is a profession with a moral mandate that differs from the medical mandate in that nurses address the full diversity of patient, family and community needs, with less emphasis on cure. Further, nurses occupy a unique moral in-between position in that they are answerable not only to patients or clients but also to organizations. Now that ethics has been more fully recognized as an integral part of the nursing profession, there is a need to continue to explore and define the parameters of nursing ethics. Through our clinical and scholarly work, we continue to move toward that moral horizon.

Rosalie Starzomski is Associate Director Research and Scholarship and Professor at the UVic School of Nursing.

Welcoming the World to a Symposium on Moral Distress
by Janet Storch, RN, PhD

While undertaking research on moral distress in BC, we were well aware that the articles being published about this phenomenon were extensive and sometimes contradictory. It was clear that in some countries, similar concepts were being theoretically analyzed in different languages, with their translation providing vocabulary such as ‘stress of conscience’, moral stress, moral sensitivity or other related terms and concepts. We wondered if these terms were about moral distress and talked about the benefits that might arise if we could bring researchers and practitioners from different countries together in attempt to understand our differences and commonalities in research focusing on moral stress or distress. The International Nursing Philosophy Conference in September 2010 held in Vancouver gave us the opportunity to mount a Symposium on Moral Distress in advance of this conference. Our two day symposium was planned by Dr. Bernie Pauly, Dr. Jan Storch and Dr. Colleen Varcoe, ably assisted by undergraduate student Cherie Curry.

Our keynote speakers were from Sweden; Virginia, USA; Alberta and Winnipeg. Our hope was to advance policy, practice and research agendas on moral distress in health care through an interactive format that promoted discussion. The symposium was well attended with guests from Sweden, England, Norway, New Zealand, United States and Canada, and the lively discussion we had hoped for occurred. The revised symposium papers constitute the entire issue of HEC Forum (2012) with papers by Dr. Kim Lutzen, Dr. Ann Hamric, and Dr. Wendy Austin; a framework paper by Drs. Pauly, Varcoe and Storch; and a final paper by Drs. Varcoe, Pauly, Webster and Storch. Dr. Pauly not only lead the Planning Committee, securing a dissemination grant from CIHR for $10,000 to partially fund this exciting knowledge translation activity, but also served as guest editor for the HEC Forum (Healthcare Ethics Committee Forum) to make the outcomes of the symposium widely available.
SELECTED PUBLICATIONS OF THE NURSING ETHICS RESEARCH TEAM


USE OF RESEARCH FINDINGS IN OTHER FORMATS


- *Symposium on Moral Distress.* (2010). The idea for the Symposium was based upon the findings of the survey and questions arising from that data. Vancouver, BC. September 19-20.
The ART and SCIENCE of Nursing: An Exhibit

by Madeline Walker, BA, MA, PhD

For two weeks last March, the School of Nursing’s main meeting room and outer wall became an extraordinary gallery that showcased the “art and science” of our students, faculty, partner faculty, alumni, and staff. In conjunction with UVic’s IdeaFest (research week) initiative, the exhibit provided a means to celebrate the School’s contribution to scholarly endeavours related to health and well-being through both arts-based and traditional knowledge translation approaches. The organizing team (Robbyn Lanning, Emma Hannah, Betty Davies, Madeline Walker, and Jeannine Moreau) gathered together diverse contributions, which included peer reviewed articles, books, posters, photography, paintings, and multimedia installations. Robbyn took the lead in curating this impressive exhibit, arranging art, photographs, and posters on the walls, creating two panels of plexiglass holders to house the dozens of scholarly articles by faculty and students, creating a viewing corner for films and slides on a continuous loop, and arranging tables to display books.

The result was dynamic and pleasing to the eye. A common refrain was heard from School of Nursing faculty, students, and staff: Why can’t the meeting room be like this all of the time? Many visitors expressed delight at the wide range of scholarly products—from Zulis Yalte’s poster panel and film narrating her arts-based master’s project to Lynda McLeod’s trio of powerful acrylic paintings entitled Burden to Solutions. Others were pleased with the many representations of art as a form of nursing inquiry alongside more traditional artefacts, such as the peer-reviewed journal article.

Carolyn Hammond’s series of photographs of the Himalayan Blue Poppy (Meconopsis baileyi) conveyed for her and for viewers the cycle of life and death. Carolyn, an avid gardener and photographer of botanical specimens, took a series of pictures of this flowering plant at Butchart Gardens. About her photographs, which she made into a poster for the exhibit, Carolyn wrote, “Blue petals unfold from the capsule formation, pollen grains mature from bright yellow to gold on multiple anthers, the petals drop, and the seed pod develops. Then one day the three to five foot stalks are gone, the seeds are harvested, and the remains composted. Only rosettes of base leaves remain until they too disappear. This difficult-to-grow flower was Jennie Butchart’s favourite back in the 1930s, and it continues to enchant visitors today. I am reminded to cherish the phases of the human experience: birth, growth, maturation, and death.” Carolyn is a practica coordinator in the Master of Nursing graduate programs and an instructor in the Bachelor of Science in Nursing program at UVic.

Lynda McLeod, a Camosun Nursing instructor, contributed three acrylic paintings in a series titled Burden to Solutions. The series suggests a movement from conflict in nursing (passive aggressiveness, blaming, “kitchen sinking”) to creating “a new world order in nursing” where healing is front and centre and social rights, environmental issues, and quality of life are more important than technology. Visitors lingered over these dark and distressing paintings of a woman’s face—paintings that suggest the torment of being silenced. Lynda claims that painting is what keeps her going in her life as nurse and teacher. Information about the dynamic organization Lynda founded, Art by Nurses, can be accessed at http://www.artbynurses.com/default.aspx?PageID=1000.

continued on page 10...
Zulis Yalte, recent graduate of the Masters in Nursing program, submitted posters and a DVD about both her thesis, *The Song of the Soul: Transforming disabling illness through art*, and about the experience of conducting an arts based inquiry. Zulis, artist, writer, and nurse, says that her “graduate engagement has resulted in a fond embrace of her writer/intellectual self,” but what was most evident from her work on display was her artist self. This photograph gives a glimpse of Zulis’s sculptural installation, which “embodied the experience of disabling illness,” and depicted “power relationships, identities, subjectivities, and the multidimensional nature of being, of coming up against the institution, the illness and the self.” Visit www.zulisyalte.com for more about Zulis’s work.

Dozens of visitors came through the exhibition, which was held over an additional week and provided a backdrop for the College of Registered Nurses of British Columbia accreditation review visit. We were enabled, through the exhibit, to reach a diverse audience and thus provide networking opportunities inside and outside the School. The exhibit served as an appropriate and colourful setting for Carol Estabrooks’ well-attended talk on Knowledge Translation on March 7.

The exhibit also provided our viewers with new ways to look at and interpret their colleagues’ methodological approaches and results. Contributors were provided an opportunity to witness how others engaged with their research. The exhibit supported a level of engagement and feedback not generally achieved through traditional methods of research dissemination that take place in conference environments or through simply reading texts. By all counts, the art and science of nursing exhibit was a success.

**Mixed Methods Club**

*by Kara Schick Makaroff, RN, PhD*

Are you interested in and curious about research using mixed methods? A group of current nursing doctoral students/candidates and alumni have formed a “Mixed Methods Club” for just this reason. They are meeting in person and via Skype every month to learn from each other, read one article for discussion, and talk about their burning questions pertaining to this approach. Some of the questions the Mixed Methods Club is grappling with include:

- What is mixed methods research?
- Why are nurse researchers taking up this approach?
- How can a researcher bring qualitative and quantitative data sets together to answer a research question?
- How are philosophical perspectives from qualitative and quantitative complementary (or not) in mixed methods?

- As a researcher, where am I philosophically situated to engage in mixed methods?
- How do researchers’ come to their conclusions when doing mixed methods research?

Perhaps you have additional questions about mixed methods you are interested in exploring. We welcome other graduate students, alumni, and faculty who are interested in this approach to join us. For more information about our next meeting times, please contact Kara Schick Makaroff (2011 UVic alumnus) at kara.schickmakaroff@ualberta.ca

*Kara Schick Makaroff completed her PhD from UVic School of Nursing in 2011 and currently is a post-doctoral fellow at the University of Alberta.*
Creativity – scholarship connection: 

**6 word stories**

*by Lorelei Newton, RN, PhD*

Last winter, I was privileged to teach an impressive and insightful group of students. For their final assignment of a Bachelor of Nursing degree, I challenged the students to describe their academic experience as a six word story. Six word stories (SWS) are said to be inspired by Ernest Hemingway. Legend has it that in the 1920’s, his friends wagered that he could not write a complete story in just six words. They lost. Hemingway is said to have considered this short story his best work: “For sale: baby shoes, never used.” While SWS origins are difficult to verify, many authors have been inspired to create a new genre of meaningful short stories (e.g., http://www.wired.com/wired/archive/14.11/sixwords.html or http://www.sixwordstories.net/).

In a way, the SWS was also my final assignment because I was completing my doctoral studies at the same time these students were finishing their undergraduate degree. As Walker et al. point out, “the PhD marks its holder as one charged to serve as a steward of the discipline and profession” (p. x). As such a steward, I wished to encourage this talented group of ‘almost-nurses’ to reflect on both nursing scholarship and education beyond their current focus on securing a first point-of-care nursing position. It was my goal to ‘enhance students’ capacity for self-reflection and direction’ (Walker, p. 156). In doing so, I hoped to foster connections among nursing scholarship, the multitude of possibilities that lay before them, and their immediate desire to ‘get to work’. I also hoped that encouraging creative approaches to learning and self-reflection might also cultivate future consideration of graduate studies in these budding scholars.

I was surprised at what a powerful learning opportunity writing a SWS was for all of us. I was delighted to see how the students, with their new-graduate eyes, had varied perspectives on their studies that in turn, contributed significantly to my own learning. The SWS assignment enhanced the students’ abundant creativity and contributed to lively conversations where they clearly demonstrated their critical thinking skills. I am optimistic that this exercise will promote connections between the skills and knowledge the students acquired over the past four years. As they enter a sometimes rigidly structured healthcare system, their creative thinking will be essential to manage inevitable change and optimize patient care.

In response to this assignment, the students called upon me to write a SWS of my studies as well. I appreciated how our mutual enthusiasm and new insights underscored the ongoing need for self-reflection at regular intervals over the course of our diverse and extraordinary nursing careers. It is our hope that these stories will inspire you to do the same.

**References**


**Head spun; never ending vanished equilibrium.**
- Danielle Brethour

**Lost and found: Money and knowledge.**
- Helen Forge

**Just like that: life ends, begins.**
- Reanne Hammel

**Relationships, Challenges, Hurdles: I am done!**
- Nicole Hordyk

**Complex renal care; always holistic assessment.**
- Cynthia Johnson

**Four Years, Studied Hard, now … Freedom!**
- Amy Morris

**Gained/Lost, wrote forever: suddenly finished.**
- Lorelei Newton

**Read, write, care, reflect, sleep: repeat.**
- William Niki

**Relationships, loss, sacrifice, commitment, relief: Strength.**
- Amy Nyce

**Excited, Educational, Challenging, Preparative, Accomplished, Commence.**
- Grant Robinson

**Self reflection. Better person. Forever proud.**
- Andrea Russell

**Extreme workload, extreme stress, extremely proud.**
- Jennifer Webster

Lorelei Newton graduated with her PhD from the UVic School of Nursing in June 2012 and is a sessional instructor in the School.
RECURRING FEATURES

SUCCESSES!

PUBLICATIONS and PRESENTATIONS - FACULTY


PUBLICATIONS and PRESENTATIONS - STUDENTS and ALUMNI


NURSING IN THE NEWS

- Bernie Pauly spoke to *All Points West* guest-host David Lennam on May 8, 2012 about the recently released national report recommending an overhaul of the mental health system. Pauly expressed concern that there wasn’t enough targeted public education about mental illness.

- More than 200 babies are born at Victoria General Hospital each year after being exposed to harmful substances during their mothers’ pregnancies, usually through addictions. A new program will give health-care workers a “window of opportunity when women are more open to change or working with care providers to improve their health and the health of their babies,” comments Lenora Marcellus. *Vulnerable mothers & babies to get vital help*. Times Colonist, May 20, 2012.

- The BC Health Minister announces good news for the nurse practitioners graduating each year from UVic. *BC to open nearly 200 new jobs for nurse practitioners: Government will allocate $22.2 million over 3 years*. Vancouver Sun, May 31, 2012.

- Rita Schreiber wrote a letter to the *Victoria News* in response to an article about the apparent shortage of physicians in Greater Victoria and how she believes nurse practitioners can help fill that role. *Nurse practitioners provide quality care, too*. Victoria News, July 13, 2012.

- Lynne Young commented about a workshop led by the School of Nursing at Queen’s University that is helping healthcare practitioners improve patient safety. Young says, “now we can go back and share that richness with our practice partners and academic colleagues.” *School of Nursing provides patient safety training*. Kingston Herald, July 17, 2012.

SAVE THE DATE! 2013 School of Nursing Research Conference

- SAVE THE DATE! The 2013 UVic School of Nursing Research Conference with keynote guest Dr. Margarete Sandelowski will be held Friday, May 10, 2013. Details regarding the call for abstracts will be released this fall. For more information, visit the School of Nursing Research and Scholarship web page at www.nursing.uvic.ca/research.