

# 2011

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## December 2011

### Be the Voice of Agency: Students Perspective

As nursing students we forget that we too have a voice. We are often feel intimidated by our clinical instructors, preceptors, experienced “seasoned” nurses, not to mention doctors and the other various health care providers that we work with interprofessionally on a daily basis during clinical. This can lead to a barrier in effective communication. That being said, as nursing students we play the role of an advocate for our clients and their families even if we aren’t conscious of it. We also serve as advocates for ourselves, each other, and the nursing profession as a whole. It is therefore crucial that we are effective in communicating wants, needs and rights to ensure the delivery of safe appropriate care for all those concerned.

As student nurses we are at the front lines which enable us to obtain the information necessary to advocate for client and overall safety and satisfaction. While developing this skill may take time, it is important to recognize that we’ve probably been doing it all along. Over time our confidence in our advocacy skills will improve. In order for this to happen we need to feel comfortable and confident. Nursing students need to feel supported and encouraged to do so. We will eventually be able to advocate for larger issues and ultimately improve the nursing profession and overall health care setting.

The Canadian Nursing Students’ Association (CNSA) acts as the national voice of Canadian nursing students; representing the interest of nursing students. As nursing students we are the future of nursing and we need to remember that we do have a voice.

If you have any questions or comments, please feel free to email me at [leadership@cnsa.ca](mailto:leadership@cnsa.ca)

Sarah Covino

Director of Career and Leadership Development 2011-2012/ Directrice de développement du leadership et de carrières 2011-2012

Canadian Nursing Students’ Association – CNSA/Association des étudiant(e)s infirmier(ère)s du Canada – AEIC

Website/Site web : [www.cnsa.ca](http://www.cnsa.ca) / [www.aeic.ca](http://www.aeic.ca)

## National Nursing Student Week



The month of November is significant in Canada not only because of Remembrance Day in which we remember those who sacrificed their lives in military service. It is also the month the Canadian Nursing Students' Association (CNSA) choose to celebrate our National Nursing Student Week (NNSW). This year NNSW will take place the week of November 13th-19th. This week is an opportunity to recognize the outstanding work both during and outside school done by nursing students across Canada. It also serves to promote the role of a nursing student and the nursing profession as a whole.

We celebrate NNSW to bring awareness to the public regarding the role of nursing students, honour students who go above and beyond the call of duty, and bring nursing students from across Canada together to share ideas, special moments, and outstanding achievements.

This year we launched our NNSW page on the CNSA website (<http://www.cnsa.ca/english/aboutus/nnsw>) where members can go to find out how to get involved and celebrate National Nursing Student Week at their school and community. There they also have access to the information package, poster for this year, NNSW logo, a blog where they can share their stories, and eventually see photos of past events.

If you have questions, suggestions, concerns, or great ideas please feel free to email me at [leadership@cnsa.ca](mailto:leadership@cnsa.ca)

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## October 2011

One day as I sat in class, I looked around at my classmates and envisioned my future workplace. I saw a place where hands were being raised to answer scientific questions, small groups worked as inter-professional teams and presentations were being made based on a social determinant an individual was passionate about. You see, the future of our beloved nursing profession was before me, being shaped and folded into a package, a package that would eventually be at my mother and fathers bedside. This package has the voice and ability to change policy affecting the little boy down the street with no food

and the refugee family that just arrived without a place to stay. I didn't go into nursing just to learn a set of skills; I came to harvest a culture of change and social responsibility. CNSA is our student avenue to see, learn, and engage in change.

Though CNSA has been the voice of Canadian Nursing students for years, the meaning of this principle is a revolving door. Nursing student issues evolve due to changing policy, environment, and populations. The Board of Directors has met twice this summer to hear the voices of our students and implement avenues of change.

Our meetings have been loud and exciting! We have recognized the growing passion within the Canadian student body to address policy and political advocacy. Traditionally, nursing students have felt they have little to contribute on a political level, but it has become evident that this new generation of nursing students is not content to sit on the sidelines. Curriculum based social determinates of health has increased and students are aware of downstream products of upstream decisions.

One way students are encouraged to share in these issues is through position statements and resolutions. Through the years few have been passed, but it has always been an exciting part of National Assembly. This year we are encouraging students to research, think creatively, and submit their resolution statements to us for a fully paid trip to National Conference to present. We believe that this will increase the number of position statements presented and in turn encourage meaningful evidence-based discussion across the country and at the National Assembly level. Additionally, my awards committee has added two other awards for students who have led motivational cause in their local schools and for students who wish to further their knowledge by attending non-CNSA conferences. We are committed to seeing students, the future of nursing, take ownership over their own learning and to be ever striving for stable health policy and to be continually growing within their profession and their professional bodies.

As the Vice President of CNSA I am overjoyed to see the enthusiasm and genuine passion across our nation. Our attendance at the National Conference level continues to grow and students continue to surprise us with their creativity and evidence-based knowledge.

If you have any questions or comments, feel free to contact me at [vp@cnsa.ca](mailto:vp@cnsa.ca)

Mary Strain

Vice President & Director of Inter/Intraprofessional Education and Research

Canadian Nursing Students' Association (CNSA)

## September 2011



Hello, my name is Teri-Lynn Butt, a proud 4th year nursing student at The Center for Nursing Studies- Memorial University of Newfoundland. I am honored to be the Atlantic regional Director on the Canadian Nursing Students' Association (CNSA) Board of Directors for the year 2011-2012. As a fourth year student with graduation fast approaching, the reality of no longer being a student nurse but a graduate nurse is an exciting yet frightening concept. After communicating with many nursing students in the final year of their programs; the emerging theme seemed to be that of the role transition from novice student nurse to graduate nurse. The question that arises is this: How can our employers contribute to a more smooth transition into the workforce for our upcoming graduate nurses? The literature shows that health care organizations can play a major role in successful role transition for student nurses. One of the major factors posing problems for successful transition is that of role discrepancy. Role discrepancy is often felt by student nurses as our perceptions of the 'ideal' and 'actual' roles of the nurse on designated units may be clouded. So what are employers doing to help assist graduates in their new roles? Many employers have comprehensive and structured hospital orientation programs for new graduates. Orientations will vary in time and length depending on your health care institution and may involve introduction to the policies and procedures of the organization, mission statements, benefits, safety training and much more. Specific site orientation may last for a period of weeks to months and you may be paired with a mentor for this time. It is here in which the literature states is the opportune time to ease transition by decreasing role discrepancy. Therefore, it is extremely important that we as student nurses take the time to research our health care organizations orientation process and to come ready with questions to ask. Often times our student voice is underused; never be afraid to ask questions, much of the time it will make for much clearer communication and understanding. This issue has motivated me to seek out ways in which we, the CNSA and its members could contribute ideas to helping the transition of new graduate nurses.

If you have any comments or advice in which you believe to be beneficial or to aid students in their role transition please feel free to e-mail me at [atlantic@cnsa.ca](mailto:atlantic@cnsa.ca)

Teri-Lynn Butt

Atlantic Regional Director 2011-2012/Directrice régionale de l'Atlantique 2011-2012

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## August 2011

Gooday,

My name is Katherine Lamy, 4th year Bachelor of Science in Nursing (BSN) student at St. Lawrence College in Kingston, Ontario. I am the Director of Bilingualism and Translation for the Canadian Nursing Students' Association (CNSA) Board of Directors for 2011-2012.

In the past four years of the nursing program, ethics have played a large role in my learning and development on becoming a nurse. I continually learn my role in regards to the legal expectations from clients', organizations, regulatory bodies, and the judicial system. Even as students, we are at times faced with ethical situations, whether it be in case scenarios at school or in clinical placements. These situations might pose conflict with personal values and can shadow one's decision making with what "is the right to do." As a result, a decision making path or process must be undertaken.

In the following scenario, a nursing student is faced with an interesting ethical situation. A nursing student was placed on a medical-surgical floor at a regional hospital and was assigned a client with the following presentation: 65 year old male, admitted with Chronic Obstructive Pulmonary Disorder with previous medical history to HIV, Hepatitis C, Chronic pain from a previous broken back (disability claim from 20 years earlier – work injury) and Clostridium Difficile. The client has been deemed competent by the service and does not have a Power of Attorney, nor a Substitute Decision Maker. Upon completion of head to toe assessment, charting, and preparation of morning medications, the nursing student entered the client's room and informed the patient they were scheduled for their morning medications, which they had in a medication cup and showed the client. At that moment, the client states "Leave me alone!" The nursing student asked the client if there was anything wrong and the client responded "I don't want my medications and just want to be left alone." The nursing student explained there were medications to make them feel better, including for their pain. The nursing student asked if there was anything she could do for the client and if they would reconsider refusing their medications. The client stated "No, I just want to be left alone and don't want the meds." The nursing student encouraged the client for approximately ten minutes, whilst explaining what each medication was for and its benefit(s), and tried to reassure the client she could help him but, all to no avail. The nursing student then left the client's room and charted what had just occurred in the bedside chart's progress notes. The nursing student then informed her clinical teacher of what had just transpired. The clinical teacher responded "the client needs his meds and you have to force him to take them." The nursing student explained "the client refused and I tried encouraging him for approximately five to ten minutes but, he wouldn't budge and he didn't want them. I charted what happened so that we have a record." The clinical teacher said "you shouldn't have charted that and you need to go back and tell him he has to take his meds." The nursing student went back to the client's room and tried to encourage the client once again but, to no avail. She charted this again and went back to her clinical teacher. The nursing student explained what she had done and then stated "I am not comfortable forcing my client to take his meds when he is deemed competent by the service."

I remember taking a second year ethics course where we learned the definition of battery. It stuck in my head because nurses are often seen as caring and protecting the sick and injured. One of our main responsibilities is to ensure our clients receive the care they are prescribed and need, such as bathing, assistance with activities of daily living, and providing comfort with blankets and turns. One of the key responsibilities is to ensure safe administration of medications and includes the eight rights to

administering medications. However, a critical factor that some nurses may not think of right away is the client's right to refuse medications. Much of the nursing literature suggests that nurses have become increasingly task oriented with increasingly heavier client loads and acuity of care. With this, comes the importance to ensure all medications are administered in a timely and efficient manner. However, when a client refuses his/her medications, this may alter a nurse's plan of action and some nurses may become frustrated, despite if they have explained the reasoning behind the client's needs for them. Some nurses may feel they have failed in their profession if their client does not take their medications and they will have to explain to other staff of their patient goes sour as a result of this.

No client deemed competent by appropriate staff (service), should be forced to take their medications. This is considered battery and can result in legal and professional repercussions. Consequences of being found guilty of battery by a court of law include being sentenced to serve time and losing their professional license. Nursing students and nurses must continually remind themselves they are accountable for their practice at all times, and no matter what they may perceive as the "right thing to do," they must practice within the parameters of the law. This scenario highlights ethical situations can happen to anyone anywhere in their career as a nurse. It is my sincere hope that as nursing students, along with the CNSA, can put a stop to battery and ensure our clients are able to exercise autonomy in their decision-making process.

If you have any questions or comments, please feel free to contact me at [translation@cnsa.ca](mailto:translation@cnsa.ca).

Katherine Lamy

4th year BSN student

Director of Bilingualism and Translation 2011-2012

Canadian Nursing Students' Association (CNSA)

## July 2011

Hi, I'm Lindsay Krahn, 4th year nursing student at the University of Manitoba. I am honored to be the Prairie Regional Director on the Canadian Nursing Students' Association (CNSA) Board of Directors for the 2011- 2012 year.

Recently, I completed a paper on the issue of bullying (horizontal violence) in nursing. This is a topic that is close to my heart because I know of many new nurse graduates who left the profession after a few short years. So what is bullying? According to the literature, bullying is any behaviour in the workplace that may be considered intimidating, disrespectful or abusive to an individual or group of individuals. These behaviours are usually repeated over time and can be attributed to a number of different factors. Some of these factors include: hierarchies; authoritarian management styles; nursing shortages; and a lack of education on bullying. The consequences of these bullying behaviours can be detrimental to both the physical and psychological health of the victim. Common health problems experienced are:

headaches, sleep disturbance, depression and helplessness which contribute to increased absenteeism and nurses leaving the profession. So what needs to be done? Hospitals need to develop zero tolerance policies that are effective and strictly enforced. As well, nurses need to be educated about bullying in order to properly identify those behaviours that are unacceptable in the work environment. Furthermore, there needs to be more awareness regarding the proper methods to report bullying in the workplace. This issue has motivated me to work both within and alongside the Canadian Nursing Students' Association, to help nursing students identify, report and put an end to bullying in the nursing profession.

If you have any comments or advice, please e-mail me at [prairie@cnsa.ca](mailto:prairie@cnsa.ca)

Lindsay Krahn, Nursing Student

Prairie Regional Director, 2011 – 2012

Canadian Nursing Students' Association (CNSA)

## June 2011

Hi, I'm Katrina Vande Bunte, 4th year BScN student at Red Deer College in Alberta. I am so proud to be the Director of International Health on the Canadian Nursing Students' Association (CNSA) Board of Directors for the 2011 - 2012 year. One of my responsibilities is to represent CNSA on the global scale, which is partially done through involvement with the International Council of Nurses (ICN) – Student Network. My position enabled me to attend the ICN's Annual Conference this past May. The slogan of the conference, "Nurses driving access, quality and health" and the messages from the conference resonated with me and have fueled my passion for nursing and the progress we can make. It was amazing to be part of the thousands of nurses from all around the world and to be inspired by their passion for nursing. Diane Mason spoke about the intertwined role of social media in nursing, which encouraged me to do everything I can – because it does make a difference! The first lady of Rwanda inspired women everywhere with her speech about the important role of women in the world.

Attending the ICN Conference in Malta has fueled my passion for social justice. According to the World Health Organization, "Social justice is a matter of life and death. It affects the way people live, their consequent chance of illness, and their risk of premature death." This experience has motivated me to work both within and alongside the Canadian Nursing Students' Association, to help nursing students strive for equity, fairness and justice for all as ultimately; it affects the health of our patients both now and in the future.

If you have any comments or advice, please e-mail me at [international@cnsa.ca](mailto:international@cnsa.ca)

Katrina Vande Bunte, Nursing Student

Director of International Health, 2011 – 2012

Canadian Nursing Students' Association (CNSA)

## February 2011

Hello!

My name is Queenie Lee and I am the 2010-2011 Canadian Nursing Students' Association's (CNSA) Western Regional Director. I am in my last year of the After-Degree BScN program at the University of Alberta. I have the privilege of overseeing official delegates that represent schools from British Columbia, Alberta, North West Territories, and the Yukon. My role is to liaise between students in our region with the board of directors, recruit new chapter schools, and to communicate with our regional stakeholders.

This year marks the highest number of membership in the western region with a total of 9 member schools. We were fortunate to have a majority of our chapter schools attend the 2011 CNSA National Conference this past January in Hamilton, ON. There were 862 students in attendance, the highest attendance in CNSA history. Through this conference, students were inspired by our keynote speakers including Jean Watson, Tilda Shalof, Cathy Crowe, and Judy Boychuk-Duscher. Currently, we are working with three students representing different schools in British Columbia, to become chapter members. This shows that our students are passionate about the nursing profession and are ready to actively take part in influencing their nursing practice. With your continuous support, we hope to expand membership in the west this upcoming year and provide more opportunities for our students to network, to learn about nursing or health trends across provinces, and to develop leadership qualities that will enhance their practice.