Registered Nurses
Professional Development Centre
Calendar 2014/15
Welcome to a world of opportunity, making a world of difference.

Health care in Canada is entering a time of profound change.

With the steady introduction of cutting-edge technologies, improved treatments, an aging population, and work roles that are constantly evolving and expanding, health care delivery is not what it used to be.

And very soon, it will not be what it is now. Change, as we all know, can quite literally happen that quickly.

The Registered Nurses Professional Development Centre (RN-PDC) understands change and the importance of moving with it. We are dedicated not only to meeting, but triumphing over the myriad demands of such an evolution. In partnership with the District Health Authorities, and through the direction of the Nova Scotia Department of Health and Wellness, the RN-PDC is proud to offer relevant, accessible, and stimulating competency-based, full-time and part-time programs, to health care providers throughout our province.

And speaking (well, writing) of evolution, we are in the middle of an exciting one ourselves. In the past, the RN-PDC programs were aimed at registered nurses seeking employment in a specialty setting, as well as those nurses who were interested in increasing and/or refreshing their skill sets. More recently, however, we have recognized the undeniable importance of interprofessional education and have carefully incorporated it into our program. This approach brings together expansive, diverse talents and expertise. It recognizes that combining such broad-based knowledge gives all practitioners increased competence and confidence, and allows them to practice more safely and effectively.

This, of course, benefits us all.

As well, we have partnered with the highly respected Grant-MacEwan University, believing that our combined effort will allow us to creatively and adeptly take on the challenge of nurse retention and recruitment. Together, we administer our Nursing Refresher program for those who have not practiced for five years or more. And through the always-generous support of Health Canada, we received a grant that helped to establish an assessment centre, and the Bridging / Re-entry Program for internationally educated nurses who are interested in practicing here.

Smart.
Now please allow me a few words about our incredible team. The collective experience found here adds up to more than a couple of hundred years. The talent and the capacity for hands-on, roll-up-your-sleeves effort found among these people is, well, unparalleled. Take some time to read the bios and we know you cannot help be impressed, inspired, and left feeling that you are in awfully good hands.

So, it is through this exceptional faculty, and the contributions of our learners and preceptors, that we feel well prepared to take on today’s challenges, and confident that we will be ready for future challenges.

A future that can happen surprisingly quickly.

Thank you for joining with us. Let’s go make a difference!

There is a complete list of contents provided at the end of the document.
Interprofessional Education

Prescription
It’s time for a change. A real change.
- Patients, families, government, and health care administrators understand what can be done when united in one voice, with one vision. And this is what they are aiming for. They are calling for a patient-centred health care model that will address the complex needs of patients, while also improving their safety and outcomes. They are calling for a patient-centred health care model that will encourage job satisfaction, while also increasing cost savings.
- They are calling for interprofessional collaboration. And they have been heard.

Interprofessional collaboration is a powerful concept. At its most fundamental level, it promotes the active participation of each health care provider in patient care. At its more dynamic, experiential level, it improves patient and family outcomes, it builds mechanisms for fluid, continuous communication among caregivers, it optimizes staff involvement in clinical decision-making within and across professions, and it fosters respect for contributions of all health care providers.

Powerful.

Participate
Interprofessional education (IPE) and collaborative practice can be complex concepts. Simply put, interprofessional education occurs when “two or more health care providers learn about, from, and with each other to enable effective collaboration and improve health outcomes,” (World Health Organization [WHO], 2010).

Many in health care would claim that they are already working collaboratively because they function together with other health care workers. In reality, they may just be individuals using their specific skills independently to achieve a group’s shared objective. True collaboration is something else. It’s something more. True collaboration is not simply left to agreement and communication. It is creation and synergy too. It is the combined effort being greater than the sum of the individual efforts.

It is the combined effort creating something utterly new. Collaboration in health care then occurs when those of varied backgrounds, with complementary skills, come together to generate an understanding that would not have existed if they remained separate. (WHO, 2010)

A change. A real change.

Decipher
While a complex initiative, interprofessional education is effective. And necessary. In order to appropriately implement strategies that promote each health care provider’s active participation in patient care – now and as the process evolves – health workers must be given the essential knowledge, training, and tools. Interprofessional competencies are crucial. The faculty of the RN-PDC has expertise in performance-based certification program design, and utilizes a competency-based methodology in its interprofessional education framework. This framework and methodology were used to develop the essential culturally responsive interprofessional facilitator/collaborator competencies – the knowledge, skills, and attitudes required for performance.

These competencies are used in the design of comprehensive educational offerings that focus on interprofessional collaboration in the practice setting as well as preparing IP facilitators. The Canadian Interprofessional Health Collaborative (CIHC) National Interprofessional Competency Framework is also used. These offerings are custom designed based on the needs of our clients.
IPE Courses for Teaching Change

As described below, these courses are offered as full 2-day sessions. They can also be custom designed and divided into 1–2 hour sessions, 1/2 day sessions, and/or full 1-day sessions.

Interprofessional and Contributor Education for Collaborative Patient-Centred Care (ICE-C²)

Essential to a highly effective collaborative relationship is the principle that team members not only have a thorough understanding of their own roles, responsibilities, and scopes of practice, but of those of their team-mates as well. Equally vital is the mutual respect of wide-ranging perspectives and an insistence on open, honest communication.

Participants

All professional and contributor* members of the health care system who recognize the importance of interprofessional collaboration and are excited to embark on the process of creating, and working in, such a team.

Session description

A 2-day** highly interactive experiential workshop, which addresses the following areas:

• The importance of learning with, from, and about one another
• Meeting others on a professional and personal level
• Exploring perceptions of other professions/provider groups
• Self-assessment using interprofessional collaborative competencies
• Examining the “what and why” of IPE and collaborative practice
• Understanding roles and responsibilities in interprofessional teams
• Examining the characteristics of highly functioning interprofessional teams
• Patient reflections of interprofessional care
• Exploring labels and stereotypes in interprofessional teams
• Identifying personal conflict styles
• Managing conflict in the interprofessional team
• Understanding other health provider perspectives and approaches to patient care
• Creating an individual and team-based sustainable, realistic “go-forward” plan
• Assessment of the practice setting for IPE supports.

Learning outcomes

Upon completion of this session, the participant will be able to:

• Examine the “who, what, when, and why” of IPE
• Define collaborative patient-centred care
• Explain how IPE affects collaborative patient-centred care
• Describe the benefits, barriers, and enablers to collaborative patient-centred care and IPE
• Describe the role of the health care provider in collaborative patient-centred care
• Describe the composition of collaborative teams

* Contributors are defined as persons who contribute to care other than those with direct patient contact (i.e.: family members, housekeepers, porters, dietary support workers, ward aides, ward clerks, etc).
** The actual length of the session may be adjusted depending on results from a personalized needs assessment.
- Enhance role understanding in relation to other’s expertise, skills, and educational background by exploring stereotypes
- Encourage health care providers to discuss each other’s responsibilities and roles to foster interprofessional culturally sensitive collaborative care
- Recognize the necessity of communicating roles to others to enhance collaborative patient-centred care
- Gain an understanding of other health care providers perspectives of, and approaches to, patient-centred care
- Assist the interprofessional team to learn effective strategies to reflect upon and resolve interpersonal conflict to facilitate collaborative care
- Apply the competencies required to facilitate interprofessional team collaboration
- Describe how to establish a climate that is favorable to collaborative learning in the care environment
- Examine how labelling health care providers affect communication and collaboration
- Recognize the existence of professional and personal cultures and how this may affect interprofessional collaboration and communication

**Interprofessional Facilitator Development Workshop**

A heterogeneous group of health care providers creates an ideal learning environment – deep in knowledge and rich with opportunity. But it demands that the facilitators not only be interprofessionally fluent, but be expert program planners as well. The skills that prove critical to successful interprofessional facilitation are clear: an enthusiastic commitment to, and belief in, interprofessional collaboration; the ability to act as role model and mentor in the practice setting; a sound understanding of group dynamics; the capacity to value diversity; and the creativity and quick-thinking to utilize professional differences productively.

**Participants**

Highly motivated health care providers who aim to facilitate interprofessional teams, ie: patient care rounds, team meetings, educational sessions).

**Session description**

A 2-day** highly interactive experiential workshop which addresses the following areas:

- The importance of learning with, from, and about one another
- Meeting others on a professional and personal level
- Exploring perceptions of other professions
- Examining “What is IPE? Why do we need it? What is collaborative practice?”
- Self-assessment using interprofessional facilitator competencies
- Understanding roles and responsibilities in interprofessional teams
- Discovering characteristics of highly functioning interprofessional teams
- Examining labels and stereotypes in teams
- Patient reflections of interprofessional care
- Elements of effective learning

* Contributors are defined as persons who contribute to care other than those with direct patient contact (i.e.: family members, housekeepers, porters, dietary support workers, ward aides, ward clerks, etc).

** The actual length of the session may be adjusted depending on results from a personalized needs assessment.
• Characteristics of adult learning
• Interprofessional facilitation – how is it different?
• Managing difficult situations in interprofessional facilitation
• Identifying personal conflict styles

Learning outcomes
Upon completion of this session, the participant will be able to:
• Examine the “who, what, when, and why” of IPE
• Define collaborative patient-centred practice
• Explain how IPE affects collaborative patient-centred practice
• Describe the benefits, barriers, and enablers to collaborative patient-centred practice and IPE
• Enhance role understanding in relation to other’s expertise, skills, and educational background by exploring stereotypes
• Describe the role of the IP facilitator
• Describe how to establish a climate that is favourable to collaborative learning in the practice setting
• Encourage health care providers to discuss each other’s responsibilities and roles to foster interprofessional culturally sensitive collaborative processes for the delivery of care
• Assist the interprofessional team to learn effective methods to communicate, reflect, and resolve conflicts to facilitate collaborative practice
• Recognize the importance of role understanding and the necessity to communicate roles to others to enhance collaborative patient-centred practice
• Examine how the labelling of health care providers affects communication and collaboration
• Identify key conflict issues and strategies to manage conflict situations
• Recognize the existence of professional and personal cultures and how this may affect interprofessional collaboration and communication
• Identify the components of an effective training program for adult learners
• Explain the characteristics of an adult learner and the implications for effective IPE
• Describe typical group dynamics as they apply to adults during training and the implications for IP facilitators
• Discuss informal techniques for evaluating the progress of people during a training session

The ABCs of IP
The leaders of the interprofessional initiatives at RN-PDC are registered nurses. In order to provide participants with complete, comprehensive courses, and ensure that interprofessional competencies are properly role-modeled, RN-PDC may contract interprofessional facilitators from other health care professions.

Need more information?
Bring us your motivation, commitment, strategic and creative thinking. We’ll provide the rest. Contact faculty IPE lead Kelly Lackie at kelly.lackie@cdha.nshealth.ca or 473-1457.
Emergency Nursing Program

Registered nurses preparing for the professional practice of emergency nursing have the remarkable opportunity to choose from three dynamic RN-PDC education options.

Full-time, 11-week, on-site option
This comprehensive program consists of active participation in group work and simulation. Required readings include case studies that aptly reflect the unique challenges of this specialty, while learning labs support skill development. All-important clinical learning is provided in various emergency departments within Nova Scotia. The theory portion of the program is 8 weeks, and the clinical experience is 3 weeks.

Part-time, 11-month, online option
This program is similar to the full-time program, but is tailored to those with more limited time. It consists of inclusive web-based lessons which are enhanced by online teaching sessions through partnership with NSCC. Required readings include case studies that appropriately mirror the uniqueness of emergency nursing. Interactive learning labs will complement theory and expand knowledge, while also acting to develop motor skills and test competencies. Clinical learning, lasting approximately 168 hours, is provided in emergency departments at selected hospitals in Nova Scotia. You will be matched with a designated preceptor who will supervise the clinical experience under the guidance of the ENP faculty.

Accelerated, part-time option
This program is offered to emergency nurses who have five years or more in this specialty. A part-time course, it takes into account prior learning and recognition (PLAR) of learners, and allows them to complete the program in a short time period.

For further information and program eligibility, please contact the ENP faculty.

Registered nurses with prior critical care or emergency nursing experience may qualify to decrease their program requirements.

- 14 theoretical content lessons plus the learner has a choice of 2 electives to tailor the program to their needs
- 352 hours knowledge credit
- Clinical practicum period following each section
- Every effort is made to provide required clinical learning experiences at the site closest to the learner’s home; however, traveling might be required.
- Criminal Record Check may be required before clinical placement
- Preceptors supervise the clinical learning experiences under the guidance of ENP faculty.

Visit our website at [mpdc.nshealth.ca](http://mpdc.nshealth.ca) for program dates.

Application fee $25.
Course materials $200.
Tuition $400.
Textbooks (approximately) $250.
The Family Practice Nurse Education Program (FPNEP) is offered over a one-year period and designed to prepare registered nurses to work in primary health care settings. The program uses a competency-based methodology to achieve its performance-based certification. Our program is structured under four key concepts: health, wellness, acuity, and chronicity, which includes three overarching principles of primary health care, population health, and care coordination.

The FPNEP has adopted a conceptual learning approach that organizes knowledge and skills into concepts that are illustrated using real-life patient situations. Students study a concept, actively apply the concept to a patient scenario, and then go on to learn a new concept. Each concept is then integrated with others, so by the end of a program, graduates can apply all concepts to various patient populations in a variety of primary health care settings.

This is an active learner-centered approach that fosters critical thinking and a deeper understanding of clinical knowledge by building on previous knowledge. Registered nurses are thus better prepared to meet the dynamic and complex needs of patients in family practice settings. A clinical practicum provides the opportunity for registered nurses to consolidate learning and develop competence in family practice nursing.

- 224 hours study time, on average
- 248 hours lab and clinical time, on average
- 200 hours clinical practicum period following each section

For more information, please contact XXXXXXXXXXXXXXXX
Critical Care Nursing Program

This exceptional course is of interest to all nurses. Whether you are new to, or are very experienced in, critical care... or have never worked a moment in this environment... the Critical Care Nursing Program (CCNP) will stretch your understanding of critical care theoretical concepts and best practice guidelines. By gaining a broader insight of factors which influence safe care, and by increasing sensitivity in relation to interprofessional team work and patient-centered care, you will become more proficient in providing the patient/family with quality care.

Ensuring that many have access to this stimulating program, it is offered in two practical ways. Nurses from across the province can choose from full-time, on-site study that is completed in three months, or part-time, online study that is completed in 10 months or less depending on your critical care nursing experience.

Full-time, 3-month, on-site option
The full-time program uses progressive and active teaching methodologies. These methodologies include a concept based curriculum, high fidelity simulation, IPE workshops and simulations, team learning, reflective practice, and objective structured clinical exams. The theory portion of the program lasts nine weeks, while the clinical portion lasts five.

Part-time, 10-month, distance option
We are thrilled to announce that the part-time program has undergone extensive revisions. User-friendly online lessons are supported by readings, online video links, and case studies that reflect a conceptual approach to learning. Interactive opportunities through Blackboard Collaborate (an online video conferencing program), WebBoard (an online forum for discussions), learning labs, and faculty consultation are made available in order to enhance learning. The theory portion lasts eight months and has been designed to allow learners to work full-time while studying at a reasonable pace. Learners will have opportunities to individualize or challenge their clinical learning through three different avenues: a preceptored, mentored, or challenge model.

Clinical learning experiences are provided in critical care areas at selected Nova Scotian hospitals. You will be matched with a preceptor who will supervise the experience under the guidance of the CCNP faculty. The full-time and part-time programs’ core content is shared with the Emergency Nursing Program.

Registered nurses with prior critical care nursing experience may qualify to decrease their program requirements.

- 15 hours of independent study per week
- 40 hours of skills lab and 168 hours clinical time
- 2 sections of faculty supported lessons
- Clinical practicum at the end of the program

- Every effort is made to provide required clinical learning experiences at the site closest to the learner’s home; however, travel may be required.
- Criminal Record Check may be required before clinical placement.
- Preceptors supervise the clinical learning under the guidance of CCNP faculty

Visit our website at mpdc.nshealth.ca for program dates.

Application fee $25.
Course materials $200.
Tuition $400.
Textbooks (approximately) $400.
Perioperative Nursing Program

The RN-PDC performance-based Perioperative Nursing Program for Registered Nurses (PONP-RN) prepares registered nurses for professional practice in the operating room. This exceptional program is offered in two formats – you choose which will best suit your individual needs.

**Full-time, on-site option**
The knowledge component of this full-time option consists of comprehensive lessons, required readings, online discussions, exams, and assignments. Learning labs, perioperative simulations, and interprofessional learning experiences are provided throughout the program and are used to develop competencies specific to the role of the perioperative registered nurse. Clinical learning experiences are partnered in operating rooms at hospitals across Nova Scotia.

**Part-time, distance option**
This part-time option, which is similar to the full-time program, allows learners to study by distance and remain in their own communities. The knowledge component is complemented by learning labs, perioperative simulations, and clinical learning experiences. Prior to the clinical learning experiences in the operating room, learners will be required to attend an intensive week-long skills lab session at the RN-PDC in Halifax.

Registered nurses with prior knowledge, skills, or experience fundamental to the practice of perioperative nursing may qualify to receive credit towards program requirements.

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<th>Full-time Study</th>
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<tr>
<td>• Completed over 4 months, on site in Halifax</td>
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<tr>
<td>• Program intakes are in September and February each year (subject to change)</td>
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<tr>
<td>• 15 hours of independent study per week, on average</td>
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<th>Part-time Study</th>
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<tr>
<td>• Completed over 8–10 months via distance format</td>
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<tr>
<td>• Program intakes are in September each year (subject to change)</td>
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<tr>
<td>• 15 hours of independent study per week, on average</td>
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<tr>
<td>• Intensive week-long skills lab session held in Halifax</td>
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<tr>
<td>• Criminal Record Check, proof of immunization, and proof of BLS-C may be required prior to start of clinical learning experiences.</td>
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<tr>
<td>• Every effort is made to provide required clinical learning experiences at the site closest to the learner’s home. However, traveling might be required.</td>
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<tr>
<td>• Preceptors supervise the clinical learning experiences under the guidance of PONP faculty.</td>
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Visit our website at [rnpdc.nshealth.ca](http://rnpdc.nshealth.ca) for program dates.

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<tr>
<th>Fee</th>
<th>Amount</th>
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<tr>
<td>Application fee</td>
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<tr>
<td>Course materials</td>
<td>$300</td>
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<td>Tuition</td>
<td>$400</td>
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<td>ORNAC standards</td>
<td>$120</td>
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<td>Textbooks (approximately)</td>
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The Nova Scotia Mentorship Program has been carefully crafted to sustain the successful and smooth transition of new graduates from the classroom into their first year of practice. This 12-month period can be an extremely challenging one, and nurses often face stress, frustration, and apprehension. This program deals with these and other issues by harnessing the vast experience and knowledge of experienced nurses and sharing it with those just starting out.

It builds potential by building skill sets.
It increases success by increasing confidence.
It creates excellent nurses by creating excellent relationships.

A mentor has aptly been described as one whose hindsight can become your foresight. Mentorship is the relationship that is created when a person with experience and knowledge (mentor) is teamed up with a person with less experience and knowledge (mentee). The mentor’s role is to provide a supportive, open, and fertile learning environment. The mentees job is active – engaging in all opportunities, developing learning plans, and achieving goals.

Through the Nova Scotia Mentorship Program, new graduate nurses have the opportunity to be matched with experienced nurse mentors who will meet and communicate with them, regularly and as needed, for up to 12 months. Based on the framework of Judy Boychuk-Duscher’s stages of transition for new graduates, this program is practical and far-sighted. Not only does it sensibly bridge the gap between theory and practice, it has the very real potential to turn today’s mentees into tomorrow’s mentors.

Mentors and mentees gain knowledge and skill in the following:

- The stages of new graduate transition
- Mentoring
  - What it is and is not
  - Preceptorship versus mentorship
  - Benefits of the program
  - Characteristics of mentors and mentees
  - Mentorship competencies
  - The mentoring relationship and stages
  - Role and responsibilities
  - Challenges
- Setting goals
  - SMART (specific, measurable, agreed to, realistic, and time) goals
  - Developing learning plans
- Giving feedback
- Multigenerational workplace
- Conflict management
- Coaching
Participants also complete a pre-workshop learning package on learning styles, principles of adult learning, listening, listening inventory, stages of new graduate role transition, and a self-reflection tool for mentors and mentees.

Following the workshop new graduates are partnered with a mentor in their district. The mentee and the mentor will collaboratively complete a partnership agreement that outlines the requirements of their mentorship (duration of partnership, logistics of meeting: when, where, how long, frequency; and confidentiality.) The mentee will develop one or more learning plans that outlines the areas that they will collectively work on to support the mentee's transition needs.

All those who complete the educational requirements receive 12 hours of continuing education units credit. All participants receive a one-day foundational workshop, and a mentorship participant manual.

The Nova Scotia Mentorship Program.
Empowering tomorrow’s nurses today.

**Becoming a Mentor**

- Are you a nurse with years of experience?
- Are you willing to share your knowledge, expertise, and time?
- Do you have a positive, constructive attitude?
- Are you a forward thinker and a lifelong learner?

Yes?
Then you are exactly who we are looking for, and exactly what our new nursing graduates need. Play a part in creating smooth transitions for our graduates. Play a part in creating excellence.

**Becoming a Mentee**

- Are you a new graduate?
- Are you interested in developing clinical competence for a demanding workplace?
- Would you like to gain increased confidence in a busy environment?
- Do you want to develop the skills and traits needed to work in a collaborative and interprofessional setting?
- Do you see a having an experienced mentor as an exciting opportunity and a key to your career growth?

Yes?
Then we are looking for you.
Orientation to the Canadian Health Care System for Internationally Educated Health Care Professionals

Integrating into a new community and new employment can be an overwhelming experience. The RN-PDC recognizes this and has created a program that is sensitive to these concerns. The Orientation to the Canadian Health Care System for Internationally Educated Health Care Professionals Program offers those who qualify a support pathway to pursuing licensure.

This program is presented twice a year and consists of a 3-hour weekly session over 7–10 weeks. Participants become familiar with Nova Scotia health care issues through a variety of effective classroom activities such as lectures, role-playing, case studies, and guest speakers.

Program Objectives

- Facilitating an understanding of the federal and provincial health care systems’ basic frameworks
- Defining and raising awareness of current practice issues
- Increasing the personal and professional confidence of those integrating into a new health care practice setting

Visit our website at rnpdc.nshealth.ca for program dates.

Fees vary; approximately $75.
Assessment Centre

The Assessment Centre provides the opportunity for nurses educated outside of Canada, as well as Canadian educated RNs, to prepare for the RN licensing process and re-enter into a registered nurse practice. A nursing competence assessment gives the nurse and the RN regulatory body, or employer, a full assessment of the nurse’s professional knowledge, skills, and abilities to practice nursing in Canada. The centre offers support as you move through the assessment component of RN registration requirements.

To be “competent,” one must be able to apply nursing knowledge, skills, and abilities to the performance standard that is expected in the workplace. This assessment also involves collecting evidence and making judgments about whether competence has been achieved. A competence assessment is about confirming that an individual can perform to the acceptable standard of performance, for example – the entry-level competencies of the RN. This is not a pass or fail assessment, but a measure of the nurse’s actual ability to practice nursing safely in Canada. We are pleased to offer assessments in both English and French.

Nurses educated as RNs are referred to the Assessment Centre by the RN Regulatory Body or an employer. Listed below describes the appropriate candidates for a competence assessment:

- Internationally Educated Nurses (IENs) seeking licensure through a RN regulatory body in Nova Scotia, Prince Edward Island, or New Brunswick. A competence assessment is required if the RN regulatory body determines that the nurse’s initial nursing education was not the same as current Canadian nursing education. The competence assessment gives the nurse the opportunity to demonstrate that he or she has gained the knowledge, skills, and abilities to practice nursing in Canada through his or her work experience.
- Canadian-educated RNs or IENs licensed as RNs having conduct/competence concerns in the practice setting in Nova Scotia. A competence assessment may be needed if an employer or the RN regulatory body has concerns about a RN’s ability to practice nursing safely and competently.

Visit our website at rnpdc.nshealth.ca for program dates.
Fees vary.
RN Bridging / Re-entry Program

Nurses educated in other countries, who want to practice in Canada, will benefit greatly from this well designed program. The RN Bridging / Re-entry Program helps to smooth the transition between varied knowledge levels and cultures, through comprehensive education on Canadian nursing practice. The program identifies the differences between previous nursing experience and Canadian nursing practice, and helps to meet the educational and practical gaps by focusing on the knowledge, skills, and abilities expected in Canada. The program is based on entry-level competencies defined by the registered nursing regulatory body.

We can now offer this exceptional program to Canadian-educated nurses. These nurses may be having difficulty passing the national licensure exam, having performance or competence issues, or wishing to become an active practicing RN after being away from nursing for more than five years. Canadian-educated nurses may be referred to the program by the regulatory body, employers, or themselves.

The RN Bridging / Re-entry Program is very flexible. You may participate in just one course, a series of courses, or the entire program. Currently, the program is delivered by way of study modules facilitated through online learning, classroom sessions, and lab practices. Some courses are offered entirely online, while others have a blended approach. Because individual needs vary, we offer courses based on demand and student preferences.

This program is available to all nurses living in Nova Scotia, New Brunswick, and Prince Edward Island. We are also pleased to offer the program in French.

Courses to be completed if referred as Re-entry status

• Professional Nursing in Canada
• Professional Communication for Nurses
• Pharmacology for Nurses
• Medication Administration for Nurses
• Health Assessment
• Changes in Health and Therapeutic Interventions
• Specialty Theory: Maternal Infant Health, Child Health, and Psychiatric Mental Health
• Clinical Nursing Skills
• Clinical Course: Medical–Surgical

Specialty Courses

• Nursing Specialty: Maternal Infant Health (Obstetrics) – Theory and Clinical
• Nursing Specialty: Child Health (Pediatrics) – Theory and Clinical
• Nursing Specialty: Psychiatric Mental Health – Theory and Clinical

Location: Bethune Building, 1276 South Park St, Halifax, NS

The RN-PDC would like to acknowledge the intellectual contribution provided by faculty at the Mount Royal University School of Nursing, Calgary, Alberta that greatly assisted in the development of the RN Bridging / Re-entry Program.

Visit our website at rnpc.nshealth.ca for program dates.

Fees vary; approximately $200–$1,000.
Additional Supports for the Internationally Educated Nurse

The RN-PDC aims to make the daunting work and cultural transition for nurses educated outside of Canada, smooth and straightforward. We have developed a number of programs that are both practical and interesting.

**Canadian Registered Nurse Examination (CRNE) Preparation Workshop ($75)**

This is a one-day workshop that takes place in March, July, and November. It provides you with study resources, and includes a thorough review of the exam competencies, offers practical tips on writing multiple-choice question, and illustrates how to develop a working study plan.

**Transitioning to Practice**

The RN-PDC can assist IENs with their transition to professional practice who have met the eligibility criteria to write the national Canadian Registered Nurse Exam. We offer resources and supports to provide the IEN with a clear understanding of the Canadian health care system, the role and responsibilities of the RN, and RN entry-level competencies.

We understand that people learn differently and have widely varied schedules, so with our guidance, we also help IENs to develop individualized learning plans. Support and guidance is also available to Internationally Educated Nurses’ employers to help ensure their successful transition to professional practice.

Contact: Sheila Paris, 473-2175, sheila.paris@cdha.nshealth.ca

Visit our website at rnpdc.nshealth.ca for program dates.

Fees vary.
Suicide Risk Assessment and Intervention Interprofessional Program

The professional diversity of participants is one of the greatest strengths of the programs offered by the RN-PDC. The Suicide Risk Assessment and Intervention (SRAI) Interprofessional Program is a perfect illustration of this vitality in action. Hailing from fields such as nursing, occupational therapy, and social work, learners from acute, crisis, and rehabilitation settings bring a broad range of experience to the program.

The performance-based certification SRAI Interprofessional Program prepares health care clinicians to perform suicide risk assessments and interventions in their clinical setting with individuals who are at risk.

The program is designed to meet learning needs of
- Health care clinicians who frequently interact with individuals at risk but lack this knowledge and skill
- Health care clinicians with experience and who already work in the mental health field

This interprofessional program is a three-month, part-time, guided learning experience requiring approximately 8 hours of study per week, for a total of 104 hours of study time. It has been designed with four comprehensive units describing the concepts of risk, coping, crisis, and chronicity, as they relate to suicide risk assessment and intervention. The program also:
- Uses a concept-based approach
- Is competency-based
- Uses a web-based format that includes case studies, required readings, DVDs, online interactive quizzes and activities, and class web board
- Includes two learning lab experiences that allow opportunity for practice and for the learner to have their skills assessed using competency checklists validated by expert practitioners
- Includes a final skills and performance assessment component which is done in the third lab with actors during an objective structured clinical exam (OSCE).

At the completion of this program, clinicians will be able to carry out a suicide risk assessment and provide safe and effective interventions for individuals at risk and will do so at the predetermined proficiency level of either competent or advanced beginner clinician.

Continuing Education
Sessions Custom Designed for You

Is there a topic that you would like to see offered? Contact us and we can offer half- or full-day sessions on risk assessment and intervention. For more information please visit our website at rnpdc.nshealth.ca.

Mental Health Professionals Prerequisite: This proficiency level requires learners to have one to two years of experience in a mental health setting and be working in a mental health setting at the point of applying.

Health Care Providers Prerequisite: This proficiency level requires learners be working in a health setting at the point of applying.

SRAI part-time study:
- 8 hours of independent study per week, on average
- 23 hours of lab time
- 4 online units, faculty-supported

Visit our website at rnpdc.nshealth.ca for program dates.

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<th>Application fee</th>
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<td>Course materials</td>
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<td>Tuition</td>
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<td>Textbook (approximately)</td>
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Promoting Recovery in Mental Health

The RN-PDC is excited to offer this innovative, timely certification program. Promoting Recovery: Psychosocial Rehabilitation in Practice (PSR) is a performance-based, interprofessional opportunity that prepares mental health providers to confidently practice psychosocial rehabilitation with individuals living with serious mental health difficulties.

This 29-week program is made up of 14 extensive print-based lessons with instructional activities, underpinned by required readings, videotapes, a community research assignment, and a knowledge examination. Learning labs are used to develop and assess competencies specific to this practice. During four scheduled skills days, you have an indispensable opportunity to practice and have your skills constructively assessed. A performance assessment is done in your own practice setting, with faculty and peer reviewers, and through candid self-reflection.

The competencies for the PSR interprofessional program are arranged under seven general areas.

- **Interpersonal** – you develop interactive relationships, centred on strengths, with individuals living with serious mental illnesses. You encourage recovery goals through a supportive partnership.
- **Professional Role** – you follow ethical, legal, and professional standards.
- **Community Resources** – you support normative experiences where community living skills are both learned and practiced, in real neighbourhood settings, on a regular basis.
- **Assessment, Planning, and Outcomes** – you create a plan in which recovery goals can be set and reached.
- **Interventions** – you implement interventions determined by the individual’s recovery plan and goals.
- **Systems** – you demonstrate strategies to expand choice and opportunity for individuals living with serious mental illnesses.
- **Diversity** – you demonstrate cultural competency and effectiveness in working with individuals with serious mental illnesses who are from wide ranging ethnic, cultural, and socio-economic backgrounds.

Once you complete this program you will be able to use the three phases of the psychosocial rehabilitation process – diagnosis and assessment, planning, and intervention – in supporting individuals living with serious and recurrent mental health difficulties.

Imagine the lives you can touch.

I’ve already made changes – I am more aware of how I affect others.

GRADUATE

**Prerequisite:** Learners must be currently working in a mental health setting at the point of applying.

Visit our website at [rnpc.nhshealth.ca](http://rnpc.nhshealth.ca) for program dates.

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<th>Category</th>
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Psychiatric Mental Health Nursing Program

The Psychiatric Mental Health Nursing Program (PMHNP) is for those who want to make a difference. Psychiatric mental health can be a uniquely challenging area to work within. It demands not only technical know-how, but a strong commitment to team work and advocacy, and plenty of compassion and flexibility as well. It is also, however, a deeply rewarding area in which to work, giving back to you as much as you give it.

The PMHNP offers a dynamic curriculum to those registered nurses interested in pursuing positions in this specialty area, or to those already active in it. Full-time and part-time programs are available, and have been carefully designed to strengthen knowledge and develop skills.

The full-time, 14-week, on-site option uses a teaching strategy known as Team-Based Learning (TBL), which is an innovative approach to collaborative learning. Using a specific sequence of individual work, group work, and immediate feedback to create a team experience in which effort is rewarded fairly, students feel that they are known, heard, needed, and appreciated.

The part-time, online distance option has been designed to allow learners to work full-time while studying at a reasonable pace.

The competencies for the PMHNP are defined in six general areas and include:

- **Patient-Centred Care** – the ability to provide compassionate, coordinated, and competent care while respecting the patient as a full partner.
- **Team Work and Collaboration** – the ability to function as a member of a collaborative team to promote integrated, continuous, and reliable care.
- **Evidence Informed Practice** – the ability to use current evidence coupled with clinical expertise and consideration of patient’s preferences, experience, and values to make best practice decisions.
- **Quality Improvement** – the ability to integrate improvement strategies into practice to improve the quality and safety of health care systems.
- **Safety** – the ability to integrate strategies to reduce the risk of harm to patients and providers by being accountable for individual performance and promoting a culture of safety within the health care system.
- **Informatics** – the ability to use information and communication technologies to communicate, manage knowledge, mitigate error, and support decision making to enhance patient, provider, and system outcomes.

“This was a great program! It helped me consolidate my knowledge, helped me see various areas of psychiatry and inspired me to take a stand on some important issues.”

PMHNP student
Knowledge is assessed through examinations, and skills are assessed through an Objective Structure Clinical Exam (OSCE) prior to preceptor-led clinical experiences. The OSCE is comprised of a circuit of short stations, in which you are given a simulated patient, and are examined by an impartial examiner on a one-to-one basis. At the completion of this program, you will be able to provide safe, effective, compassionate care to clients and their families, at the level of advanced beginner.

**Recognition of Prior Learning**

If you are a registered nurse with existing knowledge, skills, and/or experience fundamental to psychiatric mental health nursing, you may qualify to receive credit towards program requirements.

> The specialized knowledge and interviewing skills that I gained through the PMHNP allowed me to enter into clinical practice with increased confidence. I also improved my relationship building and critical thinking skills, which further increased my confidence and enjoyment of mental health nursing.

**PMHNP student**

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<th>Part-time Study</th>
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<tr>
<td>• Completed over 12 months starting in September with December and summer breaks</td>
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<tr>
<td>• Faculty-supported lessons requiring on average 15 hours of independent study per week (depending on learning style and previous experience in the specialty area and with distance education)</td>
</tr>
<tr>
<td>• Four on-site skill lab days</td>
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<tr>
<td>• Two clinical practicum period totaling 150 hours of preceptored clinical</td>
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<tr>
<td>• Every effort is made to provide required clinical learning experiences at the site closest to the learner’s home, however, traveling might be required.</td>
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<th>Full-time Study</th>
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<tr>
<td>• Completed over 14 weeks starting in February</td>
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<td>• Team-Based Learning where students work actively and cooperatively in small groups</td>
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<tr>
<td>• Learning labs to assist with skill development.</td>
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<tr>
<td>• 150 hours of clinical experience</td>
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<tr>
<td>• Preceptors supervise the clinical learning experiences under the guidance of PMHNP faculty.</td>
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<tr>
<td>• Criminal Record Check may be required before clinical placement.</td>
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Visit our website at [rnpdc.nshealth.ca](http://rnpdc.nshealth.ca) for program dates.

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In the current employment environment, with acute shortages of skilled professionals, the role of the preceptor has never been more essential to health care. It has been proven that organizations savvy enough to implement the preceptor model for new staff and learners benefit in numerous ways. Two key benefits are a positive impact on recruitment, and higher retention rates of new staff. Add to these impressive findings the fact that preceptors who have completed our Nova Scotia Preceptor Development Program acknowledge noteworthy improvements in their own competence and confidence levels. We know we have created an outstanding program.

The Nova Scotia Preceptor Development Program has been built from cutting-edge research, best practices, as well as invaluable feedback from educators and preceptors. Its area of focus include education, role modeling, and socialization.

Program participants will gain knowledge and skill in the principles of:

- Adult education
- Teaching strategies
- Learning styles
- Giving effective feedback
- Conflict resolution
- Critical thinking
- Socialization strategies
- Liability
- Accountability
- Generational diversity
- Putting it all together

We endeavor to bring the best, most hands-on, most up-to-date educational opportunities to you. Because of this, we are committed to staying alert to any ideas that might add value to our programs and move us all forward. The Preceptor Development Program is never static, but is constantly being revised, updated, and improved. Recent revisions include adopting an inclusive interprofessional (IP) focus. This means that all health care professionals will benefit from this program and are welcome to participate. As well, we are now offering acute care, continuing care, and community workshops to RNs, LPNs, and CCAs in the continuing care sector.

The program combines e-learning (available by the provincial learning management system) with a 1-day workshop. Additional e-learner modules are available to support preceptor education throughout the province.

So clearly, our program is distinctive, but it also has lasting, far-reaching impact. Successful completion gives you the specific skills to guide and instruct students, graduates, and employees who may be either new to the profession or highly seasoned pros. It will also build a confidence that will help you to more smoothly navigate this work, while accompanying you into all other aspects of your life.
Becoming a Preceptor

Preceptors are also needed for the RN-PDC specialty education and certification programs. These preceptors must have at least one year of experience in emergency, critical care, perioperative, psychiatric mental health, rural, and/or adult medical–surgical nursing.

- Are you able to make others feel comfortable and at ease?
- Are you an effective and articulate communicator?
- Do you excel at your job, and believe that is an innate ability that you can bring to any position?
- Do you enjoy teaching and get satisfaction from watching others bloom under your guidance?
- Do you have patience and can you motivate yourself and others?

If you answered yes to these questions, then please contact us. You might become one of our essential program preceptors, playing a fundamental role in our team. Additional benefits include free course materials, and qualifying preceptors in specialty areas have access to tuition support.

Those who successfully complete the program will receive 8.0 continuing education credits.

Continuing education sessions and preceptor recognition events take place yearly. Please visit rnpdc.nshealth.ca to see the schedule of impressive upcoming programs.

Preceptor Recognition and Awards Luncheon

Every spring, we host a celebration luncheon to thank preceptors who have been selected for the Excellence in Preceptorship Award.

This award recognizes those who exhibit exceptional abilities as a preceptor, and who create a positive, encouraging, and respectful learning environment. Successful recipients act as a role model, create planned and purposeful learning experiences, provide feedback for ongoing evaluation, and support socialization of the preceptee into the new role and environment.

The award is open to preceptors in Nova Scotia who have completed the Nova Scotia Provincial Preceptor Program and who have been an active preceptor within the last three years.

There are 10 awards – one for each DHA and the IWK. Finalists are honoured at the luncheon. All nominees will receive a letter of recognition.

All participants receive:

- A first-rate one-day preceptor development workshop funded by your hospital
- A preceptor certificate
- A preceptor lapel pin, and a “Thank You Preceptor” mug
- A binder filled with all program materials and information for future resources
- A singular opportunity for dynamic interaction and useful networking with colleagues
Comprehensive Geriatric Assessment

Informed Health Care for an Aging Society
A significant portion of Canada’s population is aging, resulting in many unique health care challenges. The Comprehensive Geriatric Assessment (CGA) is an important strategy for improving the quality of geriatric health care.

The CGA is an interprofessional diagnostic process used to augment treatment by evaluating the medical, psychological, and functional capabilities of an older adult. In other words, the CGA is the foundation for understanding the “whole picture” of health complexities for geriatric patients.

Promoting Quality of Life and Independence
The CGA Education Module examines the concerns surrounding mortality and quality of life for the elderly, who experience multiple physical, psychosocial and functional issues. Additionally, older adults need consistent and clear information to help them understand potential health risks and empower them to make informed treatment decisions.

How the CGA differs from traditional methods:
• Focuses on older adults with complex problems
• Offers a multidimensional, interprofessional approach
• Emphasizes quality of life, increased functional capacity, and reduced hospitalizations
• Strives to provide clear and consistent communication to ensure comprehension

CGA Continuing Educational Module
In an effort to improve geriatric health care, RN-PDC is pleased to offer the CGA Continuing Educational Module – a convenient course that teaches health care providers the elements of a Comprehensive Geriatric Assessment.

The program allows you to study at your own pace while providing electronic access to all necessary materials.

How the continuing education module works:
• Outlines areas for assessment, the “lived experience,” potential interventions, and resources
• Offers required readings that demonstrate evidence-based knowledge as a foundation for a CGA
• Provides learning exercises that fosters the learners’ comprehension
• Includes a quick reference card that outline initial screening questions and reliable tools to facilitate an accurate assessment

Overall, the CGA Education Module teaches health care providers the elements of a holistic health assessment with older adults, while focusing on frailty and functional independence.

CGA Quick Facts
The RN-PDC offers a Comprehensive Geriatric Assessment (CGA) Continuing Education Module for all health care providers.

There are no prerequisites and individuals can apply at any time by contacting the RN-PDC.

Certificates of Completion are available to those who complete the education module (40 hours of study) and complete the self-administered, open-book quiz within one year.

Those who do not want the certificate may study at their own pace and elect not to complete the final quiz.

Visit our website at rnpc.nshealth.ca for more information.

Offered free of charge.
Faculty Profiles

Valerie Banfield, BScN, RN, MN, CNCC(C)
Valerie is like one of those compact Swiss Army knives – she has exactly the right tool for every job. Having assisted with the development of the first distance Critical Care Nursing Program, she went on to develop the first full-time and distance Emergency Nursing Program. Possessing 20/20 insight, abundant compassion, and years of experience, she is an ideal teacher, coach, and role model for both students and co-workers. She graduated from Dalhousie University with a Master of Nursing, and has earned her way back to her alma mater’s School of Nursing as an Adjunct Professor. Valerie demonstrates her bottomless commitment to the advancement of interprofessional and collaborative practice through engaging in research, education, and committee work at the national level.
473-7651 valerie.banfield@cdha.nshealth.ca

Pat Bellefontaine, RN-NP, MN
Pat knows that people make the difference. In everything. So her many skills and impressive dedication are concentrated on ensuring that the Nova Scotia Preceptor Program, and the Nova Scotia Mentorship Program, develops better, more confident, more satisfied, people… which leads to better nurses and improved teamwork… which leads to better care for patients. She has an uncanny ability to connect such diverse dots, make down-to-earth sense of them, and use this sense for the good of the RN-PDC. Pat is another Master of Nursing graduate from prestigious Dalhousie University. When she isn’t helping students to bloom, she turns her attention to her beloved flowers. She also enjoys traveling to southern destinations.
473-3124 pat.bellefontaine@cdha.nshealth.ca

Suzanne Betts, RN, BN, CPN(C)
Suzanne’s 21-year nursing career has taken her all over the Maritimes. Graduating from AJ MacMaster School of Nursing in Moncton in 1992, she has spent the last 17 years working in perioperative nursing in Moncton, Kentville, and Middleton. In 2006, she received her nursing degree from the University of New Brunswick. The last two and a half years Suzanne has worked in Dartmouth General Hospital.

A proud hockey mom of two teenage boys, Suzanne enjoys sharing her love of nursing through preceptoring students and is excited to join the team at RN-PDC.
473-3711 suzanne.betts@cdha.nshealth.ca

Treena Campbell, BScN, RN, CNCC(C)
Treena Campbell is a nurse with a passion for education. After 18 years of nursing, with 16 years spent working with critical care patients, she recently received her National Certification for the Canadian Nurses Association. Prior to that, Treena participated in the New Graduate Initiative in critical care, and briefly worked as Database and Quality Coordinator in the critical care field.

Treena is excited to join the RN-PDC and work with the RN Bridging / Re-entry Program. In her spare time, you can find her curled up with a good book, travelling, or taking pictures of her friends and family.
473-7389 treena.campbell@cdha.nshealth.ca
Susan Charlton, RN, MHScN, CPMHN(C)

Although Susan began her nursing education at Dalhousie University, she heard a distant call from down-under and completed her Master of Nursing at Charles Sturt University in Australia. She returned to us with a profound knowledge of and an affection for duck billed platypuses – but more importantly with a sharp focus on psychiatric nursing, and recently, medical-surgical nursing. Susan serves an integral role in the faculty of our exceptional Suicide Risk Assessment Interprofessional Program (which has recently been modified to include health care providers who have no mental health care experience), as well as co-coordinator and faculty for the Grant MacEwan Nursing Refresher Program. When she is not leading outstanding workshops across the province, she can be found hiking its beautiful trails with her family.

473-8442  susan.charlton@cdha.nshealth.ca

Valerie Eden, RN, BN, ENC(C), MDE

Valerie is our fearless, dedicated, tireless leader. And while modesty would demand she challenge such a statement, she would lose. Her career began over 30 years ago as a staff nurse in the IWK Emergency Department, and her passion for nursing and health care remains as intense now as it was then. While at the IWK, she was a clinical instructor in emergency and ambulatory care, and later, a professional development consultant. In 1997 she became the Health Services Manager for the Emergency Department at Dartmouth General Hospital, leading the renovation project for the new emergency department. As the director of the RN-PDC, she has clear visions for its present and its future. Collaborating closely with her multi-talented team, she is determined to ensure these visions become reality. When not hard at work, Valerie can be found on the links or on a Harley… generally not at the same time.

473-3174  valerie.eden@cdha.nshealth.ca

Barbara Fagan, BScN, RN, CNCC(C)

With 23 years of nursing experience, Barb has proven an excellent addition to the team at the RN-PDC. Being privy to her kind of hands-on know-how simply makes us all better. Barb is one of the dedicated faculty of the Critical Care Nursing Program and is fully engaged in completing her Masters of Nursing at Athabasca University. Barb also serves as the Eastern Representative on the national board of directors for the Canadian Association of Critical Care Nurses. When she has a moment to relax, Barb loves to spend time with her family, travelling, and indulging her passion for photography.

473-7931   barbara.fagan@cdha.nshealth.ca

Jocelyne Granger, RN, CPN(C)

Another valuable veteran of nursing, Jocelyne adds a noteworthy 30 years of Canada-wide practice to our collective experience. Working in emergency, critical care, perianesthesia, and perioperative areas have strongly informed and enhanced Jocelyne’s work. Her certificate in adult education from Dalhousie University has made her an instructor very much worth seeking out.

473-8732   jocelyne.granger@cdha.nshealth.ca
Trudy Hebb, RN, BScN, MHI, CPN(C)
Trudy received her Master in Health Informatics from Dalhousie University, and her plentiful hands-on knowledge and skills from a variety of perioperative nursing experiences in Canada and the United States. For the past eight years, her work with us is in the Perioperative Nursing Program, where she serves as an inspired and keen nurse educator. No matter where they live, Trudy wants to help all learners. She loves family time, especially when it can be combine with either sailing or skiing.
473-8454 trudy.hebb@cdha.nshealth.ca

Lori Jessome-Croteau, BScN, MHS, RN, CIC
Lori’s 20 years as a Registered Nurse in Nova Scotia have definitely kept her on her toes. She’s worked in both physical rehabilitation and perioperative nursing, as a clinical educator for the Sterile Processing Department, and as an Infection Control Practitioner/IC Educator at Capital Health. In 2011, she received her Masters in Health Studies at Athabasca University, which helped her gain a better appreciation for e-learning. Her interests lie in policy development, continuing education, and patient education/health literacy. When not hard at work in the hospital, Lori can be found enjoying family time, reading, and exercising her creativity through interior decorating.
473-5643 lori.jessome-croteau@cdha.nshealth.ca

Corinne Hodder Malloy, RN, BN, MS
As a dedicated faculty for the Family Practice Nursing Education Program (FPNEP), Corinne coaches and supports registered nurses who work in the Collaborative Family Practice Teams. Recently, Corinne has been actively involved in redesigning the FPNEP curriculum into a conceptual learning approach that organizes knowledge and skills into concepts that are illustrated using real-life patient situations.
With over 30 years nursing experience, Corinne has worked in cardiology, pediatrics, public health, and youth health. She received a Master of Science from Syracuse University with a pediatric nurse practitioner/primary health care component. Corinne is on the executive of the Family Practice Nurses Association of Nova Scotia, as well as a member of the Canadian Family Practice Nurses Association, and of the Community Health Nurses of Canada. She loves spending time with her family, grandchildren, and playing a round of golf.
473-6291 corinne.hodder-malloy@cdha.nshealth.ca
Kelly Lackie, BScN, MN, RN, PhD(C)

Just look at the many letters after Kelly’s name. And she worked hard for every single one. But they only tell part of her remarkable story. In 1997, after many years as a critical care nurse, Kelly brought her powerful work ethic and valuable experience to us. Her focus and passion is in interprofessional education for collaborative patient-centered practice. Kelly’s current role as the faculty IPE lead allows her the opportunity to provide practice-based consultation and interprofessional education throughout Nova Scotia to advance IP collaborative practice. She is presently a PhD Nursing candidate at Dalhousie University, where she also holds a position as Adjunct Professor in the School of Nursing. As well, Kelly is a research trainee at the World Health Organization/Pan American Health Organization (WHO/PAHO) Collaborating Centre on Health Workforce Planning and Research. Now, take a deep breath and keep reading: she is a member of the Canadian Interprofessional Health Collaborative, the UK Centre for the Advancement of Interprofessional Education, Sigma Theta Tau International, and the Canadian Association for Nursing Research. We told you she is remarkable.

473-1457  kelly.lackie@cdha.nshealth.ca

Tanya Magee, BN, RN

Tanya is a proud graduate of Dalhousie University. She has worked in a variety of settings including pediatric emergency, pediatric critical care, program development and coordination, nursing education, and adult emergency. Throughout her career, Tanya has been a strong advocate for nurses, patients, and their families. She has served on numerous committees, and has presented at provincial, national, and international conferences. Tanya is passionate about the role of the registered nurse in primary care and maintains a clinical practice in Lower Sackville. She also relishes her responsibilities as faculty in the Family Practice Nursing Education Program. Tanya loves family time, and spending her free time gardening and reading.

473-8675  tanya.gagee@cdha.nshealth.ca

Kate Mercer, RN, MN

Another industrious member of the RN-PDC, Kate is an irreplaceable faculty member of our Internationally Educated Health Professionals initiative – specifically the Assessment Centre. Her impressive clinical background is in acute medical-surgical nursing, and she is a member of the Canadian Association of Medical and Surgical Nurses. When she finds time to relax, the perfect day includes gardening, reading, and spending time with her family and friends.

473-8456  kate.mercer@cdha.nshealth.ca
**Cathy Stevens, MSW, RSW, CPRP**

For the past 28 years, Cathy Stevens has worked as a social worker in community development and adult education. She has spent the past 20 years in recovery oriented mental health practice with CDHA, and has had the opportunity to work in a variety of programs including Clubhouse, Education, Intensive Case Management, and more recently in the Mental Health Court Program. Kathy received her Bachelors of Social Work from Saint Thomas University in 1985, a Masters of Social Work from Dalhousie in 1988, and has been a certified Psychiatric Rehabilitation Practitioner since 2003.

In the summer she enjoys camping and spending time outdoors with her partner Rob and her rescue dogs; during the colder months she can be found in the hot yoga studio or planning a trip down south.

473-8442  cathy.stevens@cdha.nshealth.ca

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**Ruth Whelan, RN, MN**

If you think you see a slight tornado coming towards you in the halls of the RN-PDC, don’t worry, it’s just Ruth. Ruth’s experience as an accomplished facilitator has expanded to the delivery of the Optimized Practice Program for RNs, LPNs, and assistive personnel in Nova Scotia. Her expertise was evident when she was responsible for our International Educated Nurses (IEN) programs, as well as her work with provincial, regional, and national IEN committees. A strong believer in quality excellence and control, Ruth is a member of several internal committees focusing on program standards, assessment of learners, and the evaluation of the RN-PDC activities and services. The perfect escape plan for Ruth? A day trip in spectacular Nova Scotia with her husband and their mighty Harley Davison motorcycle. Hog heaven.

473-6819  ruth.whelan@cdha.nshealth.ca

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**Loretta Whitehorne, RN, MN, CPMHN(C), CPRR**

Loretta not only brings 25 years of inpatient and community psychiatric experience to RN-PDC, she also brings the calm assertiveness and the controlled empathy that such work demands. And she is able to pass such essentials along to students and coworkers simply through leading by example. Watch Loretta and you will learn. With a Master of Nursing from Dalhousie University, and a certification as a Psychiatric Rehabilitation Practitioner by the International Association of Psychosocial Rehabilitation, she plays an esteemed role in our Psychiatric Mental Health Nursing Program faculty. When able, Loretta travels… in the world, and in the pages of a can’t-put-down book.

473-5530  loretta.whitehorne@cdha.nshealth.ca

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**Joy Zozuk, RN, BScN, MN**

Joy can be summed up in one word: trailblazer. After a 17-year stint working in emergency medicine at Dartmouth General, she went west, settling in San Diego, California, to work as a full-time travel emergency nurse. Happily, Joy soon uncovered her true passion and moved into nursing education. Never afraid to jump in head first, Joy helped facilitate a new nursing department (with cutting-edge technology and interactive teaching), pioneered the first online nursing program in pharmacology, and developed simulation exercises as modules in the Adult Med–Surg course. Her dedication to new learning methods easily won her the Instructor of the Year – Excellence in Teaching award in 2011. That same year, Joy was awarded an assistant professorship before settling back in Nova Scotia in 2012.

473-2176  joy.zozuk@cdha.nshealth.ca
Administration

Valerie Eden (Director)
473-3174
valerie.eden@cdha.nshealth.ca

Elizabeth Bishop
473-6660
elizabeth.bishop@cdha.nshealth.ca

Sheila Paris
473-2175
sheila.paris@cdha.nshealth.ca

Bill Zebedee
473-1889
bill.zebedee@cdha.nshealth.ca

Vision
A nationally recognized centre of innovative education for health care providers that promotes excellence and leadership in health care practices and better health for all.

Mission
The provision of competency-based education and consultation that is responsive to the needs of health care providers in today’s practice settings, based on evidence, and promoted through scholarly work.

Values
Excellence – in the identification, development and delivery of all programs and services.
Integrity – in all actions.
Respect – for diverse roles, perspectives and individual differences.
Collaboration – in all activities within the centre, and with learners, health care providers and stakeholders.
Lifelong learning – as a continuous process to ensure competence as roles and responsibilities evolve in rapidly changing healthcare and education systems.
Safety – in all aspects of health care.
How to Apply

Your first contact is the initial step in the application process. Depending upon the program, you may be required to complete a variety of aptitude assessments. Please note that your institution may also require an interview in order to grant sponsorship/funding for full-time programs.

Web site
rnpdc.nshealth.ca

By email
rnpdc@cdha.nshealth.ca

By mail
Registered Nurses Professional Development Centre
Bethune Building, Room 231
1276 South Park Street
Halifax, Nova Scotia B3H 2Y9

By phone
Toll-free 1-800-461-8766

By fax
(902) 473-7590

How to Find Us

The RN-PDC is located in the Bethune Building, named for Dr. Clarence Melville Bethune. Executive director from 1945 to 1969 of Halifax’s first “skyscraper” hospital, the Victoria General Hospital, Bethune was instrumental in establishing the VG as a Maritimes-wide institution.