

2013 COHERE Conference Concurrent Session

Mahara as Medium: Feeding the Learning Spirit through aesthetic and reflective expression

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BSN-Post Baccalaureate Program
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KWANTLEN POLYTECHNIC UNIVERSITY

OVERVIEW of SESSION

- 1 → Mahara in the BSN-PB Program
- 2 → Mahara Artifacts as Aesthetic Expression
- 3 → Mahara Tools for Reflective Expression
- 4 → Mahara for Professional Development

PART 1:

Mahara in the BSN-PB Program

Blended BSN Post Baccalaureate

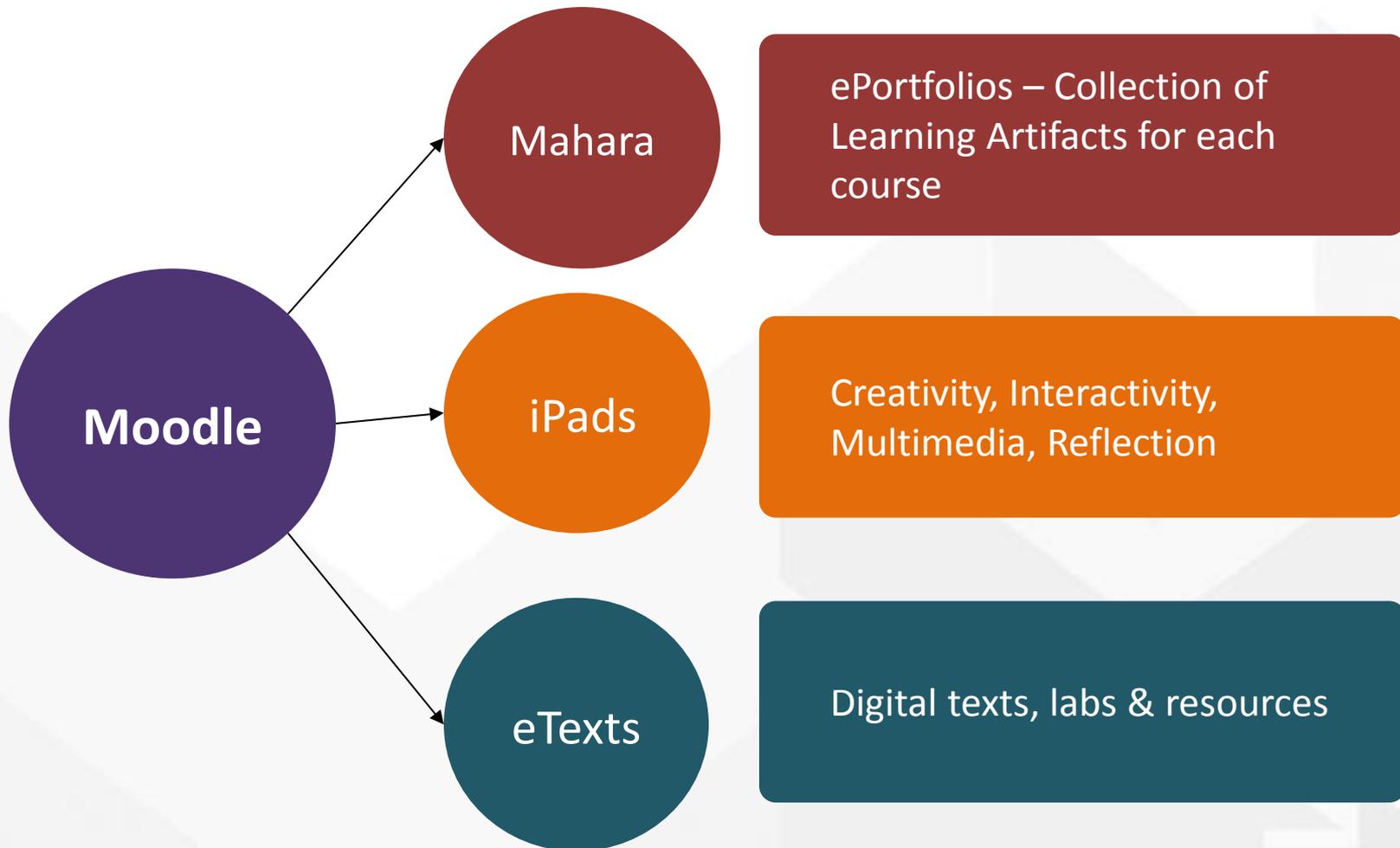
Prepares students with a previous degree in 27 months

Includes two Residencies and two Capstone Practice courses
Strong use of High fidelity Simulation Labs to reinforce practice

All other courses are taken online

Uses a variety of technologies to engage, teach, assess students
Content is richly enhanced with interactive & creative technologies

Technological Landscape



MAHARA ORIENTATION

1

Accounts set up into Cohort Groups for each intake

2

Initial workshops to orient students to Mahara on campus, reinforced with Program Mahara Manual

3

Faculty create own ePortfolio to model Mahara use

FACULTY EPORTFOLIO - Profile

mahara
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June Kaminski's Profile

Member of BSN

About Me

June Kaminski, RN MSN PhD Candidate, has taught and conducted curriculum development in the BSN nursing program at Kwantlen Polytechnic University since 1989. She is currently a PhD Candidate at the University of British Columbia, Faculty of Education, Curriculum and Pedagogy Studies with a speciality in e-learning, higher education, aboriginal pedagogy, and health related curriculum. June is passionate about environmental health and human connections, sustainability, and empowerment of Canadians to assume responsibility for their own health and safety. As well, she is the President Elect of the *Canadian Nurses for Health and the Environment*; President and Research/Global Health Chair for the Xi Eta Chapter of Sigma Theta Tau International; Chief Senior Editor for the *Online Journal of Nursing Informatics (OJNI)*; and Editor in Chief of the *Canadian Journal of Nursing Informatics*.



Some Resume Highlights

Interests

1. Nursing informatics
2. Constructivist E-learning
3. Aboriginal Pedagogy
4. Ecological Stewardship
5. Community Development
6. Communities of Practice

Personal Information

Place of birth Sault Ste Marie, Ontario

Citizenship Canadian

Gender Female

Marital Status Married

Profile Information

PORTFOLIO OF JUNE KAMINSKI

- **Blog Address:** <http://hygeia-design.com/design/>
- **City/Region:** West Vancouver
- **Country:** Canada
- **First Name:** June
- **Last Name:** Kaminski
- **Occupation:** Program Coordinator, Nursing Faculty
- **Personal Website Address:** <http://nursing-informatics.com/>
- **Email Address:** June.Kaminski@kwantlen.ca



Aboriginal Work ePortfolio



The ways of knowing, learning, and teaching inherent to the traditional methods of informal and formal aboriginal education

History

Employment History

Start date	End date	Position
1989		Nursing Faculty: Kwantlen Polytechnic University

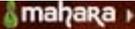
Education History

Start date	End date	Qualification
1980	1985	BSN (BACHELOR OF SCIENCE IN NURSING, SCHOOL OF NURSING) at UNIVERSITY OF BRITISH COLUMBIA
1989	1993	MSN (MASTER'S OF SCIENCE IN NURSING EDUCATION) at UNIVERSITY OF BRITISH COLUMBIA

My Pages

- Aboriginal Reconciliation Photo Novella**
This is my Photo Novella sample assignment for the Relational Engagement courses
- Book Chapters, Tutorials, Articles, and Papers**
Links to various book chapters, papers, articles, and tutorials written by June Kaminski
Tags: articles, June Kaminski, nursing, nursing informatics, nursing theory, nursing practice, papers, tutorials, writing
- Conference and Speaking Presentations**
Please Click on the Presentation title to access the content for each event.
Tags: conferences, June Kaminski, plenary speaker engagements, workshop presentations
- Educational Graphics and Infographics**
Some examples of educational graphics and infographics created by June Kaminski
Tags: education visuals, graphics, infographics, June Kaminski, web graphics
- GNQU 1309**
Fundamentals of Maternal/Child Nursing: Students will focus

FACULTY EPORTFOLIO - PD


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Book Chapters, Tutorials, Articles, and Papers by June Kaminski

Links to various book chapters, papers, articles, and tutorials written by June Kaminski

Links to Publications

Links to various papers, articles, and tutorials that relate to the practice of nursing in the 21st century and/or the application of informatics are offered below.

BOOK CHAPTERS

- Education for a Digital World 2.0
- Education for a Digital World Advice, Guidelines, and Effective Practice
- Nursing Informatics and the Foundation of Knowledge 1st & 2nd edition

PHD WORK

- PhD Dissertation Blog - personal, theoretical, methodological and field notes
- The Revealing of Nursing Informatics: Exploring the Field...
- Nursing through the Lens of Culture: A Multiple Gaze
- Cyberart as Psychological Tool
- SocioCultural Theory in Education
- The In/Visibility of Nurses in Cyberculture
- Identities, Bodies, Subcultures & Research in Cyberculture
- Self Organizing Communities as Educational Structures
- Overview of QSR NUD*IST Software
- Pathos of Signs/Symbols in Topos Virtuals

MSN WORK

- The Effect of Soothing Music on Neonatal Behavioral States in the Hospital Newborn Nursery (article written from Masters thesis)
- Parental - Infant Reciprocity

CONFERENCES & WORKSHOPS

- Visit full Page of Conference and Workshop Presentations

CURRICULUM & E-LEARNING

- Cultural Competence & Cultural Safety in Health Services
- Nursing Informatics CE Approved Online Courses
- Kwantlen BSN Nursing Informatics Integrated Curriculum
- Curriculum S.A.G.E. Curriculum Expert Site

First Nations Pedagogy Online



Designed First Nations Pedagogy Online (Web, Webmaster, Writing, Joomla, Blog, Moodle, Grant funding, Researcher) Join us at <http://frstnationspedagogy.ca/>

Accredited CE Courses Developed

These courses were created to provide online nursing CE credits for courses related to nursing informatics, online teaching and learning, social media and nursing theory.

Fundamentals of Nursing Informatics



NRPR 101

FACULTY EPORTFOLIO - Scholarly

Scholarly Web Projects by June Kaminski

This page features some of my creative and scholarly work, including infographics, web sites, writing, and art work.

Nursing through the Lens of Culture: A Multiple Gaze



This website features one of my PhD Comprehensive Exams focused on the concept of culture within the profession of nursing. Culture is looked at through various philosophical lens focused on the essence of nursing, nursing education, nurses' work, world of the client, cultural knowing and cultural shaping. Click on the image to visit the site or go to: <http://visiblenurse.com/nurseculture.html>

A Revealing of Nursing Informatics: Exploring the Field..



Cyberart as Psychological Tool



This website features a web and writing project done in one of my PhD courses, focused on the use of cyberart mediums as psychological tools for gaining experience, engaging in visual praxis, and for learning. I explored the role of the art creator as well as the appreciative audience/witness of cyberart in these contexts. Click here or on the image to visit the site.

Nursing Informatics Learning Centre



FACULTY EPORTFOLIO - Aesthetic

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Aboriginal Reconciliation Photo Novella by June Kaminski

This is my Photo Novella sample assignment for the Relational Engagement courses

Cedar is the Tree of Life



Cedar is considered the Tree of Life



Many First Nations consider Cedar to be the Tree of Life - they use it for medicine, clothing, houses and house poles, and many other items - photo to right rendered in Pic Collage and combined with text & my other photo

The Story of the First Cedar

Weaving Together Pt 2: Healing, education and r...

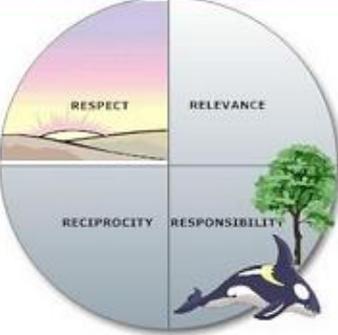


Sweat Lodge tools



Cedar Brush and Water Ladle for tending the Sweatlodge - plain original photo taken with my digital camera

The Four Pillars



The four Pillars are traditional laws that colour all choices and

Weaving Together Blanketing



Elders Lekeyten and Cheryl Gabriel, cultural guide Karen Gabriel and songstress, Cheryl Bear - plain original photo taken with my iPad camera

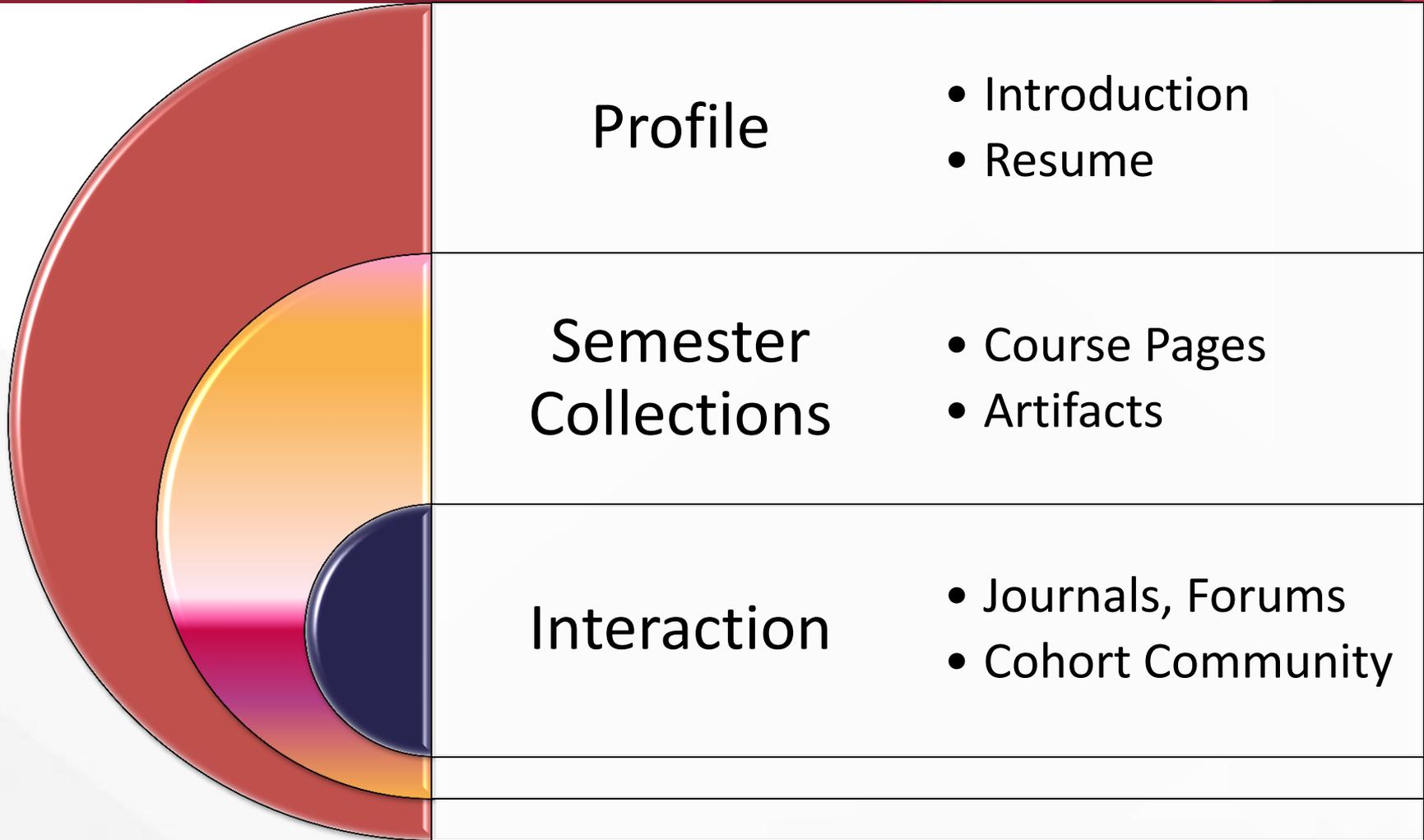
Weaving Together Opening

Weaving Together Opening: Healing, education and r...

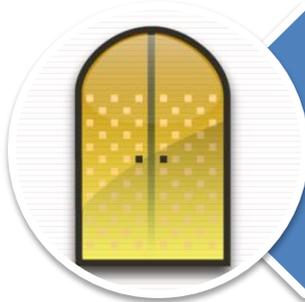


Video shot using my iPad - September 20, 2013

MAHARA STRUCTURE



Mahara ePortfolios support



Reflective Learning



Personalized Learning

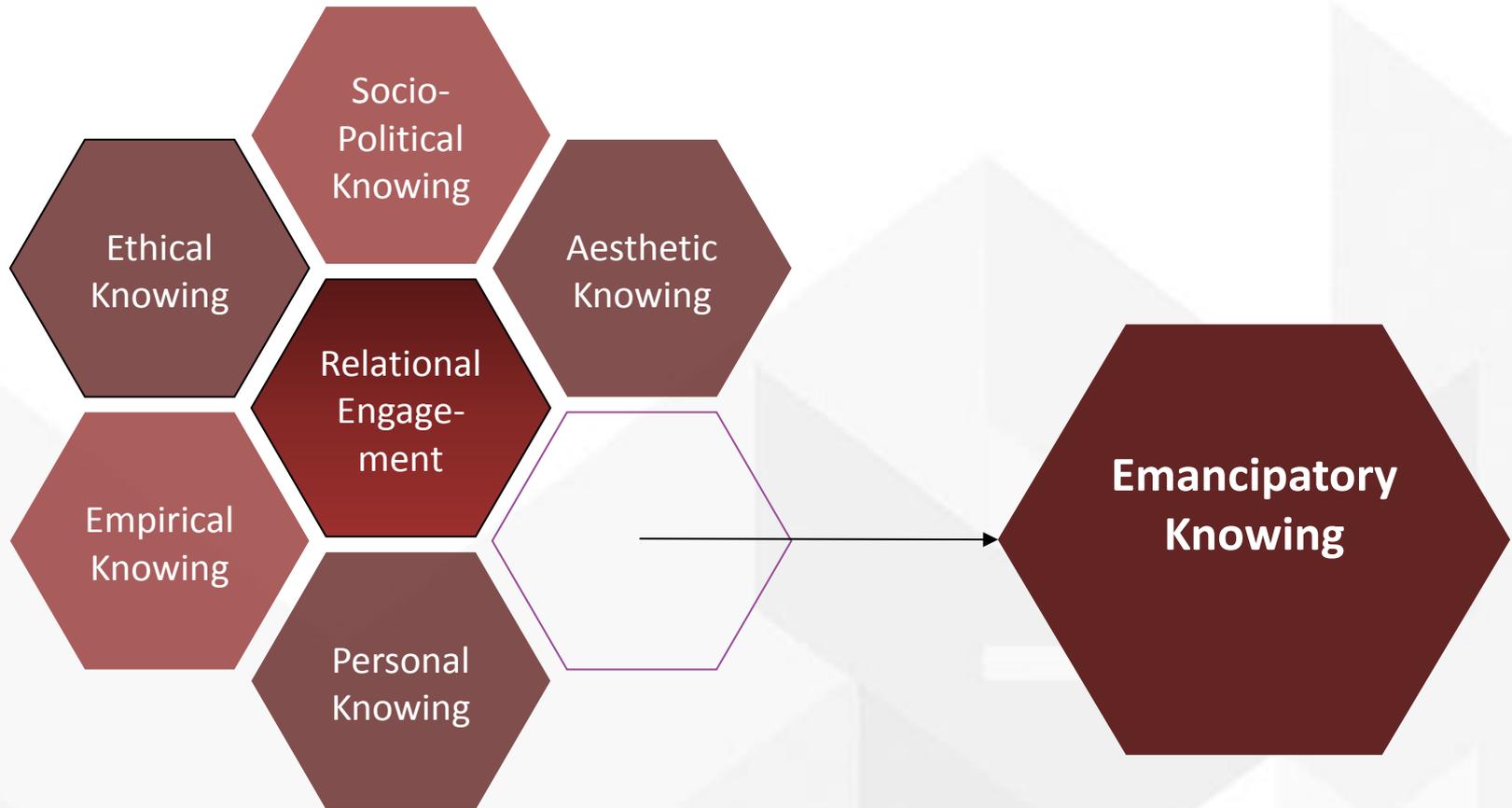


Lifelong Learning

Part 2:

Mahara Artifacts as Aesthetic Expression

AESTHETICS IN NURSING



AESTHETICS IN COURSE WORK

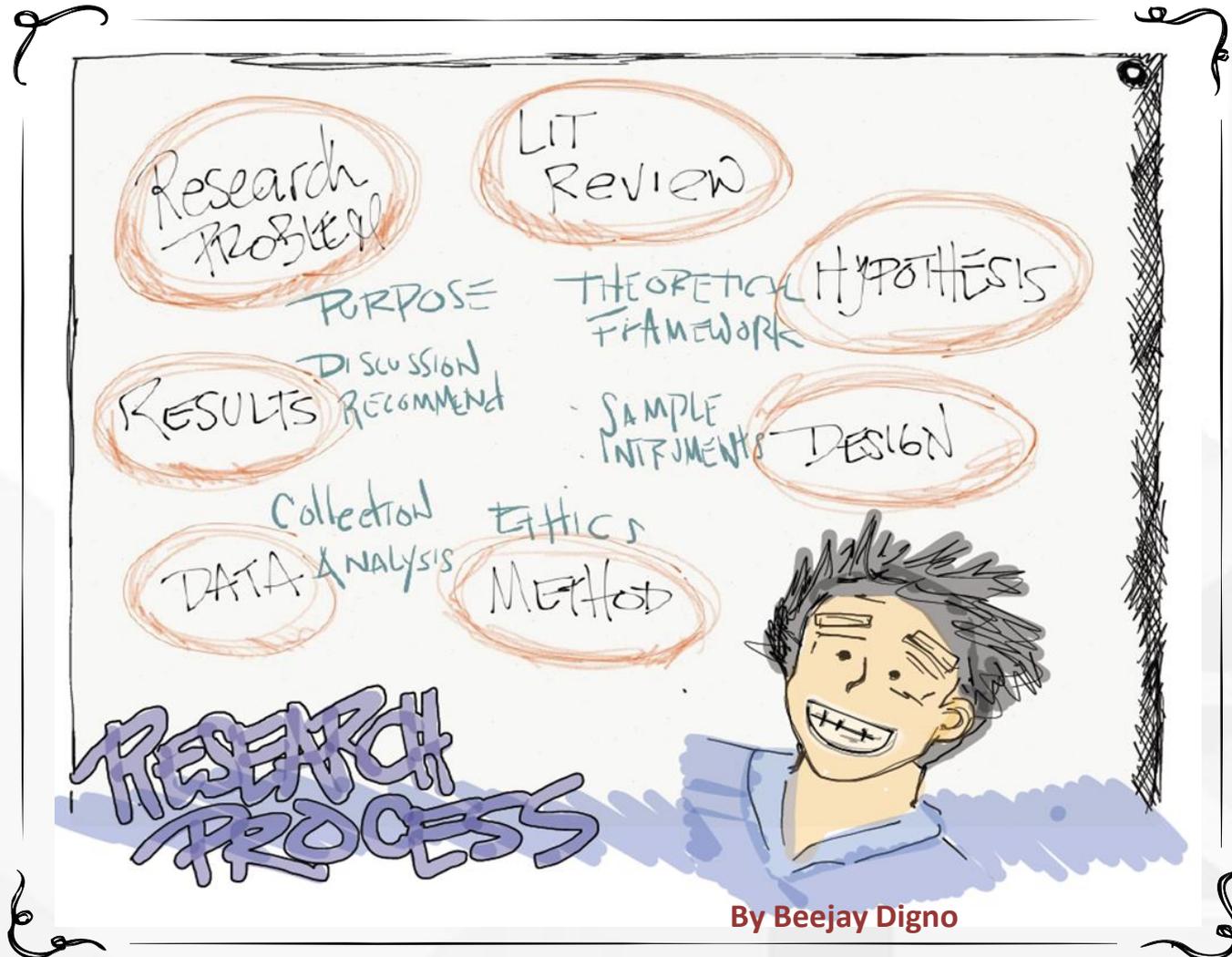


VISUAL MODEL EXAMPLE

RESEARCH PROCESS MODEL

Use Penultimate on your iPad to create your own model of the Research Process. Incorporate an image in your model, as well as artistic pen strokes. Save your work as a pdf, email the file to your computer and upload into your Mahara ePortfolio page.

VISUAL MODEL EXAMPLE



CONCEPTUALIZATION EXAMPLE

Characteristics of Qualitative Research Illustration

Consider the quote to the right. Using one of your creative iPad Apps, create a visual illustration of these characteristics. Save your work and upload it to your Mahara ePortfolio page.

Qualitative researchers emphasize six significant characteristics in their research:

- *A belief in multiple realities*
- *A commitment to identifying an approach to understanding that supports the phenomenon studied*
- *A commitment to the participant's viewpoint*
- *The conduct of inquiry in a way that limits disruption of the natural context of the phenomena of interest*
- *Acknowledged participation of the researcher in the research process*
- *The reporting of the data in a literary style rich with participant commentaries.*

The idea that multiple realities exist and create meaning for the individuals studied is a fundamental belief of qualitative researchers"

(Streubert- Speziale & Carpenter, 2011, p. 20).

CONCEPTUALIZATION EXAMPLE



By Beejay Digno

THERAPY EXPLORATION EXAMPLE

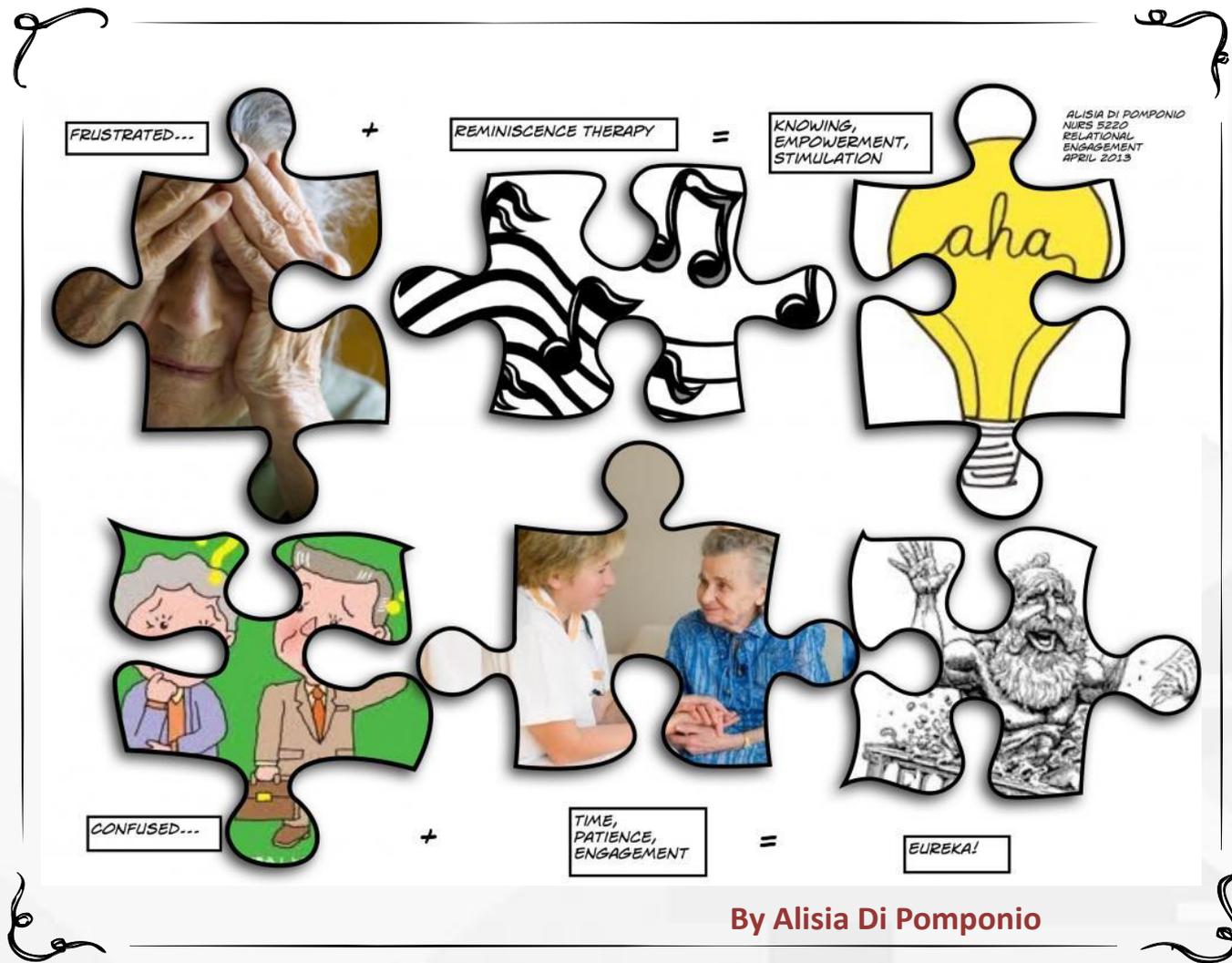
Reminiscence and Communication Theory

The literature shows several studies on reminiscence therapy and its utility to stimulate and engage older adults. It is also credited with stimulating:

- Empowerment
- Raised self-esteem
- Improved communication
- Stimulation and fun
- Enhanced mood

Use the Creative app of your choice to create a visual schematic of reminiscence therapy and its process, effects and outcomes. Save your work upload to your Mahara course page.

THERAPY EXPLORATION EXAMPLE



By Alisia Di Pomonio

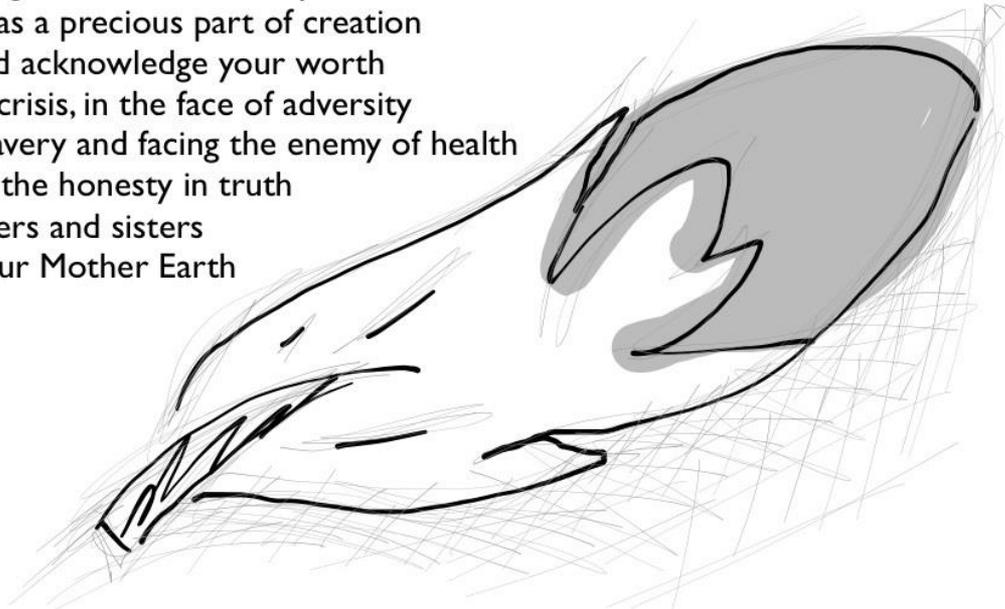
FREE VERSE EXAMPLE

Seven Grandfather Teachings for Nurses

Read the Seven Grandfather Teachings through a few times then use your Pages app to write a free verse that incorporates all seven teachings into a guide for nurses to relationally engage with clients. Upload your work to your Mahara page.

FREE VERSE EXAMPLE

To know the knowledge and truth
And appreciate the wisdom
The nurse of light knows love and peace
To know you as a precious part of creation
To respect and acknowledge your worth
In the face of crisis, in the face of adversity
To see the bravery and facing the enemy of health
And embrace the honesty in truth
We are brothers and sisters
To embrace our Mother Earth



By Beejay Digno

PHOTO NOVELLA EXAMPLE

This assignment gives you the opportunity to visually convey your personal interpretation of relational engagement by presenting pictures that reflect how you 'know' your world. It encourages the expression of reflection and creativity through snapshots of what you value, what moves you, what spurs a deeper relational engagement between you and the world around you.

This technique (sometimes called Photovoice) has been widely used in research and community development projects to help groups of people explore the issues and experiences that impact their lives. In this assignment, you will do this on a personal level and share your insights through your photographs and interpretations. .

Students use a gallery-like layout to organize their photographs & descriptions

PHOTO NOVELLA EXAMPLE

Moments of My World through the Photographic Lens by **June Kaminski**

Some of my photographs depicting images from my personal world and experiences.

The Mighty Fraser at Peace



Tranquil Fraser River at Kwantlen First Nations Lands

Cedar Harvest



Elder's Cedar Hat resting as we gather Cedar Bark for a new one!

Tools for the Sweatlodge



Cedar Brush and Water Ladle for tending the Sweatlodge

New Moon at Sunset



Come Sail Away...



The View from my Closet



DESK TOP PUBLISHING EXAMPLE

HEALTH COUNSELING TIPS

Refer to the readings to create a tip list for student nurses on how to engage in motivational health counseling sessions with their clients, using your Pages app or other software. Focus your tip list around a particular health concern of either older adults or clients with a mental health challenge. Upload your tip list to Mahara.

DESK TOP PUBLISHING EXAMPLE

HEALTH COUNSELING TIPS

For Older Adult Populations

1. Provide a safe, comfortable, and private room to talk in.
2. Forget about conventional facts about older adults; every person is unique and has had different experiences that are unique.
3. Use a warm and caring voice that can be heard by the client: speak up, clearly and make eye contact. Be open to their thoughts, feelings and be judgement free.
4. Establish a bond; this takes time but the more of a rapport you can establish the more likely they will engage in meaningful conversation.
5. Be patient; remember to pause between sentences or thoughts. Sometimes little "brain breaks" may be necessary.
6. Use open-ended questions; guide the conversation but do not dominate the conversation. Let them fully speak their mind and give ample time for reflection and for them to gather thoughts.
7. Let them reach their own conclusions; don't impose your opinions. Ask if they would like your suggestions but don't assume that want to hear it.
8. Use positive reinforcement and encouragement for being there and talking with you. Acknowledge the little triumph as this will foster positive thoughts.
9. Acknowledge their journey and try to relate to their experiences. Counseling should be person specific and catered towards the unique needs of the individual.
10. Reiterate what they tell you. This will ensure that you understand what the client is telling and feelings.

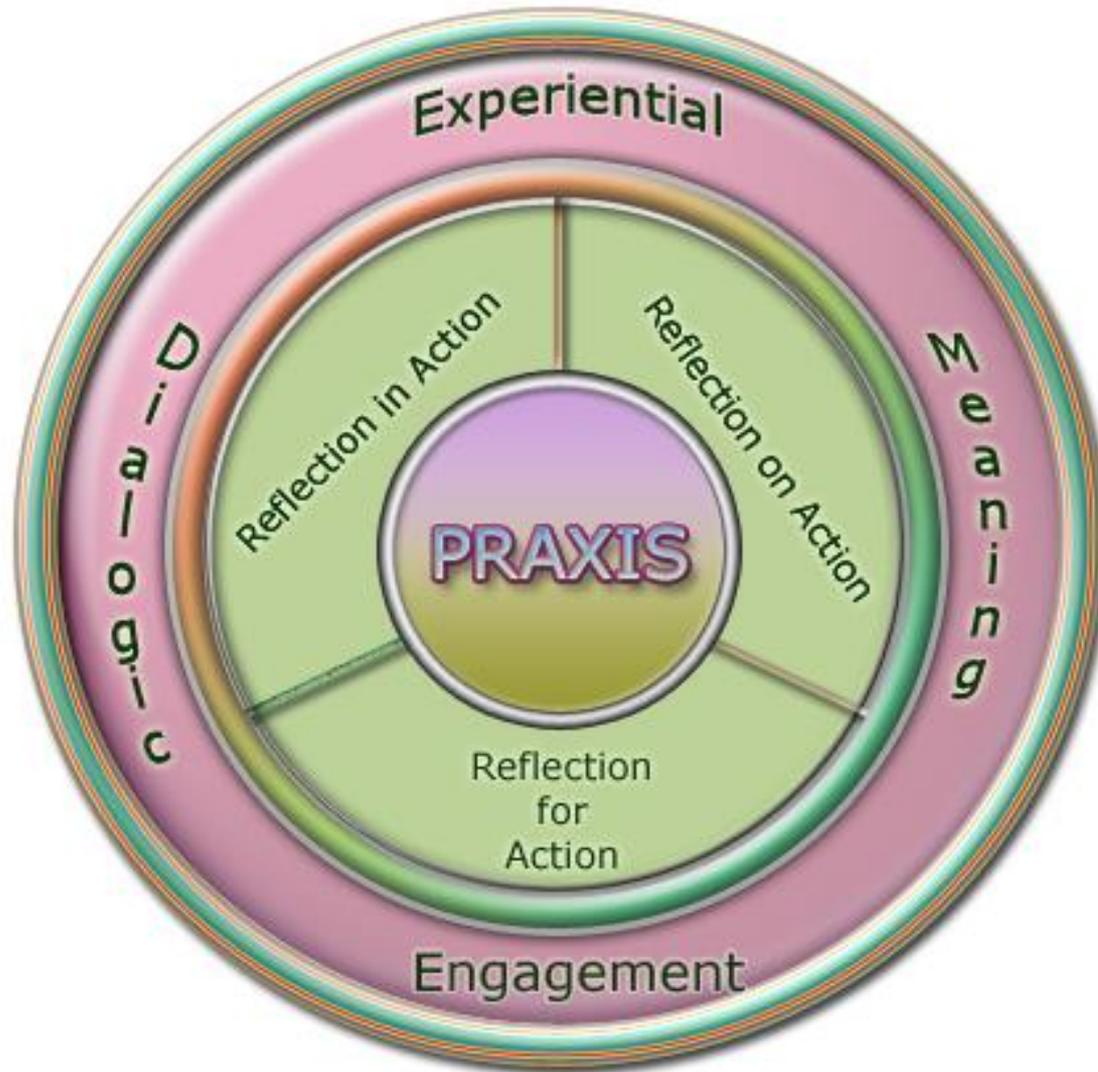


By Kayley Knapton

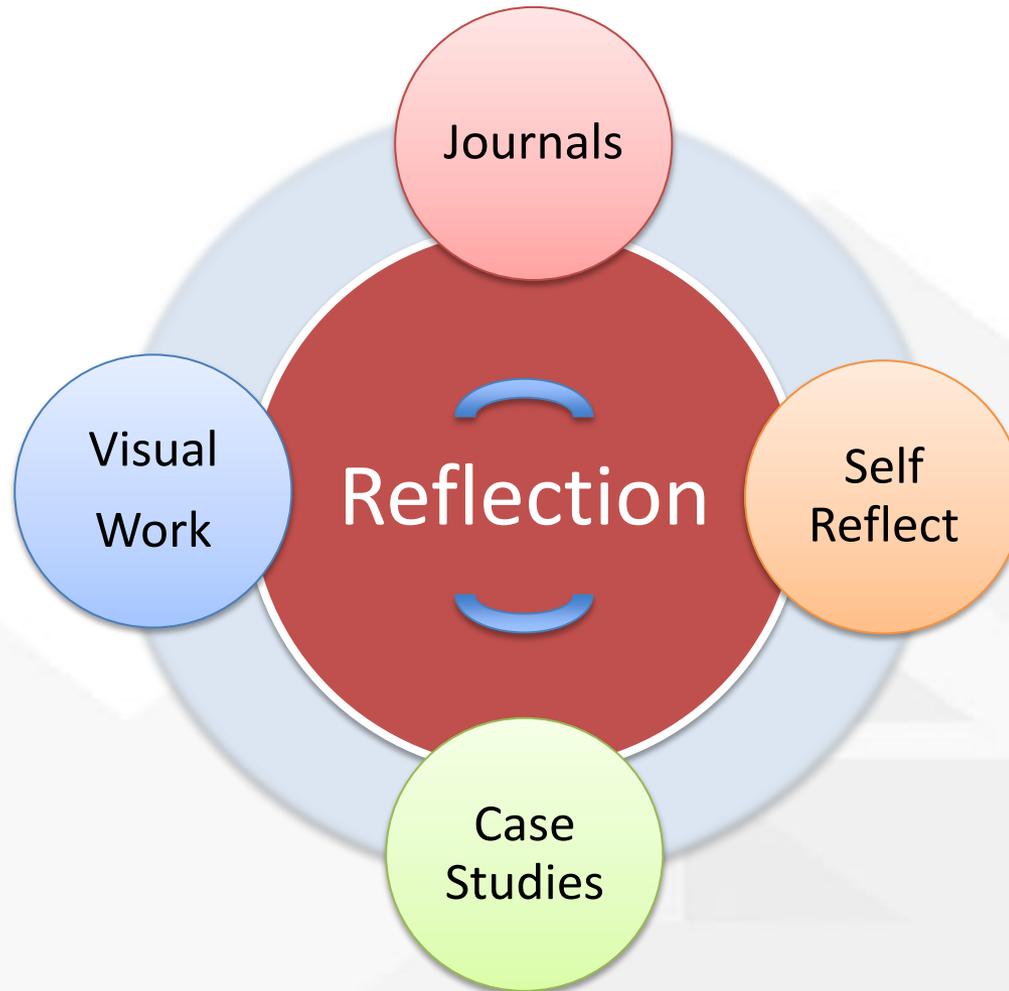
Part 3:

Mahara Tools for Reflective Expression

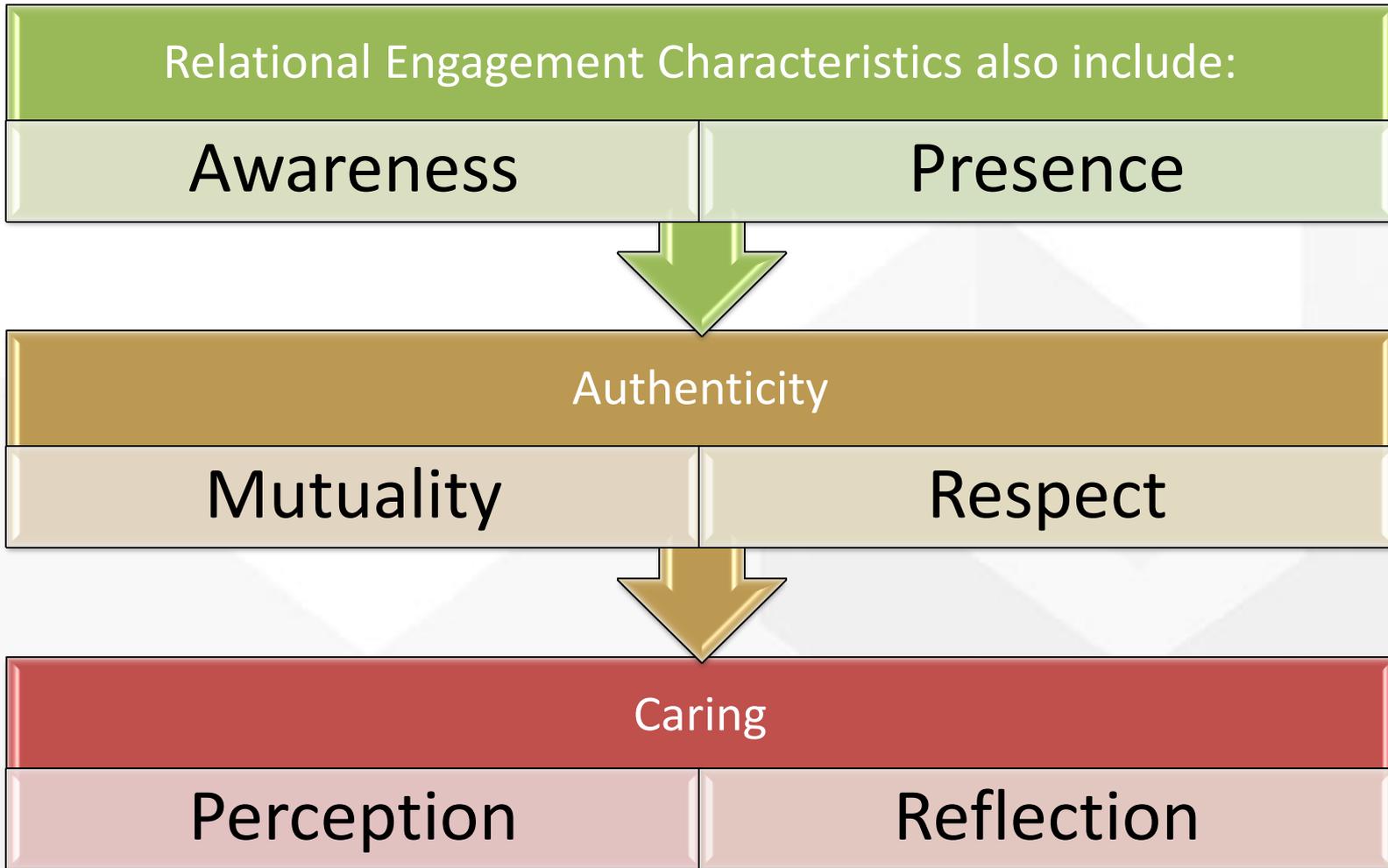
PRAXIS and REFLECTION



REFLECTION IN MAHARA



RELATIONAL ENGAGEMENT



REFLECTIVE JOURNAL EXAMPLE

Talk with your mentor about their experience with legal – ethical considerations in client care. How did they cope with these dilemmas? Reflect on this dialogue in your ePortfolio Journal.

REFLECTIVE JOURNAL EXAMPLE

Legal and ethical Issues

1. What legal and ethical situations have you been challenged with in your practice?

My mentor once had a patient who was an active IV drug user, admitted with an infected leg wound. She refused to let anyone touch it unless she first received a very large dose of morphine IV direct. My mentor explained that protocol for giving morphine IV push is a dose up to 5mg. The client's required dose was much, much larger, and she felt it would be unsafe and irresponsible to push it. She decided to give morphine via IV minibag, which infuses the medication over a longer period of time, while still allowing the fast acting pain reducing effects, and is thus a much safer form of administration for her large dose. The patient, however, was very upset and only very reluctantly let her examine and redress her wound. Over the next several days her nursing colleagues encountered the same issues with this patient. Every doctor and nurse refused to administer her large dose of morphine directly into her IV, finally resulting in the patient discharging herself out of the hospital against medical *advice*.

2. How did you cope personally and professionally?

Afterwards, she struggled with the situation but this is what she had to say about it. My mentor knew the health care team practiced within their legal responsibility, but she wondered in terms of ethics, did they do the right thing? My nurse mentor explained that medically the "high" experienced from opioid administration comes from the rapid rate of injection, so by demanding the large dose of morphine IV push, the patient obviously wanted a "high", right? But we also know that IV drug users have an increased tolerance for opioids and require larger doses to be effective for pain. So what if that was the only way she received pain relief, and without it, the dressing change was too painful to tolerate? Did we ethically do the right thing if she left the hospital without the needed treatments for her leg? But what if we had pushed the large dose of morphine directly into her IV and she stopped breathing? The health care team would then be held liable. Which option held the greatest risk? She still don't know the right answer.

REFLECTIVE VISUAL EXAMPLE

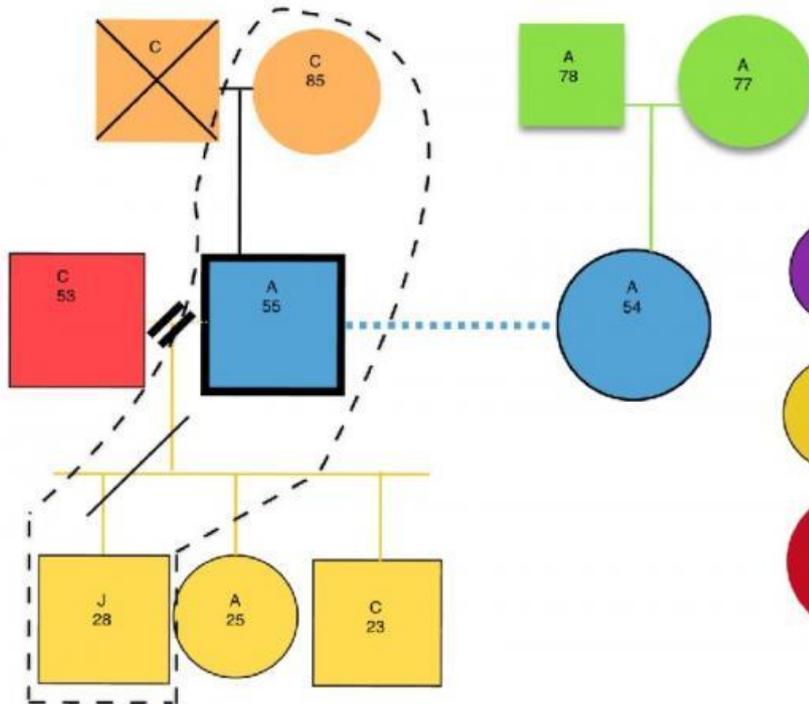
RESOURCE FAMILY VISIT & FORUM

Set a meeting time with your resource family. Using the BSN-PB holistic assessment tool, do a nursing assessment with them.

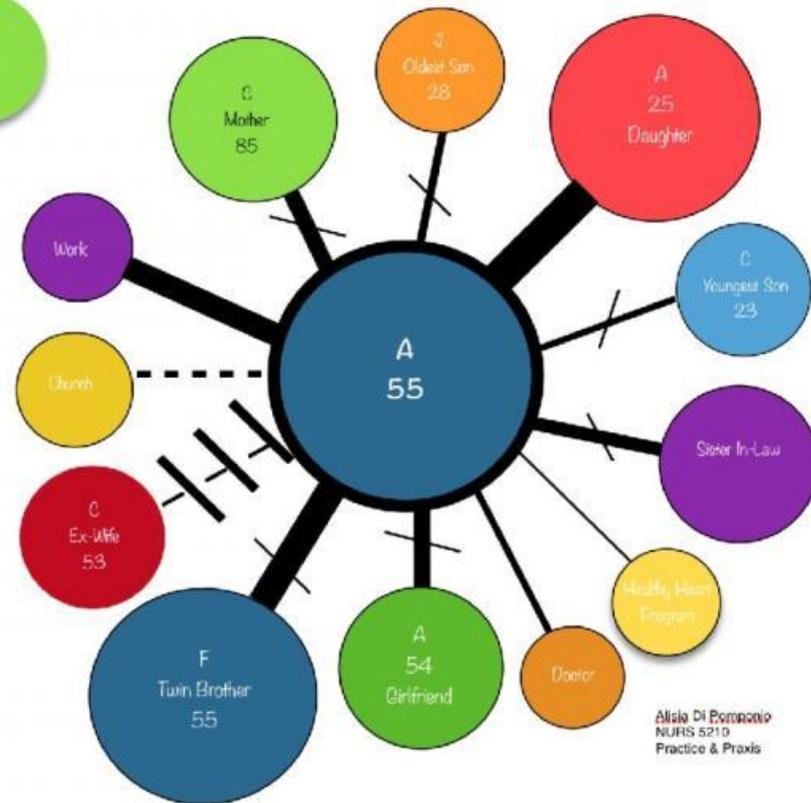
Create a genogram and ecomap and select the CFAM questions you will ask. Share your summary of thoughts in the group forum. Upload your assessment, using confidentiality principles, to your ePortfolio.

REFLECTIVE VISUAL EXAMPLE

Resource Family Genogram



Resource Family Ecomap



SELF REFLECTION EXAMPLE

Personal Development Plan Worksheet

Download and complete the worksheet by including at least one goal with targets and strategies for each dimension – Physical, Mental, Emotional, Spiritual, and Professional. Save and upload your work to Mahara. Make sure these are goals you actually do want to work toward, then start to work towards them in your life!

SELF REFLECTION EXAMPLE

PERSONAL DEVELOPMENT PLAN

Nursing 5120 Relational Engagement 1 Learning Activity 4

STUDENT NAME:		
PHYSICAL GOALS		
Goals	Strategies	Timelines
-	-	-
NOTES/ACTIONS		
MENTAL GOALS		
Goals	Strategies	Timelines
-	-	-
NOTES/ACTIONS		
EMOTIONAL GOALS		
Goals	Strategies	Timelines
-	-	-
NOTES/ACTIONS		
SPIRITUAL GOALS		
Goals	Strategies	Timelines
-	-	-
NOTES/ACTIONS		
PROFESSIONAL GOALS		
Goals	Strategies	Timelines
-	-	-
NOTES/ACTIONS		

CASE STUDY EXAMPLE

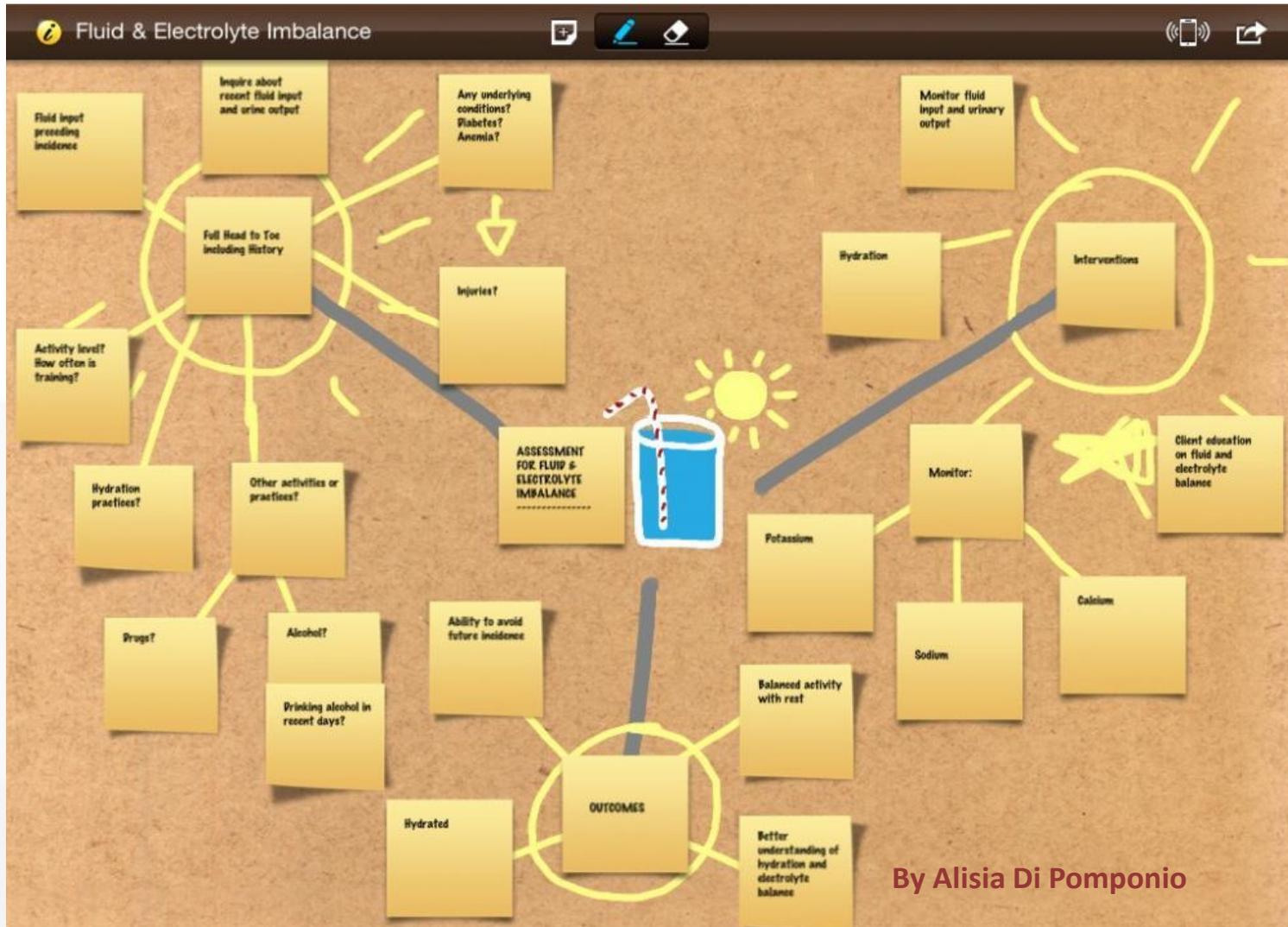
FLUID & ELECTROLYTE CASE

Consider the Sim Case study; Basic Assessment of the Teenage Athlete with Fluid and Electrolyte Imbalance. Answer the questions on the case study sheet (be brief to keep it to about one page) and upload to your ePortfolio.

Begin to brainstorm pieces of an assessment and HREP for the client in the SIMS Case study using the iBrainstorm app on your iPad. Post your final version to your Mahara ePortfolio page.

Choose 3-4 students and comment on their HREPs in Mahara.

CASE STUDY EXAMPLE



By Alisia Di Pomponio

Part 4:

Mahara for Professional Development

PROFESSIONAL STANDARDS

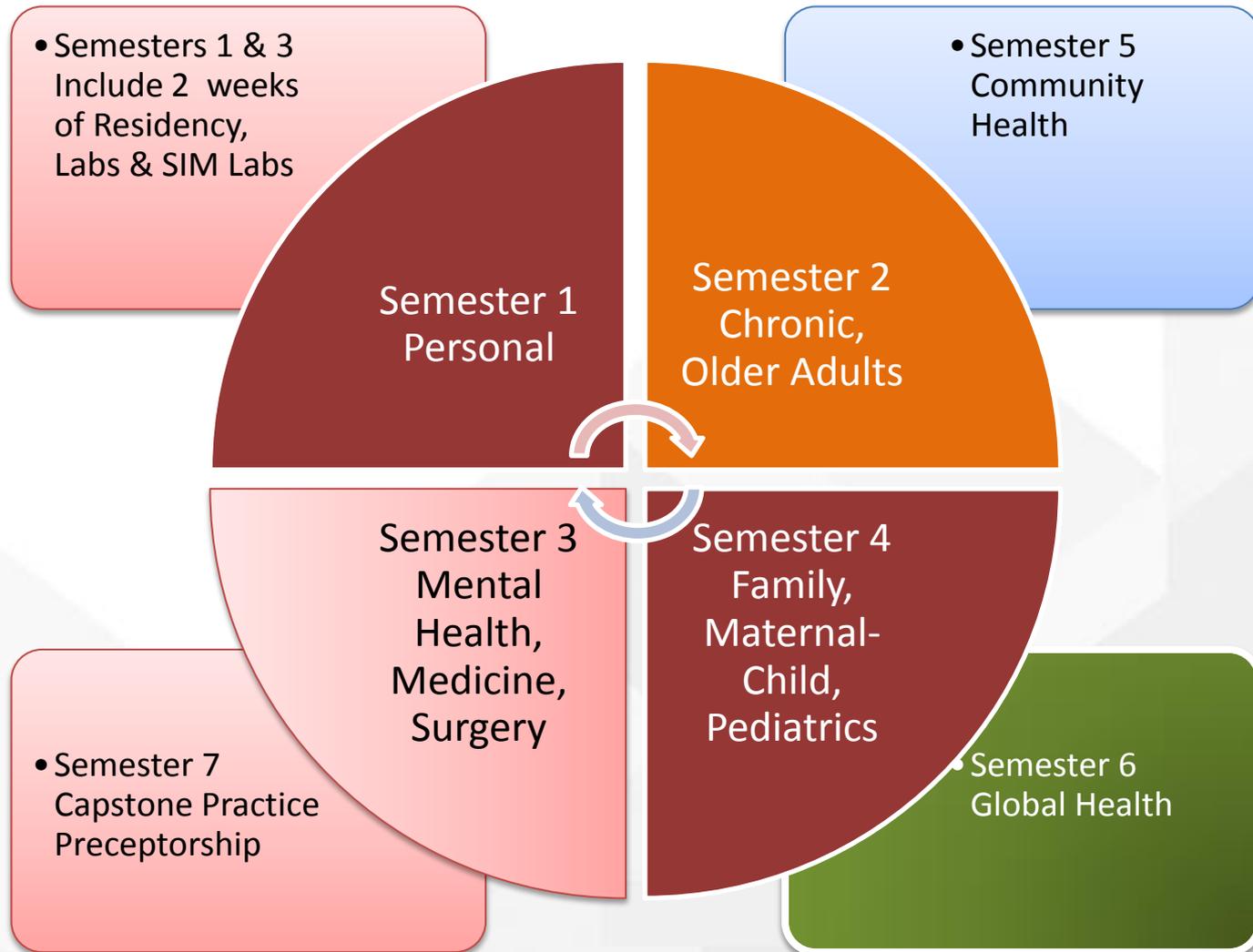
Professional
Responsibility
And
Accountability

Knowledge
based Practice

Client focused
Provision of
care

Ethical
Practice

NURSING PRACTICE FOCI



CONTINUITY OF CARE EXAMPLE

Use the creative app of your choice to create a visual model of Continuity of Care, including the three categories: Informational, Management, and Relational. Be sure to position nurses in all three categories and across care settings. Save your work as a jpg or png file and upload to Mahara.

CONTINUITY OF CARE EXAMPLE



Relational Continuity

- Reinforces nurses as a key player in continuity

Management Continuity

- Nurses should be involved in continuous plan of action

Informational Continuity

- Informatics competencies reinforce continuity

CERTIFICATE EXAMPLE

Tri-Council Policy Tutorial (TCPS 2: CORE)

Complete the Tutorial online on the Government of Canada – Panel on Research Ethics at:
<http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

Be sure to read the CORE User Guide and FAQs before beginning.

Upload a copy of your Certificate of Completion in Mahara.

CRNBC RN QUALITY ASSURANCE

Nurses are lifelong learners who continually assess and improve their practice. By participating in CRNBC's Quality Assurance Program throughout the year, nurses indicate to the public that they are maintaining their competence to practise and that they take their professional development obligation seriously. Meeting this obligation is an important way to maintain the public's trust in registered nurses.

Self
Assessment

Peer
Evaluation

Professional
Plan

Quality
Assurance
Profile

Regular
Evaluation

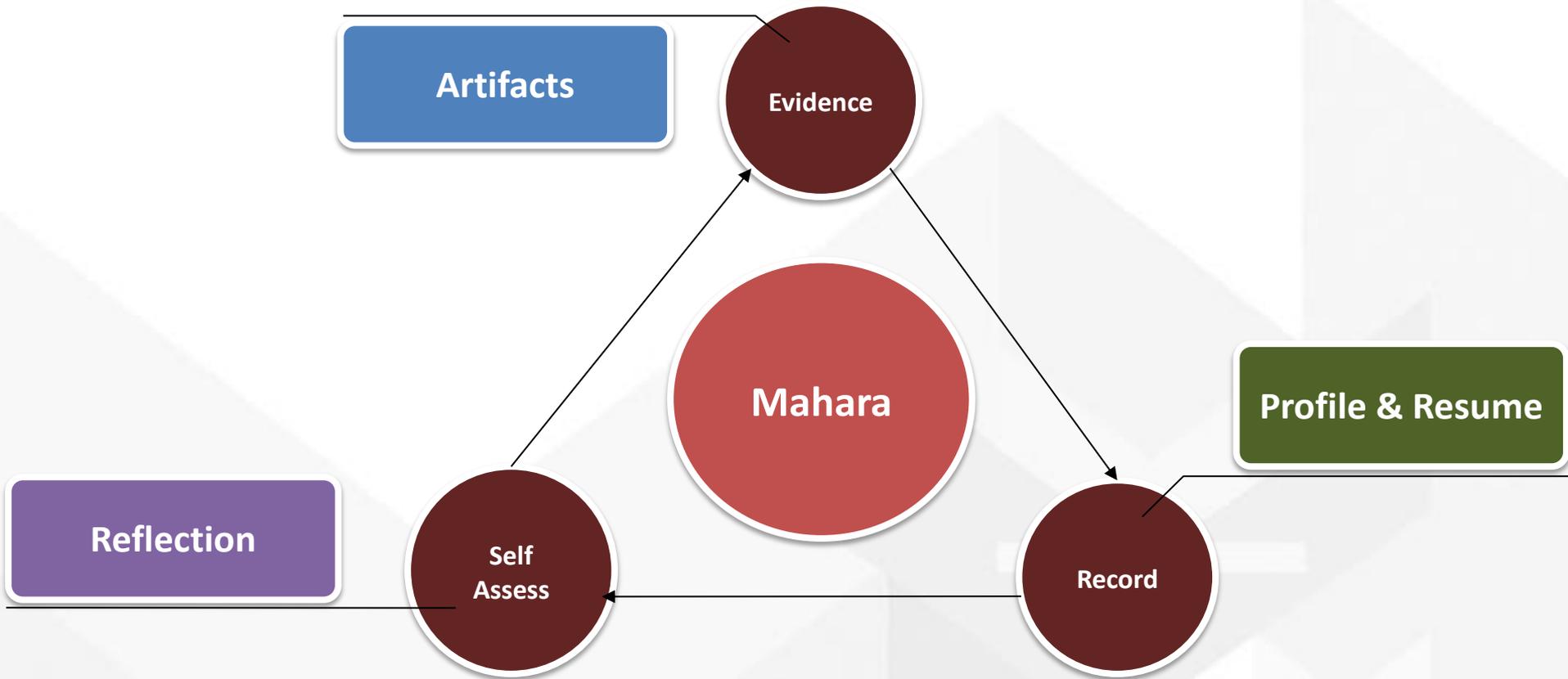
Practice Hours

Quality Assurance Activities



- Meet minimum practice hours (1,125 hours over the last five years)
- Complete a self-assessment using CRNBC's Standards of Practice
- Seek and receive peer feedback
- Create and implement a professional development plan based on your self-assessment and peer feedback
- Evaluate the effect of last year's professional development on your practice

VALUE OF MAHARA to QA for RNs



SUPPORTS LIFE LONG LEARNING



By Alisia Di Pomponio

THANK YOU!!

Questions about the Program?

Contact:
June Kaminski
BSN-PB Program Coordinator
june.kaminski@kpu.ca

Go to Website
for [More Information](#)

