



UNIVERSITY
OF ALBERTA

FACULTY OF NURSING

Teaching Professors 2024-2025

University of Alberta Faculty of Nursing Teaching Professors 2024-2025

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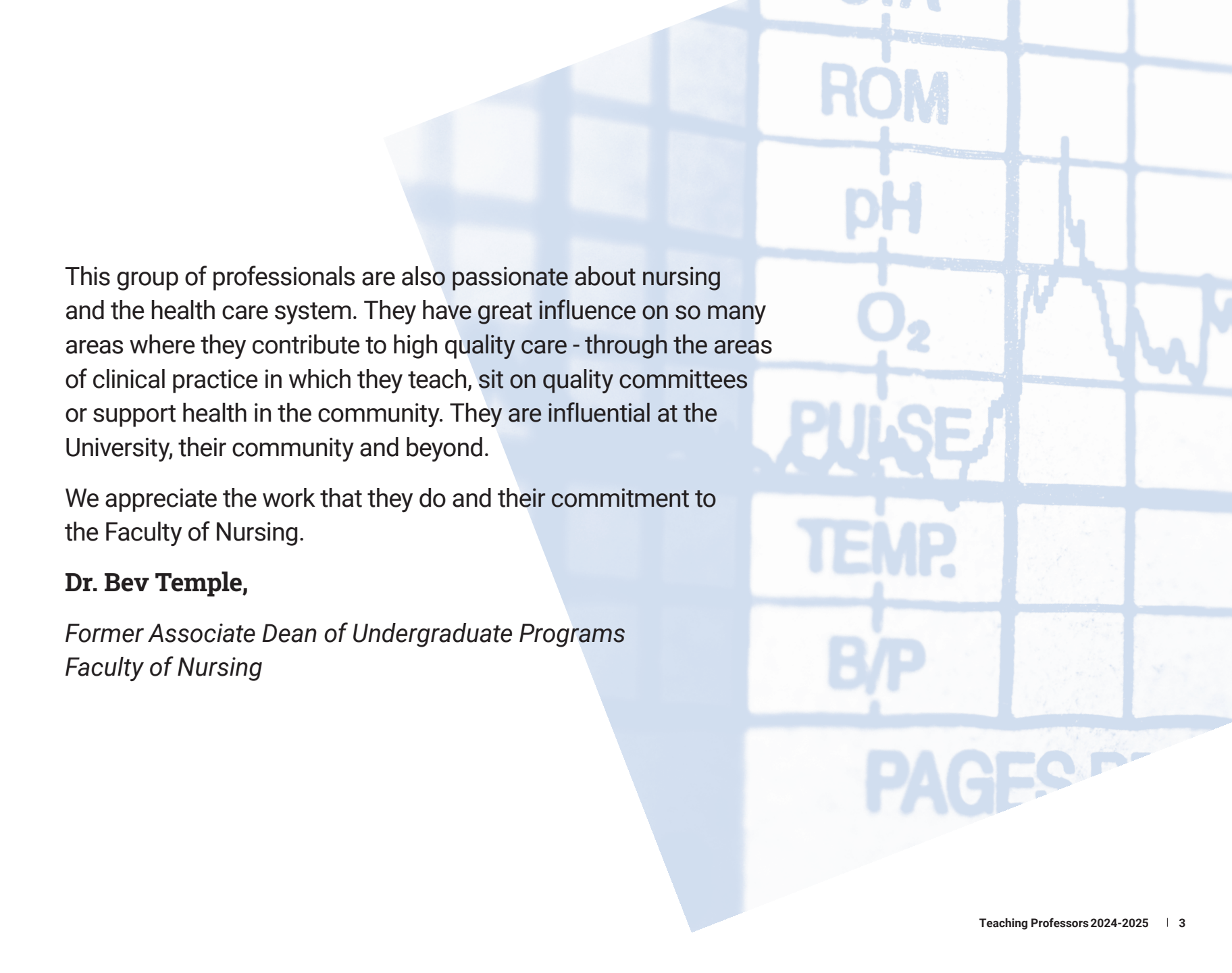


TERRITORIAL ACKNOWLEDGEMENT

The University of Alberta, its buildings, labs, and research stations are primarily located on the traditional territory of Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, and Ojibway/ Saulteaux/ Anishinaabe nations; lands that are now known as part of Treaties 6, 7, and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems, and cultures of First Nations, Métis and Inuit nations.



We present this booklet as a tribute to the Faculty of Nursing dedicated Teaching Professors. These teaching professors are committed to their students and their learning. They demonstrate extraordinary resilience by responding to an ever changing education landscape. As we navigated COVID, have students who are used to having a great deal of flexibility in their learning, clinical settings that are overworked and have challenging aspects that influence student learning, as well as increasing student numbers, these Teaching Professors have persevered and provided the best learning environment possible and shared their knowledge with their students.



This group of professionals are also passionate about nursing and the health care system. They have great influence on so many areas where they contribute to high quality care - through the areas of clinical practice in which they teach, sit on quality committees or support health in the community. They are influential at the University, their community and beyond.

We appreciate the work that they do and their commitment to the Faculty of Nursing.

Dr. Bev Temple,

Former Associate Dean of Undergraduate Programs

Faculty of Nursing

Meet Our Teaching Professors

Explore the profiles of our dedicated Teaching Professors at the University of Alberta's Faculty of Nursing, highlighting their diverse backgrounds, impactful teaching philosophies, and significant contributions to nursing education

* from 2024-2025



Tobi Ajayi

BScN, MN, RN, CCNE, CCCI

Assistant Teaching Professor

Main Teaching Areas:

Tobi focuses on mental health in nursing as well as applying foundational knowledge of pathophysiology and pharmacology to evidence-informed nursing practice.



Eloise Aubin-Ferrier

MScN

Assistant Teaching Professor

Main Teaching Areas:

Eloise focuses on maternal and newborn health and on mental well-being throughout life.



Nancy Barnes-Drummond (She/Her)

MN, RN

Assistant Teaching Professor

Main Teaching Areas:

Nancy teaches community nursing at Millwoods Public Health Centre, focusing on the care of young families and school health teaching initiatives.



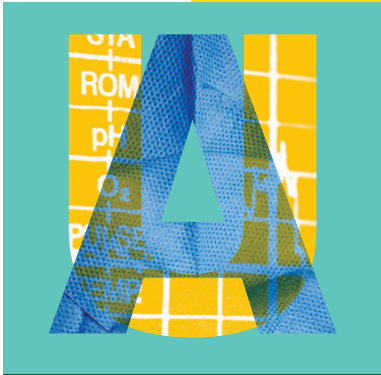
Moira Bazin (She/Her)

RN, MN

**Associate Teaching Professor,
First and Second-Year Lead**

Main Teaching Areas:

Moira teaches foundational nursing skills, stress management, resilience, safety and communication, she also teaches in second year on fundamental nursing skills.



Alina Botis

MN

Assistant Teaching Professor

Main Teaching Areas:

Valeria-Alina focuses on evidence-informed assessment and management of health challenges in both episodic and chronic illness.



Ben Fyshe

MN

Assistant Teaching Professor

Main Teaching Areas:

Ben focuses on helping students learn in introductory and advanced acute care settings.



VJ Gibbins

PhD (Candidate), MS Disaster Medicine,
BSc Nursing

Associate Teaching Professor

Main Teaching Areas:

VJ's main teaching areas are newborn health, particularly in the perinatal period, and on concepts of child health and wellbeing.



Nicole Harley (She/Her/Elle)

RN, MN

Assistant Teaching Professor

Main Teaching Areas:

Nicole primarily works in clinical settings, guiding students in hospital environments. In particular, Nicole works with students in the Bilingual program in the areas of long-term care and mental health.



Kristy Hermann

BScN, MN, RN, CCNE, CCCI

Associate Teaching Professor

Main Teaching Areas:

Kristy is an instructor and course lead which includes managing large nursing courses, teaching labs, and supporting students in clinical placements, demonstrating her dedication to hands-on education.



Zu Hiram

RN, MScN, CNCC

Assistant Teaching Professor

Main Teaching Areas:

Zu's work focuses on preparing future nurses with the knowledge and skills needed for equitable and compassionate practice.



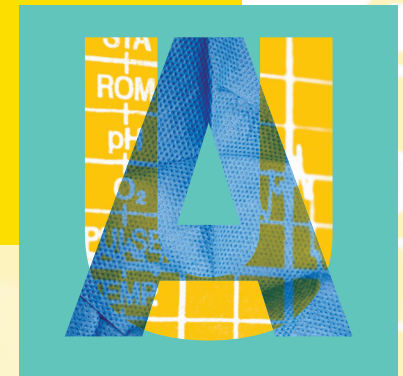
Lesley Hodge

RN, BScN, MN, PhD student

Assistant Teaching Professor

Main Teaching Areas:

Lesley focuses on helping students learn in community settings.



Dawn Kocuper

MN

Assistant Teaching Professor

Main Teaching Areas:

Dawn focuses on ethics and evidence-informed approaches to community health nursing including primary health care, population health, health maintenance and promotion, and disease and injury prevention.



How Lee (He/Him)

MN, RN

Assistant Teaching Professor

Main Teaching Areas:

How's teaching spans mental health, preceptorship, collaborative program foundations theory and acute care across lectures, labs and clinical components.



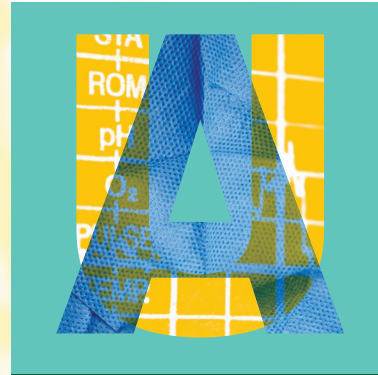
Rebecca Low

RN, BScN, MEd (HSE)

Assistant Teaching Professor

Main Teaching Areas:

Rebecca brings theory and course concepts to life, such as immunity, social determinants of health and client-centred care, encouraging discussions and reflections from a community nurse perspective.



Stewart MacLennan

PhD, NP, CCHP

Associate Teaching Professor

Main Teaching Areas:

Stewart's main teaching areas are advanced pharmacotherapeutics and advanced clinical care.



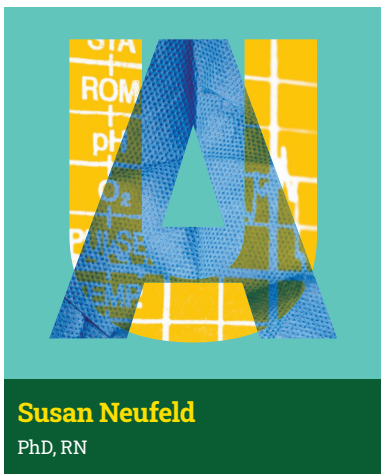
Melanie Meardi

MSc, RN

Assistant Teaching Professor

Main Teaching Areas:

Melanie teaches primarily in a community setting with a focus on underserved populations.



Associate Teaching Professor

Main Teaching Areas:

Susan's teaching focuses primarily on health assessment and senior practicum courses.



Associate Teaching Professor

Main Teaching Areas:

Simon's courses focus on fundamental nursing skills and statistics, emphasizing the physical and emotional demands of nursing and the importance of resilience.



Associate Teaching Professor

Main Teaching Areas:

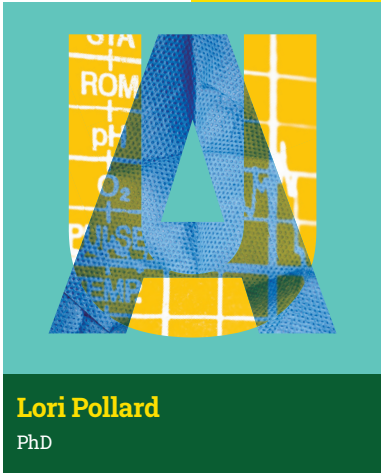
Denise is a clinical placement coordinator in the Faculty of Nursing. Denise also teaches in the areas of health assessment and advanced acute care.



Assistant Teaching Professor

Main Teaching Areas:

Rachel's teaching is focused primarily on anatomy and physiology with first-year collaborative students, foundations and introductory acute-care courses in lecture, lab and clinical settings.



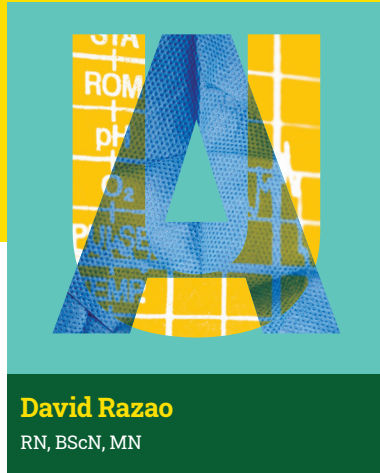
Lori Pollard

PhD

Assistant Teaching Professor

Main Teaching Areas:

Lori's main teaching areas include foundations of professional nursing and nursing leadership.



David Razao

RN, BScN, MN

Assistant Teaching Professor

Main Teaching Areas:

David's main teaching areas are addictions and mental health, and nursing leadership in undergraduate studies.



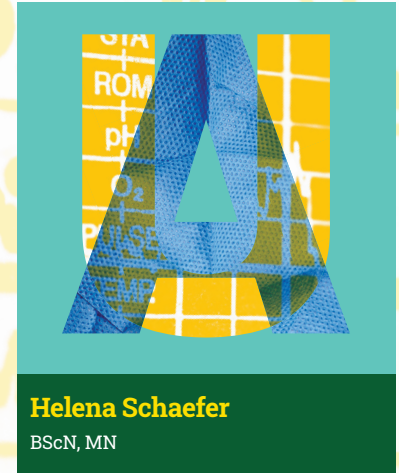
Kerry Rusk

MN, RN, CCHN(C)

Teaching Professor

Main Teaching Areas:

Kerry is a clinical placement coordinator in the Faculty of Nursing. Kerry also teaches in the area of community health nursing.



Helena Schaefer

BScN, MN

Associate Teaching Professor

Main Teaching Areas:

Helena's main focus in teaching is pathophysiology and pharmacotherapeutics.



Anne Summach

MN, NP

Teaching Professor

Main Teaching Areas:

Anne directs the Nurse Practitioner Program, and works with the master's clinical stream for all nurse practitioner students, in addition to teaching a number of Nurse Practitioner courses within the program.



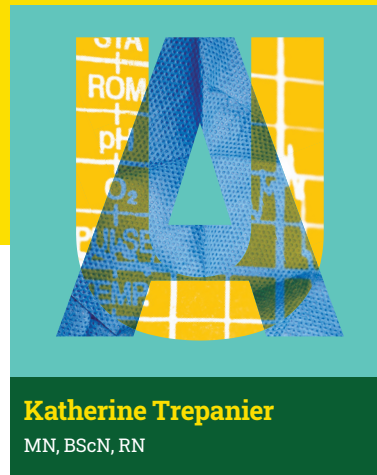
Claire Tellier

RN, MN

Associate Teaching Professor

Main Teaching Areas:

Claire describes her teaching areas as the “bookends” of the curriculum – teaching the first and last nursing courses.



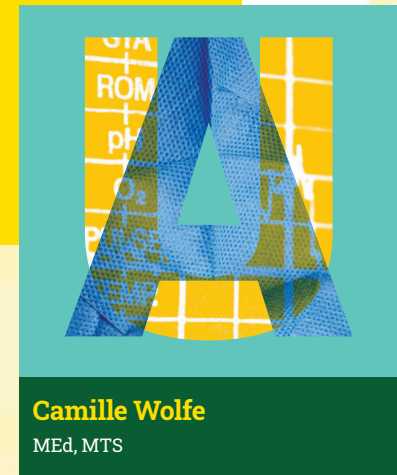
Katherine Trepanier

MN, BScN, RN

Assistant Teaching Professor

Main Teaching Areas:

Katherine's primary roles in the Faculty of Nursing are teaching, being a course lead and working with students at different levels of their nursing program.



Camille Wolfe

MEd, MTS

Assistant Teaching Professor

Main Teaching Areas:

Camille works with students in their senior practicum course and has a particular focus in the area of mental health.



Lisa Wood

MEd, RN, BScN, BCom

Assistant Teaching Professor

Main Teaching Areas:

Lisa primarily teaches nursing perinatal, maternal and child courses, develops curriculum, supports instructors and teaches theory, lab and clinical components.



Kristin Zelyck (She/Her)

RN, BScN, M Bioethics, PhD Student

**Assistant Teaching Professor,
Faculty Navigator**

Main Teaching Areas:

Kristin specializes in Indigenous health. In her roles as a course lead and clinical lab instructor in advanced acute health care, she helps students apply their knowledge and skills through hands-on practice.



Nancy Barnes-Drummond (She/Her)

MN, BScN, RN

Assistant Teaching Professor

Nancy Barnes-Drummond teaches community nursing at Millwoods Public Health Centre, focusing on the care of young families and school projects. Her duties include course preparation, organizing learning experiences and facilitating student orientation. Community nursing involves considering social determinants of health from individual, family and societal perspectives within population health.

Nancy began her career in labour and delivery, working for a decade in Edmonton, Saudi Arabia and the United States. She began her academic career at MacEwan College (now University) teaching the obstetrics clinical course. During this time she pursued her MN from Athabasca University. She joined the University of Alberta as a sessional instructor and, upon completing her master's, became a faculty lecturer.

A significant challenge in her work revolves around the clinical setting, where constant changes necessitate adaptability in scheduling and providing diverse learning opportunities for students. An additional challenge in this course involves keeping students motivated and engaged in non-traditional clinical learning.

Nancy is excited by witnessing students' transformation as they understand community health's interconnectedness with patient well-being. She is involved in restructuring the student awards committee and the faculty selection process, contributing to academic growth.

Her small community team collaborates regularly to enhance teaching methods. For Nancy, integrity means honesty, responsibility and loyalty, reflected in her commitment to students, employers and the profession.

She values witnessing nursing students' progress and creativity, especially in community projects. Navigating challenges involves anticipating and accepting change. Leading with purpose entails role modelling expected behaviours and fostering a culture of care through respect and collaboration.

Nancy's role model is Dr. Joanne Profetto Magrath, the Associate Dean Undergraduate when she started with the Faculty of Nursing. Dr. Magrath's teaching and communication greatly influenced her. Her experience at the Faculty of Nursing has been positive, offering flexibility, autonomy and growth opportunities, making it a fulfilling environment for her career.

Moira Bazin (She/Her)

RN, MN

Associate Teaching Professor, First and Second-Year Lead

Moira Bazin serves as an associate teaching professor and leads first and second-year nursing education programs. She teaches foundational nursing skills, stress management, resilience, safety and communication, and also teaches in second year on fundamental nursing skills. Moira enhances learning through interactive case studies and many other activities to engage the learner. Moira's career began in clinical practice, gaining experience in acute care before exploring community and home-care nursing. Her passion for gerontology led her to pursue additional certification and a master's degree, eventually transitioning to academia.

Regarding challenges, Moira explains, "I aim to effectively implement concept-based learning in the curriculum and support instructors in navigating new teaching methodologies." She collaborates with colleagues to brainstorm ideas and ensure smooth academic transitions.

Excited by students' evolving views on aging and gerontology, she enjoys working to challenge stereotypes about older adults and promote a deeper understanding of aging.

Beyond nursing, Moira is the busy grandmother of 3, and is learning the violin, which has taught her lessons in resilience and humility. She also enjoys teaching meditation and mindfulness techniques to enhance students' focus and self-awareness.

Moira enjoys working with nursing students, sharing her passion for the profession and inspiring them to embrace nursing's challenges and rewards. She aims to foster a culture of continuous growth and support.

Fostering a culture of care involves being accessible and supportive to all colleagues, regardless of tenure or position. Moira prioritizes availability and support, ensuring instructors can discuss issues or concerns or make plans as needed.

Reflecting on her 23 years at U of A, Moira associates it with a love of learning, personal growth and enduring passion for nursing and teaching. She admires role models for their resilience, positivity, professionalism, and goal achievement, shaping her approach to leadership and professional development.





Nicole Harley (She/Her/Elle)

RN, MN,

Assistant Teaching Professor, Faculty Navigator, Course Lead

Nicole Harley primarily works in clinical settings, guiding students in hospital environments, especially within the bilingual program for long-term care and mental health. She recently took on the role of course lead for acute care, splitting her time between these areas. Additionally, she serves on the academic appeals committee, adding administrative responsibilities.

Nicole's journey stems from a background in emergency and mental health nursing, with experience in urgent care, community family nursing and adolescent mental health. She has over 20 years of experience, including work with adolescents in hospitals and forensics.

Nicole's current challenges involve navigating her new course lead position and addressing faculty retention and well-being. She aims to foster a more connected faculty community to enhance retention and create a better work environment despite the isolating nature of clinical work.

Nicole is excited by the continual opportunity for lifelong learning within the faculty. She looks forward to projects centred around wellness and actively shares resources and experiences with colleagues.

For Nicole, integrity means transparency and accountability, particularly with students. She values work-life balance and aims to cultivate a supportive environment for colleagues and students, emphasizing well-being and mentorship. Nicole finds working with nursing students rewarding, appreciating their enthusiasm and passion. She navigates challenges pragmatically, seeking advice from peers.

Leading with purpose for Nicole involves mindful teaching and fostering critical thinking among students. She promotes wellness initiatives and mentors new instructors. Nicole acknowledges that mentors within the bilingual program have been invaluable, describing her experience within the Faculty of Nursing as enjoyable, challenging and full of growth opportunities, supported by a strong system of colleagues.

Zu Hiram

RN, MScN, CNCC

Assistant Teaching Professor

Zu Hiram, an assistant teaching professor in nursing at the University of Alberta, perceives her role as extending far beyond traditional lecturing; she envisions herself as a bridge builder within the health-care sector. Her primary focus lies in equipping future nurses with the knowledge and skills essential for equitable and compassionate practice. Beyond her teaching responsibilities, Zu plays a significant role in course development, actively participates in Faculty committees, and provides critical feedback to enhance educational outcomes.

Zu's extensive background encompasses mental health and Critical Care (ICU) nursing. She pursued a master's degree at the University of Ottawa while intermittently working in these fields. Her interest in teaching was sparked during her tenure as a clinical nurse educator in ICU, where she led hospital-wide corporate learning and development initiatives, clinical informatics projects, and critical care education and onboarding, all while supporting policy development and information dissemination.

Driven by a desire to make a broader impact in health care, Zu joined the University of Alberta's Faculty of Nursing, attracted by its esteemed research standards and reputation. She aims to address

challenges related to equity, diversity, and inclusion in nursing education. Zu endeavors to decolonize teaching practices, refine course content, and create inclusive learning environments. She incorporates storytelling as a teaching method and actively engages in Faculty EDI initiatives. Zu is a member of the Canadian Black Nurses Alliance and supports the University of Alberta chapter.

Integrity is fundamental to Zu, guiding both her professional and personal principles. She advocates for equitable and compassionate care for diverse populations and leads with purpose, continuously refining her teaching methods based on feedback from students and colleagues.

Zu finds fulfillment in influencing the next generation of nurses, nurturing their critical thinking, and fostering compassionate practice. Inspired by role models like How Lee and Kristin Zelyck within the Faculty of Nursing, Zu values their supportive leadership and encouragement of courage.

Overall, Zu's journey in the Faculty of Nursing has been transformative and rewarding, driven by her commitment to advancing nursing education and promoting equity in health-care practices.





Kristy Hermann

BScN, MN, RN, CCNE, CCCI

Associate Teaching Professor

Kristy Hermann finds deep fulfillment in her role as an associate teaching professor at the University of Alberta's Faculty of Nursing, where she impacts students' lives through various educational avenues. Her responsibilities as an instructor and course lead include managing large nursing courses, teaching labs, and supporting students in clinical placements, demonstrating her dedication to hands-on education.

Kristy's journey into nursing education began 15 years ago, sparking her passion for teaching and guiding students. Motivated by this passion, she pursued a master of nursing degree focusing on management, leadership and education. Her commitment to excellence is reflected in her two national certifications, which recognize her as a skilled nursing educator in Canada. Looking ahead, Kristy is currently a graduate student working

towards her Doctor of Education degree to further enhance her expertise as a nurse educator.

Central to Kristy's teaching philosophy is creating a supportive environment that fosters each student's individual potential through critical thinking and self-awareness. Her approach has earned her recognition, including the Faculty of Nursing's Excellence in Teaching Award, underscoring her dedication to student growth and educational excellence.

Kristy is inspired by her colleagues at U of A, integrating new knowledge to continuously refine her teaching practice. She strives to lead by example – by promoting integrity, transparency and authentic interactions. Her goal is to nurture a culture of care that enhances both the student experience and collegiality within the Faculty of Nursing.

How Lee (He/Him)

RN, MN

Assistant Teaching Professor

Along with being an associate teaching professor, How Lee holds multiple roles within the Faculty of Nursing at the University of Alberta. As a faculty navigator, a position he assumed in 2018, How supports newer instructors in developing their teaching skills, particularly in clinical settings. This role draws on his extensive experience as a clinical instructor since 2008 and his supportive approach towards students. He also serves as a course lead, focusing on the organization and delivery of nursing courses to ensure a positive experience for students. Additionally, as the year three and four lead, How supports curriculum implementation, informed by his comprehensive understanding of nursing programs and educational trends.

How's teaching spans mental health, preceptorship, collaborative program foundations theory and acute care across lectures, labs and clinical components. He emphasizes holistic health care and mentors undergraduate nursing students, teaching them

empathy, communication skills and leadership development. Through mentorship and Socratic questioning, How fosters independence and critical thinking, guiding both students and instructors to develop their leadership styles and problem-solving abilities. His leadership aims to prepare students as nurses and advocates for change in health-care systems.

Enthusiastic about the future of nursing education, How is particularly excited about incorporating new technologies and artificial intelligence (AI) into the curriculum. He sees these advancements as opportunities for enhancing nursing education and believes they will enable students to make significant contributions within the evolving health-care landscape. Reflecting on his journey, How acknowledges the influence of key mentors, including a former fourth-year coordinator, clinical instructors and the outgoing dean of Nursing, who have shaped his approach to leadership and teaching.





Rebecca Low

RN, BScN, MEd (HSE)

Assistant Teaching Professor

Rebecca Low is an assistant teaching professor with a background in community nursing. She teaches nursing students in clinical settings, where they gain hands-on experience with RNs in practice. Rebecca brings theory and course concepts to life, such as immunity, social determinants of health and client-centred care, encouraging discussions and reflections from a community nurse perspective.

Her journey began as a community health nurse, driven by a passion for health education, particularly in health promotion, prevention and maintenance. Teaching students through preceptorship and mentoring further fueled her interest in education.

Rebecca seeks to foster a collaborative and supportive culture within the nursing profession, promoting work-life balance and self-care discussions. She is excited by the dynamic nature of nursing, where there is always something new to learn and experience, fostering personal growth and evolution.

Currently, Rebecca facilitates mindfulness meditation drop-in sessions on campus and aims to establish

a community of practice for students to engage in guided sessions. She and her team generate ideas through brainstorming, experimentation, feedback and continuous improvement, valuing the creativity and innovation that come from diverse perspectives and strengths.

Integrity, for Rebecca, means consistently choosing to do the right thing and being honest, reliable, and trustworthy. She cultivates a culture of care among colleagues and students by communicating with respect and honesty, providing a safe and supportive environment and regularly checking in on others' well-being.

"Katherine Trepanier, a course lead at the U of A, serves as a role model for me," Rebecca shares.

"Katherine's dedication, supportiveness, kindness and compassionate leadership inspire me."

Rebecca describes her experience within the Faculty of Nursing as dynamic, transformative and inspiring.

Melanie Meardi

MSc, RN

Assistant Teaching Professor

Melanie Meardi is an assistant teaching professor and course lead in the Faculty of Nursing. She teaches primarily in a community setting with a focus on underserved populations. She works with students to challenge their perceptions about substance-use disorders and houselessness and highlights how resilient people are. In her work, students learn to adapt to an unconventional setting with minimal resources and witness firsthand the impacts of the social determinants of health in the community by going on outreach walks and providing wound care and immunizations.

She feels that learning empathy, kindness and good listening skills are key to the students building trust with the people they interact with. Melanie wants her students to understand the context of people's lives and the wide impacts of systemic racism in conventional health-care settings, to advocate for their patients and to promote confronting and combatting any forms of racism.

Melanie values collaboration with students, colleagues and the agency partners she works with, and the unique sets of strengths, creativity and dynamics that all come together in reaching goals. Melanie acknowledges that the clinical experience can be intense and triggering. She brings compassion and understanding to her approach to debriefing, ensuring that her students and colleagues know that they are interacting with her in an inclusive, safe space.

Melanie admires how her role models have demonstrated being organized and committed to the student experience. One of her role models, Kerry Rusk, inspires Melanie to be more innovative and think outside the box. Melanie acknowledges the support staff who assist tremendously with the increased workload and responsibilities and have been amazing in maintaining the smooth running of the faculty.





Susan Neufeld

PhD, RN

Associate Teaching Professor

Susan Neufeld is an associate teaching professor in the Faculty of Nursing, where she focuses primarily on health assessment and senior practicum courses. Initially teaching casually, Susan fully embraced teaching upon returning from an international move. Inspired by impactful educators from her own education, she found fulfillment in nurturing the next generation of nurses.

Drawing on her diverse experience in acute care neuroscience nursing, PICU, clinics and community health, Susan emphasizes health assessment skills as foundational for nursing practice across clinical practice areas. She encourages students to explore nursing's full spectrum, preparing them to think creatively and independently in a rapidly evolving field.

"I think at this point in my career, there's a bigger picture of what the next generation will do with nursing," Susan reflects. Amid current turbulence in health care, she seeks innovative ways to inspire students and foster critical thinking.

Susan finds joy in the dynamic nature of her career and takes pride in her own children's educational journeys at the University of Alberta. Beyond her clinical and teaching background, Susan has a passion for statistics, measurement, and evaluation. She continuously explores new teaching methods to enhance student learning, driven by curiosity, fairness and a commitment to student competence and success.

Throughout her journey in the Faculty of Nursing, Susan has navigated challenges with support from peers and mentors. Her leadership approach, influenced by retired colleagues, emphasizes mentorship and creating a supportive environment for students and faculty alike.

Simon Palfreyman

BSc, RN, MSc, PhD

Associate Teaching Professor

Simon Palfreyman, an associate teaching professor at the University of Alberta's Faculty of Nursing, brings a diverse background and passion for nursing education to his role. His courses focus on fundamental nursing skills and statistics, emphasizing the physical and emotional demands of nursing and the importance of resilience.

Originally from the U.K. with a biology background, Simon's journey into nursing and academia was serendipitous. Inspired by his experience at a hospice, he pursued nursing training in London and later moved to Stamford, Connecticut, seeking career opportunities. Returning to the U.K., his interest in research nursing led to mentorship that spurred him to pursue graduate education. This path took him to institutions like Columbia University before settling at the University of Alberta, where he transitioned to an assistant professor role focusing on research, teaching and mentorship.

Simon is driven by a commitment to nurture a holistic and compassionate approach among

nursing students. He challenges them to acknowledge uncertainty and limitations, fostering an environment where learning is prioritized over having all the answers. Simon finds fulfilment in facilitating engaging discussions and witnessing students' intellectual growth, particularly in challenging subjects.

Integrity is central to Simon's teaching philosophy, guiding him to prioritize students' learning journeys over convenience. He embraces constructive feedback to refine his teaching methods, focusing on actionable improvements rather than taking criticism personally.

Post-pandemic, Simon emphasizes genuine communication and care in remote interactions, aiming to recreate the supportive camaraderie he experienced in U.K. "pub culture" within the academic setting. His time at the Faculty of Nursing has been transformative, shaped by supportive mentors and opportunities for personal and professional growth.





Denise Pasioka

MN, BScN, RN

Associate Teaching Professor

Denise Pasioka is a clinical placement coordinator in the Faculty of Nursing, focusing on undergraduate programs and supporting nurse practitioner graduate programs. Denise plays a vital role in the smooth functioning of the nursing program, sourcing placements that align with learning objectives for courses in continuing care, acute care and preceptorship.

To support her work, she establishes and maintains extensive networks with numerous clinical agencies throughout Alberta and across Canada. She oversees pre-clinical requirements, develops student policies regarding scope of practice, provides occupational health guidance to students, and establishes formal clinical accommodations. Over the past three years, she has increased the number of new clinical partners and expanded clinical capacity within existing partnerships, resulting in new opportunities in rural locations and highly sought-after areas like pediatrics and critical care.

Her primary teaching areas are advanced acute-care theory/labs and health assessment labs. In her placement coordinator role, she conducts term reviews of submitted critical clinical incidents to

identify emerging trends that may necessitate adjustments to the curriculum.

Denise is excited to provide a guest lecture series in collaboration with AHS that explores innovative education strategies and their implementation in the onboarding process for new RN or undergraduate nursing employee (UNE) staff. She also will be working with AHS to establish policies and guidelines related to UNE supervision. Denise advocates for enhanced student scope of practice in clinical learning environments, consults with external stakeholders on UNE scope of practice and conducts education sessions for AHS internal onboarding processes. As a member of the CASN Clinical Coordinator's group, she also works with other post-secondary partners on clinical learning initiatives and alternatives to clinical learning.

Denise describes her experience with the Faculty of Nursing as challenging, purposeful and impactful, saying, "Leading with purpose entails inspiring and motivating others towards a shared objective, fostering authenticity and making decisions that are consistent with both the Faculty of Nursing's and U of A's values and goals."

Rachel Perry

RN, MN

Assistant Teaching Professor

Rachel Perry is an assistant teaching professor in the Faculty of Nursing. She teaches in both the collaborative and after-degree programs and is involved in several courses. Her teaching is focused primarily on anatomy and physiology with first-year collaborative students as well as foundations and introductory acute-care courses. Rachel appreciates the opportunity to teach in the lecture, lab and clinical settings.

Rachel worked as a bedside registered nurse for many years until she returned to the U of A to pursue her master's and began teaching as a clinical instructor, in the lab setting, and as a graduate teaching assistant before transitioning to her current role. Rachel enjoys her students' energy and enthusiasm and her work is kept interesting by continuously adapting her approach to teaching and preparing them for the challenges of nursing practice.

Rachel creates a culture of care by getting to know her colleagues, lending an ear or a hand when needed and recognizing her peers for their efforts

and impacts. She values the small things such as a smile, a hello and being approachable and available to answer questions — things that can create a positive environment with students.

She notes that, "Creating a safe space for learning and being intentional with these little things can make a big difference."

Rachel's U of A role models have encouraged her to be more creative in teaching and brave enough to try new pieces of teaching technology. Others have blown her away with their knowledge and inspired her to keep learning. She has learned something from everyone she has had the privilege to work with and describes her experience within the Faculty as encouraging, enlightening and rewarding.





David Razao

RN, BScN, MN

Assistant Teaching Professor

David Razao is an assistant teaching professor in the Faculty of Nursing. His main teaching areas are addictions and mental health, and nursing leadership in undergraduate studies.

As the course lead for Addictions and Mental Health, David is responsible for delivering the course and providing support to both students and instructors. He also provides support to students in their final leadership practicum.

David's ongoing interest in teaching and learning, along with his excitement in being able to make a difference in students' performance, has brought him to his

current role. He is interested in working towards ways to use artificial intelligence to support and enhance student learning, and he looks forward to utilizing the new online platform.

David meets with his team regularly to review the course format and explore areas for growth and change. He also relies on student feedback to evaluate course content and delivery. David would describe his experience within the Faculty of Nursing as "supported and valued by the leadership team."

Kerry Rusk

MN, RN, CCHN(C)

Teaching Professor

Kerry Rusk is a Full Teaching Professor and Clinical Placement Coordinator in the Faculty of Nursing. With over 22 years of experience as a nurse educator, she has provided extensive leadership in the undergraduate program through informal leadership roles such as course leading across multiple years of the program, and formal leadership as the previous Coordinator of the After Degree Program and Nursing Simulation Centre, and currently as a Clinical Placement Coordinator.

Known for her student-centered approach, Kerry leverages her extensive expertise to pioneer innovative teaching strategies and activities. She meticulously structures and plans curricula to optimize student learning environments, continually enhancing the quality of educational experiences of students. Beyond the classroom, Kerry advocates tirelessly for student needs within the program, fostering strong relationships with clinical partners and addressing challenges in student clinical placements.

Kerry believes collaboration is essential to be an effective educator and leader. She actively collaborates with clinical partners and advocates for student-centered policies that enhance the experience of students in their clinical placements. Kerry initiated the Youth V.A.P.E. Program with the Edmonton Police Service School Resource Officer

Team to create a program that educated Alberta youth on the dangers of vaping. She is the current Chair of the CASN Clinical Placement Coordinator Interest group that aims to connect fellow placement coordinators from across Canada to discuss and brainstorm strategies for addressing challenges in clinical placements experienced by programs across Canada. Additionally, she is a member of the CASN Community Health Nurses Interest Group and the CASN Advisory Committee to the Contraception and Abortion Research Team. Kerry's expertise in teaching and learning and nursing practice not only impacts nursing students at the UofA but influences students and educational programs across Canada.

Recognized as one of the first to achieve the Full Teaching Professor rank amongst her peers in the undergraduate nursing program, Kerry attributes her success to her genuine desire to collaborate and learn from others, a passion for continuous learning, and a belief in the mutually beneficial nature of the student-educator relationship. She emphasizes the importance of recognizing students as holistic individuals. Kerry attributes her success to a mindset that embraces challenges, a fearless approach to experimentation, strong communication skills, deep respect for the experiences and knowledge of others, including students, and a steadfast belief in the power of collaboration to achieve excellence.





Helena Schaefer

BScN, MN

Associate Teaching Professor

Helena is an Associate Teaching Professor in the Faculty of Nursing with a background as a Nurse Practitioner in pediatric cardiology. Her main focus in teaching is pathophysiology and pharmacotherapeutics.

Previously, she taught anatomy and physiology and health assessment lectures and labs and was a preceptor in clinical placements in the Nurse Practitioner Program in pediatrics.

Helena focuses on the application of knowledge in the pathophysiology/pharmacotherapeutics courses, with the goal of students' understanding diagnoses and treatment decisions. At the undergraduate level, she teaches critical thinking around clinical decisions, what one would anticipate the treatment to be, and understanding how to evaluate its effectiveness, calling these "check pieces" for Registered Nurses. At the Nurse Practitioner level, her teaching focused on diagnostics and treatment decisions.

Helena contributes greatly to the Faculty, serving on many Committees, as well as promoting awareness of the work being done within the Faculty and highlighting the people doing it. Helena feels her role is not only knowing her subject area but more importantly, knowing how to teach it and how to inspire her students to use it.

Helena hopes she role models integrity to her students, adding, "Integrity to me is diligence and if you are diligent in everything you do, then you will have integrity because diligence builds on honesty, punctuality, admittance of shortcomings and being able to own your work." Her role model is Susan Neufeld, whose influence, friendship and support have been "phenomenal."

Helena has found her experience within the faculty to be enriching, as she appreciates the dynamic of learning to be a "two-way street."

Claire Tellier

RN, MN

Associate Teaching Professor

Claire Tellier is an associate teaching professor in the Faculty of Nursing. With a background in emergency and intensive care, Claire discovered her love of teaching when she entered the master of nursing program.

Joining the Faculty in 2009, Claire teaches first, second and fourth-year students, leads teaching teams and is currently a PhD student. Claire describes her teaching areas as the “bookends” of the curriculum — teaching the first and last nursing courses — and enjoys watching students grow and evolve throughout their program.

She works closely with the francophone community through fourth-year leadership fieldwork placements and advocates for vulnerable populations whose first language is not English. She educates future nurses about the impacts of language barriers on health and access to information, teaches best practices for working with patients experiencing these barriers and hopes to see systems-level improvement in this area.

Claire co-leads the Writing Across the Curriculum initiative that helps students refine their ideas, use evidence to support their claims and become better communicators through developing their writing skills. Claire and her small, close-knit bilingual program team develop their best ideas collaboratively, emphasizing constant communication and support to create a culture that benefits both the team and the students.

“Leadership begins with the ability to care for ourselves first to better care for each other, because the core of good leadership is a genuine dedication to the service of others,” says Claire. “Starting with genuine human connection, respect and care is the heart of good leadership and a key component of successful teams.”





Katherine Trepanier

MN, BScN, RN

Assistant Teaching Professor

Katherine's primary roles in the Faculty of Nursing are teaching, being a course lead and working with students at different levels. Katherine works closely with her team where she promotes transparency, encourages voicing needs and concerns and creates environments where people can challenge the status quo or one another in a respectful way that leads to growth.

Having developed her own contemplative practice when teaching the Smart Nursing Program, Katherine looks for ways to integrate those elements when preparing students for the demands of the profession. She is interested in how students' process their emotions and identifying the tools they need to manage difficult situations and build resiliency.

Katherine is excited about the re-introduction of face-to-face preceptor workshops and development, as this enables the creation of communities and

connections among people that can have a great impact on the support they need to feel confident in their roles. By knowing the different learning styles, personalities and conflict management styles of each person, Katherine leads with purpose by supporting individuals to do their best work.

"A lot of the success in leadership positions is related to getting to know your team, knowing the strengths and knowing what the development needs are," she says.

Katherine's experience within the faculty has been a very positive one, with the leadership and teaching teams extending their support to the staff and students, and being able to witness students' journey throughout the program and coming to a full-circle moment pursuing preceptor roles, education and manager positions.

Anne Summach

MN, NP

Teaching Professor

Anne Summach is a teaching professor and nurse practitioner coordinator in the Faculty of Nursing. Her role is primarily in service within the faculty though she is also seconded for a small amount of time weekly to work with Sage Seniors Association – a non-profit organization that works to support healthy aging. Anne has been involved in provincial professional leadership, serving as the president of the Nurse Practitioner Association of Alberta and the newly formed Alberta Union of Nurse Practitioners, though she currently holds a past-president role. Anne maintains a primary care clinical practice at the East Edmonton Health Centre's Family Care Clinic.

Anne directs the Nurse Practitioner Program, and works with the master's clinical stream for all nurse practitioner students, in addition to teaching a number of Nurse Practitioner courses within the program. Upon joining the U of A in 2018, she was director of a partnership health program between Sage Seniors Association and the Faculty of Nursing. Her work with Sage Seniors Association continues

today, developing a complexity assessment tool for seniors to measure the determinants of healthy aging to be incorporated into processes across senior organizations throughout Canada. In her leadership roles, Anne has advocated for improved access to nurse practitioner care in the province and a primary-care funding model that would allow nurse practitioners to operate primary care clinics.

Anne has been working nationally to support coordinated Nurse Practitioner education that addresses both the needs of students and the health care gaps in Alberta. Anne has a "strong commitment to having healthy communities and recognizes that everyone brings value, experience and creativity to generate meaningful work that can be bigger than the sum of its parts." She believes in leveraging each person's strengths, and enjoys the leadership roles of her different positions as an administrator, professor and clinician.





Lisa Wood

MEd, RN, BScN, BCom

Assistant Teaching Professor

Lisa Wood, an RN and assistant teaching professor, is often described as an undergraduate mentor. She emphasizes her practical experience, stating, “I am definitely an RN first, and an educator second.” Lisa primarily teaches nursing perinatal, maternal and child courses, develops curriculum, manages instructors and teaches theory, lab and clinical components.

Her journey began with a bachelor of commerce in 2001 before transitioning to nursing, inspired by her experience with premature infants. Lisa’s passion for teaching emerged as a preceptor, leading her to earn a master of health sciences education and a teaching position. “I began teaching sessional for the U of A in 2017 and loved it,” she recalls. “I wanted to deepen student understanding at the theoretical level.”

Lisa aims to dissolve barriers between professors and student nurses, fostering equality and collaboration. She is excited by the dynamic nature of nursing and the opportunity to inspire others. Currently, she is revising the perinatal care course to improve the student experience, keeping it textbook-free and accessible.

Collaboration with peers fuels her ideas and integrity for Lisa means adhering to standards of honesty and compassion. Despite her energetic exterior, she enjoys simple pleasures like napping.

Lisa loves working with nursing students, valuing their enthusiasm and creativity. She confronts challenges directly and seeks help from experienced colleagues. Leading with purpose involves empowering others and treating students as future colleagues. She fosters a culture of care by being present, respectful and kind.

At the University of Alberta, role models Kerry Rusk and Linda Youell provide guidance and inspiration. Lisa’s experience within the Faculty of Nursing has been one of growth, change and continual learning. Nursing has transformed her into a confident professional and she remains committed to ongoing improvement.

Kristin Zelyck (She/Her)

RN, BScN, M Bioethics, PhD Student

Assistant Teaching Professor, Faculty Navigator

Kristin Zelyck nurtures a secure learning environment where students develop crucial skills before entering clinical scenarios. With a focus on Indigenous health, she aspires to ally with Indigenous peoples on a journey towards reconciliation with a focus on enhancing Indigenous healthcare in partnership with Indigenous peoples through education and research. As a course lead and clinical lab instructor in advanced acute health care, Kristin integrates students' knowledge and skills for hands-on application.

Kristin's teaching journey began after 18 years of clinical practice and a master's in bioethics and health policy. She transitioned to teaching in 2018, driven by a desire to impact health care positively and share knowledge. She faces challenges in promoting diverse perspectives and decolonizing educational approaches but finds excitement in nurturing the next generation of nurses and addressing ethics and diversity in health care.

She is enthusiastic about projects involving nursing ethics, storytelling in nursing education

and Indigenous partnerships in health care. She developed a clinical hybrid program to enhance student interactions and foster nuanced discussions. Her team collaborates to develop course content, drawing from diverse perspectives and incorporating student feedback.

Kristin values transparency and accountability in all her relationships, emphasizing honesty and ethical practices. She finds joy in working with nursing students, inspired by their curiosity and enthusiasm. She views them as future colleagues and cherishes opportunities to share her experiences and learn from their perspectives.

Kristin prioritizes meaningful relationships and accountability to communities and the nursing profession. She believes in fostering an environment that encourages growth and embraces diverse ideas. Kristin's PhD supervisors and faculty navigators at the University of Alberta have been influential role models, guiding her in developing her teaching practice and balancing academic responsibilities.





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