



Alumni and students rope up for transition to practice alumni panel

By Mark Kemball

It's an annual spring occurrence: the furrowed brows, the bulging backpacks, the under-eye shadows. And that's just the faculty. For students in the School of Nursing finals are just around the corner and, like the technical Hillary Step just below the summit of Everest, they will soon need to navigate the demands of a challenging job search before finally reaching their goal of a nursing career.

Making that transition from student to practicing nurse can be a daunting prospect. Fortunately those who have been this way before have placed some ropes. Four SON alumni spent their lunch hour recently answering student questions about the preparation and process of entering the workforce – or, in some cases, re-entering but in a new role.

Maureen Andersen, R.N., B.S. '14, M.S.T., I.B.C.L.C.; Sarah Espe, B.S. '11, M.N.; Olivia Gehrs, R.N., B.S. '17; and Caitlin Tatum, R.N., B.S. '17 fielded questions relating to the application and interviewing processes, and how to adapt to and collaborate most effectively as a new team member once employed.

Honesty was the hallmark of the session. One student asked when the employed alum started to feel more confident. Her reply? “Not yet.” There was agreement as to the challenges presented by the first year in a job and ideas on how to address them, as well as finding one's way into a preferred specialty and prioritizing loan repayments. There was agreement, too, on the joys and personal growth offered by the opportunities finally to practice and to help improve patients' health and social circumstances.

The event was broadcast live on the OHSU School of Nursing Facebook page, and is still available as a recorded event. The OHSU School of Nursing Alumni Association and the OHSU School of Nursing Office of Student Affairs co-sponsored the session, which was expertly moderated by Kris Weymann, R.N., B.S. '07, Ph.D. '13. Deborah Carter, R.N., '77, Chair, School of Nursing Alumni Association Council, welcomed nearly 50 attendees and encouraged those present to stay in touch with the resources of the Alumni Association after graduation.

Five questions for Jane McEldowney '63

By Mark Kemball

A 1963 alumna of the baccalaureate program on the Marquam Hill campus, Jane Bodenweiser McEldowney has applied her nursing skills and experience to the care of patients on three continents. On July 1, Jane begins her term as the alumni representative of the OHSU School of Nursing to the OHSU Foundation Board. Nursing Connections sat down with her as she anticipates the service ahead of her and the opportunity to share her pride as an alumna of OHSU.

What do those not trained as nurses most need to know about those who are?

The vast majority of us are nurses in order to serve others. From administration, to research and education, to one-on-one TLC, our goals are to improve the quality of health care for everyone. Nurses are often the hub of the wheel of health care, connecting and coordinating multiple services to provide holistic care. It is a gratifying profession that offers specialties unknown a generation ago yet continues to connect caregivers and patients at the most basic needs.

Was there a faculty member who became a model professional for you?

Yes, there were several. Guhli Olson, my pre-nursing advisor and instructor, welcomed decades of young women into nursing with her enthusiasm for the profession, and she exemplified the ideals of nursing. Guhli was quietly-but-obviously-professionally competent, caring, guiding, chiding-when-necessary, and always encouraging. She was the kind of nurse you would want to care for you when you were in need. Another was Martha McCarthy, a Medical-Surgical Instructor, who was extremely practical and taught me skills I use to this day. She also saw in me something I found hard to believe then-that I would have enjoyed and been good at teaching nursing.

What have you learned from your patients?

To listen and to trust them. To serve. To help others help themselves with their own health care.

Why is financial support for the School of Nursing so important?

To help students with the costs of their education. (I was so literally on a shoestring my final term that my instructor worried about me wearing my very worn white shoes onto my first job after graduation.) To expand the range of programs and specialties offered by the school. To be and be able to continue to recruiting and retaining top-quality faculty.

How does living in central Oregon shape your perspective of the mission of the OHSU School of Nursing?

Although in the immediate central Oregon area there is access to high-level care, we are aware of the need for outreach to the more rural areas. Central Oregon is a hub for people living east of the mountains, and the distance from care can be formidable. The multiple campus programs of OHSU SoN, the on-line education opportunities, and the specialized programs for experience in rural areas all help improve health care here.



STUDENT HIGHLIGHT

Maydoli Cruz

By Christi Richardson-Zboralski

On the road to pursuing her second degree, Maydoli Cruz, a junior in the bachelor's with a major in nursing student on the Monmouth campus, is a first generation college graduate. Her first bachelor's from Western Oregon University is in community health education.

“After my first degree, I knew that I wanted to do more. My passion for nursing came from my love of science and desire to help people, and to me nursing is the best of both worlds.” She is thankful for diversity coordinator, David Cortez, who helped Cruz maneuver her way through the application process, and answered her questions.



Maydoli Cruz

She says, “I am grateful to have the opportunity to live out the “American dream” that my mother hoped for her three children when she migrated to the U.S. I want to be an inspiration to those around me, especially my nieces', nephews' and my future children.”

Cruz wants those who think a college degree isn't for them to rethink those thoughts. She says, “There are programs and helpful people out there! I joined the AVID program in high school, and it helped me work through the process of applying to colleges, and the world of financial aid.”

Cruz aspires to become a nurse practitioner one day. She would like to thank everyone who has been with her on her journey and extends a special thank you to the entire faculty at the Monmouth campus.

News and announcements

- **Joanne Noone**, Ph.D., R.N., C.N.E., A.N.E.F., received the Champion Individual Award from OHSU Diversity and Inclusion.
- **Mary Medysky**, current Ph.D. candidate, was awarded the American College of Sports Medicine-Gatorade Sports Science Institute Young Scholar Travel award and the Karen B. Hornbostel Young Investigator Award In addition she received the Ph.D. Hartford Award for Research and Practice
- **Laura Jensen** and **Cathy Emies** were selected for induction into the fellowship of the American College of Nurse-Midwives.
- **D. Heather Voss** successfully defended her dissertation at The University of Northern Colorado she is the recipient of the Dean's Citation for Excellence award.

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By the numbers

National rankings

The *U.S. News and World Report* national rankings support the confidence that so many have in our academic programs. These rankings would not be possible without the leadership, dedication, and commitment of faculty and staff, needed to ensure quality.

4

Nurse-midwifery

12

Nurse practitioner – Family specialty

12

Nurse practitioner – Pediatric, primary care

18

Best online graduate nursing programs

32

Best nursing schools: DNP

32

Best nursing schools: Master's

51

Nurse anesthesia

Graduation 2018

This year OHSU granted a total of 453 degrees to School of Nursing graduates. We are proud of our hard-working and highly competent healthcare professionals. The degrees include:

347

Bachelor of Science

31

Doctoral degrees

27

Doctor of Nursing Practice

4

Doctor of Philosophy, Nursing

73

Master's degrees

8

Adult Gerontology Nurse Practitioner

13

Family Nurse Practitioner

9

Health Systems & Organizational Leadership

11

Nurse Anesthesia

11

Nurse Midwifery

7

Nursing Education

7

Pediatric Nurse Practitioner

7

Psych Mental Health NP

2

Post Master Certificates

School of Nursing CONNECTIONS

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Dear colleagues and friends,



As OHSU President Joe Robertson likes to say, OHSU has a 96,000 square mile campus. I like to say that the OHSU SoN is the 96,000 square mile campus, serving the entire state, through our missions of education, patient care/practice, and research. Our five campuses enroll students from local and rural/frontier areas, supporting regional nursing workforce needs. The nationally-recognized OCNE consortium with 11 community college partners, allows students to enter a seamless baccalaureate curriculum through local community colleges and finish through

OHSU. Our online RN-BS program offers OCNE curriculum for our partner graduates and registered nurses, advancing education through the baccalaureate and preparing students for graduate programs. The SoN Interprofessional Care Access Network (I-CAN) with community partners, offers care services to vulnerable individuals and supports interprofessional learning of population health. Our numerous clinical partners across Oregon report their desire to employ our graduates. I'm proud that students, patients, and individuals across Oregon are directly benefiting from OHSU SoN.





Interactive map highlights resources

By Harry Lenhart
A group of students at the OHSU School of Nursing campus at Western Oregon University (WOU) in Monmouth developed an ingenious interactive map that went live in January. The university’s office of student affairs web site displayed it, providing links to resources in the region, particularly for the disadvantaged population.

The map was conceived and developed by two third-year students, Jennifer L. Beard and Katherine Groff, as a project in their population-based care course. Jennifer and a new partner, Angie McNally–then into their fourth-year course in leadership in health care delivery–completed the project.

In their populations course Jennifer and Katherine chose to investigate disadvantaged students at WOU. Jennifer and Angie, to satisfy the requirement of the leadership course to develop a process improvement project, worked on identifying a way to help those students.

In their research, they found many resources in the Monmouth area that could be particularly beneficial to the disadvantaged. The WOU Food Pantry and the Ella Curran Food Bank, along with businesses offering special discounts, are valuable resources. However, Jennifer and Angie’s survey responses showed that many didn’t know about them, especially students most in need.

“We decided that the best way to help the student body was to make the information more available to them so that they would know what was out there.”
– Jennifer L. Beard

“We decided that the best way to help the student body was to make the information more available to them so that they would know what was out there,” said Jennifer.

Jennifer and Angie hit on the idea of an interactive map and went to the university’s Information Technology Department, which steered them to Google Maps. They developed a long list of resources in Monmouth, Dallas, and Independence that were on bus routes to ensure that students could get there. They also prioritized the list so that it returned results supportive those in need.

Deborah Diehm, assistant to the vice president for student affairs at WOU, facilitated this and is pleased with the results. By the end of April, the map received over 400 hits, and had only been live for four months.

“Three faculty members,” Ms. Diehm said, “have already expressed to me how helpful the map is as they’re talking to their students. I know that if three have contacted me there are many more using it.”

“What the nursing students did is give us a resource for students that will change and keep current and relevant. The motto in our strategic plan is ‘Together we succeed,’ and their project is a piece of that puzzle.”

Rachel Woolley, M.S.N., F.N.P., an instructor at the Monmouth School of Nursing campus and an adviser for the leadership course, praised the students. “The leadership component really came through in this project. Their ability to communicate with a variety of people across campus and in the community when they were looking for those off-campus resources really made the project come together. Students less willing to take on the leadership role wouldn’t have been able to come up with the same end-product.”

Boundless energy and perseverance

By Harry Lenhart
After a 12-year-slog from Mt. Hood Community College through multiple nursing degrees, Basilia Basin’s long trek—which came after a 13-year career as a veterinary technician—is paying dividends both for her and the OHSU School of Nursing. She’s now an assistant professor in the School of Nursing, on the Portland campus.

Basilia got her BS with a major in nursing degree as a member of the first class of students in the Oregon Consortium for Nursing School Education (OCNE). The partnership knits together OHSU’s five regional campuses and Oregon’s eight community colleges – a program that plowed new ground in nursing education and has become a national model.

In June, Dr. Basin was the first in that class awarded a Ph.D. by the School of Nursing. After getting her associates degree in nursing at Mt. Hood she worked 12-hour hospital shifts three nights a week, studying for her baccalaureate during the day, all while raising a son, Colin, now 25, who has a degree in public health from Oregon State University.

At the start, Basilia had somewhat modest career goals. She loves animals, and thought being a veterinary tech would be a good fit. She stuck with it, but as time went on, she began to feel her career options were limited. An aunt, who is a radiology technician, persuaded her to look at nursing.

Basilia was profiled in the landmark 2011 Institute of Medicine report, “The Future of Nursing: Leading Change, Advancing Health,” which featured a case study of OCNE as a way of sharing resources to prepare the next generation of nurses.

Her career has now come full circle, back to her passion for animals. It’s what inspired her doctoral dissertation on the relationship between the elderly and their pets and how it often impacts their everyday lives and health decisions.

“I found there was literature and anecdotal reports about people refusing to have surgery because they were worried about their pets, homeless people and women suffering domestic violence who won’t seek shelter opportunities,” she said.

Paula Gubrud, Ed.D., R.N., F.A.A.N., co-director of OCNE and associate professor at the School of Nursing, thought Basilia’s work was “pertinent and cutting edge.”

“You can talk to any nurse who takes care of older adults in the hospital and arrangements for care of their pets is often a big stress and worry for them. It’s a prevailing theme.”

Kristin F. Lutz, Ph.D., R.N., associate professor, who chaired Basilia’s dissertation committee, says Basilia is “an interesting mix of flexibility and drive; she focuses on what she wants to accomplish but is not so rigid she’s not able to adjust a plan. I think that’s part of the reason she’s been successful.”

One of Basilia’s plans involves convincing OHSU to liberalize its pet visitation policy for hospitalized patients. Don’t be surprised if you hear barking or meowing the next time you’re in a hospital corridor at OHSU.



Monmouth campus: Celebrating a decade of growth and connection

By Lee Lewis Husk
With no building of its own, just three faculty members, two administrative staff and no established clinical sites for placing students, the first couple of years of OHSU School of Nursing expansion into Monmouth involved, “a few bumps and a huge learning curve as we figured it out,” recalled Adria Henrickson, a senior campus associate who was hired in September 2008.

“There really wasn’t an option in this area for residents to get a bachelor’s in nursing degree from an onsite program,” Henrickson said. With campuses in Portland, Ashland, La Grande and Klamath Falls, the nursing school’s reach extended throughout much of the state, but not in the metropolitan centers south of Portland or west of Salem. Two lawmakers, Senators Peter Courtney and Jackie Winters, saw a need for their constituents and became the driving force behind funding a new site on the Western Oregon University (WOU) campus.

With a bare bones structure, the school enrolled its first 27 students. Julia Thomas Balcom, D.N.P., F.N.P., R.N., was among that inaugural class. “It was exciting to be in the group,” she said. “We had the pioneer spirit and felt we could help set a good foundation for the future.”

Dr. Balcom is now a family nurse practitioner in Dallas, a rural community 15 miles west of Salem. The Monmouth program allowed her to be close to family during undergraduate studies, and the school’s distance graduate program allowed her to stay local while earning a doctorate in nursing practice.

A decade later, the Monmouth campus is thriving. It shares a new building with WOU’s mathematics

department. The program has 18 faculty and staff, its own student nurses association, and graduation ceremonies on the Monmouth campus. It accepts 32 new students a year with many coming from surrounding areas.

“We’ve seen applicant numbers rise each year,” said Angie Docherty, Nurs.D., M.P.H., R.N., who arrived from Scotland in 2011, joined the Monmouth faculty and became the campus associate dean in 2014. “Which signifies the demand for this level of education out west of Portland,” she said. “We draw many students from WOU’s two colleges (Liberal Arts and Sciences, and Education) and enjoy a close relationship with our colleagues here.”

Those who remember the early days agree that the clinical placements were among the hardest to develop. Henrickson said that in the beginning the simulation and skills lab played an important role in preparing students for eventual clinical placements but when the school’s lifelike mannequins sat in chairs “they’d cause a fright for the WOU staff and students.”

Today the Monmouth campus partners with regional providers Polk, Marion, Yamhill, Linn and Benton Counties. “We’re hearing good feedback from our clinical partners,” said Henrickson. “Our graduates are in high demand. They standout for having strong clinical judgment.”

In honor of its 10th anniversary, the school is planning a celebration in September to coincide with the white coat ceremony for the incoming class.

Commencement 2018

Student and faculty awards

Statewide awards

The Jean E. Boyle Memorial award
Undergraduate Recipient: Stephanie George (B.S. with a major in nursing – La Grande)
Graduate Recipient: Sara Miller (Family Nurse Practitioner to Doctor of Nursing Practice)

The Community Service Award
Undergraduate recipient: Zane Lundy-Smith (B.S. with a major in nursing – La Grande campus)
Graduate recipient: Valerie Spear (Psych Mental Health Nurse Practitioner to Doctor of Nursing Practice – Portland campus)

The Carol A. Lindeman Award
Undergraduate recipient: Laurel Fryer (B.S. with a major in nursing – Portland campus)
Graduate recipient: Jennifer Parr (Family Nurse Practitioner to Doctor of Nursing Practice – Portland campus)

The Henrietta Doltz Puhaty Award
Undergraduate recipient: Shela Fredal (B.S. with a major in nursing – Klamath Falls Campus)
Graduate recipient: Erin Warren (Pediatric nurse practitioner – Portland campus)

The Rural and Frontier Nursing Award
Undergraduate recipient: Ashley Holder (B.S. with a major in nursing – Klamath Falls campus)
Graduate recipients: Virginia Elder (Post-master’s doctor of nursing practice– Portland campus) and Sheri Noble (Master’s of nursing education – online)

The Transcultural Nursing Award
Undergraduate recipient: Gabriela I. Koekoek (B.S. with a major in nursing – Ashand campus)
Graduate recipient: Rian Johnson (Family nurse practitioner – Portland campus)

Campus specific awards (undergraduate only)

The Elnora Thompson Leadership Award
Soren Moritz (B.S. with a major in nursing – Ashland campus)
Ashley Cleland (B.S. with a major in nursing – Klamath Falls campus)
Phoebe Challman (B.S. with a major in nursing – La Grande campus)
Taylor Whitehurst (B.S. with a major in nursing – Monmouth campus)
Chris Smith (B.S. with a major in nursing – Portland campus)
Brennan Boyer (RNBS Completion program – online)

The Golden Lamp Award
Cynthia Boelling (B.S. with a major in nursing – Portland campus)
Lana Mayo (RNBS Completion program – online)
Kimberly Rojas (B.S. with a major in nursing – Ashland Campus)
Ashley Holder (B.S. with a major in nursing – Klamath Falls campus)
Colleen Locken (B.S. with a major in nursing – La Grande campus)
Janine Egan (B.S. with a major in nursing – Monmouth campus)

Individual campus awards

Dorothy L. Johnson Award
Joah Whitt (RNBS Completion – Virtual campus)
Tavya Marviano (B.S. with a major in nursing – Portland campus)

Krueger Award
Erin Ritenour (B.S. with a major in nursing – Ashland Campus)

Perseverance Award
Iryna Tata (B.S. with a major in nursing – Klamath Falls campus)

Student Vision Award
Jennifer Beard (B.S. with a major in nursing – Monmouth campus)

Excellence in teaching

Undergraduate: Beth Doyle, D.N.P., W.H.C.N.P., A.N.P., R.N., G.C.P.H.
Graduate:
Teresa Turnbull, D.N.P., M.N., B.S.N.
Marti Driessnack – Grad Excellence in Teaching – announced June 3rd
Katrina Dielman (La Grande) – UGrad Excellence in Teaching
Rana Najjar – Faculty Diversity and Inclusion Award

