



## Creating an anti-racist University

At the OHSU School of Nursing we are strongly committed to advancing our core values of diversity, equity, and inclusion (DEI) and combating racism. Strategic priorities for the School during the next 12 months will include action steps specific to these areas of focus. While these steps are being finalized, proposed actions include: identifying a framework/model to guide diversity, equity, and inclusion work in the OHSU School of Nursing; establish a resource repository for DEI and anti-racism, ongoing learning and prevention of microaggressions; expansion of multicultural and health disparities curriculum development; formalization of the Diversity Advisory Group into a standing committee; and development of an action plan for combating racism.

On June 8th we held our first forum on systemic racism, entitled *The Importance of Diversity, Equity, and Inclusion: Standing Up Against Structural Racism*. Over 120 faculty, students and staff attended the virtual session. Questions, comments and anti-racism resources were shared. This forum is just the beginning of the work we will continue.

This work will require each member of our community to commit to personal and collective learning, daily practice, and action. There are many things we can do on a daily basis to fight racism. Be aware and stand up for each other as allies – especially for our black, indigenous, and people of color (BIPOC) friends and colleagues – and work to create the inclusive culture, curriculum, learning spaces, and work environments that are necessary aspects of this essential work. All of these actions should lead us down the desired path toward ultimately creating a community where we all can thrive and be successful.

For additional resources on anti-racism:  
[www.ohsu.edu/center-for-diversity-inclusion/anti-racist-resources](http://www.ohsu.edu/center-for-diversity-inclusion/anti-racist-resources)

Above: Pediatric Nurse Practitioner students participate in the white coats for Black lives protest in downtown Portland. Part of the white coats for Black lives mission is to eliminate racism in the practice of medicine and recognize racism as a threat to the health and well-being of people of color. For more information on this movement: [whitecoats4blacklives.org/](http://whitecoats4blacklives.org/)

## SCHOOL OF NURSING CONNECTIONS



### Puhaty Lecture 2020

**THE 2020 PUHATY LECTURE** will take place on Monday, November 9 at 6 p.m., in a format to be announced closer to the time. Susan Hassmiller, RN, PhD, FAAN, Senior Advisor for Nursing at the Robert Wood Johnson Foundation, will be the featured speaker. Please check [www.ohsu.edu/son/alumni](http://www.ohsu.edu/son/alumni) for updates as they are available.

Susan Hassmiller is Senior Scholar-In-Residence and Senior Adviser to the President on Nursing at the National Academy of Medicine. In this role, she is serves as a key member of the leadership team for the *Future of Nursing 2030* report. She is also the Robert Wood Johnson Foundation Senior Adviser for Nursing, and in partnership with AARP, directs the Foundation's Future of Nursing: Campaign for Action. Hassmiller is an elected member of the National Academy of Medicine, and a fellow in the American Academy of Nursing. She is the recipient of many awards and three honorary doctorates, but most notably the Florence Nightingale Medal, the highest international honor given to a nurse by the International Committee of the Red Cross.

SAVE THE DATE

## COVID coping stories

In response to the OHSU School of Nursing call for COVID coping stories, Camryn Danielson, recent alumna of OHSU School of Nursing (class of 2019!) Portland campus said, "Never in a million years did I think I would start my nursing career off in the beginning of a pandemic, and to say it's been a steep learning curve wouldn't even begin to cover it. I think the most important lessons that we're learning from COVID-19 is that we truly are social creatures, who have immense capacity for compassion and empathy. I've seen communities band together to provide much-needed supplies for those in need, I've seen health care teams go above and beyond to give our patients the best possible care we can provide, and I've seen the support that our communities have for our healthcare providers. I'm happy to be a nurse, I'm even happier to be a community health nurse, and as awful as it is to help our patients through some very unique challenges (physical and mental), I love serving the rural communities in Oregon."



#SupportHealthcareHeroes

ADVOCATE - ENCOURAGE - STAY HOME

## Student highlight: Alyssa Jacobs, Monmouth campus

**Alyssa Jacobs** graduated this spring with a bachelor's degree in nursing from the OHSU School of Nursing's Monmouth campus.

She said, "I believe in OHSU's values and mission as an organization. They not only reflect what I believe personally, but I also appreciate that their educational delivery centered around providing holistic care."

During the pandemic, Jacobs has simultaneously continued her studies, worked as a certified nursing assistant and volunteered for Meals on Wheels. At Salem Health Hospital, she has cared for suspected and confirmed coronavirus patients on a designated COVID-19 unit.

"This has given me the unique perspective on how COVID-19 has impacted our community," Jacobs said. "This pandemic has made me a more compassionate person and I am so proud and honored to be part of such a selfless and giving profession."

Jacobs has seen first-hand as a volunteer for Meals on Wheels (pictured) through Marion Polk Food Share how important food delivery is for her community's more vulnerable residents.

"Many of the community members who use the Meals on Wheels service are elderly and have underlying conditions, making them particularly vulnerable to COVID-19," Jacobs said.

She looks forward to serving as a registered nurse and nurse leader.

"Throughout this pandemic, I have realized that individuals rely on nurses in their greatest time of need," Jacobs said. "I hope to contribute to the field of nursing by providing my assistance, whether that be in the clinical setting or in my community. I hope to continue my education to advance my knowledge and become a leader in nursing."

Alyssa's graduate profile was also featured on Oregon's news website: [www.myoregon.gov/2020/06/17/class-of-2020-graduates-you-did-it/](http://www.myoregon.gov/2020/06/17/class-of-2020-graduates-you-did-it/)



Alyssa Jacobs delivering Meals on Wheels to the Monmouth community.

**On the cover:** From left to right: Dr. Perkey (Salem Health), Chloe, Brisa, and Marcus (OHSU Pediatric Nurse Practitioner program students) attend a white coats for Black lives protest.

# Connections

A PUBLICATION FROM THE OHSU SCHOOL OF NURSING

SUMMER 2020



## Warm Greetings to our SoN Community,

By Susan Bakewell-Sachs, dean and vice president of nursing affairs



Our lives were upended in early March by the COVID-19 pandemic. SoN faculty and staff undertook the enormous and unprecedented task of transitioning courses to remote delivery. We are proud of the members of our community who have also been caring for COVID patients, at OHSU and around Oregon. As we prepare for a gradual re-opening, we are mindful of what remains forever changed and all that we have been learning together to inform how we go forward.

The senseless and alarming deaths of Ahmaud Arbery, Breonna Taylor, and George Floyd have renewed an OHSU collective commitment to diversity, social equity, and inclusion and more specific actions to combat racism. Each of us carries unconscious biases that we can unlearn and consciously practice to change. We can also learn how to be effective anti-racism allies in our everyday lives. I hope you will help us in this community-wide effort.



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## By the numbers

### Graduation 2020

This year OHSU granted a total of 502 degrees to School of Nursing graduates. We are proud of our hard-working and highly competent healthcare professionals. The degrees include:

367

Baccalaureate Degrees



89

Master's Degrees



5

Post Master Certificates



38

Doctor of Nursing Practice



3

Doctor of Philosophy, Nursing





# School retools for a pandemic



By Lee Lewis Husk

As the COVID-19 pandemic swept through the country and threatened to turn educational institutions upside down, School of Nursing leaders acted swiftly to preserve core missions following shelter-in-place orders.

## Clinical exercise research goes virtual in days



The shutdown of the state in March “happened so abruptly there couldn’t be anything worse,” said Kerri Winters-Stone, Ph.D., research professor in the School of Nursing and co-leader, Cancer Prevention and Control Program, OHSU Knight Cancer Institute, School of Medicine.

The National Cancer Institute is funding two \$4 million, five-year studies to test exercise interventions and outcomes in cancer survivors. “We work with highly vulnerable populations and our interventions are in-person group exercise classes, one of the most discouraged activities in COVID,” she said, noting that among the first things shuttered were health clubs and gyms. It also meant the end of in-person testing, including blood draws and performance assessments.

One study based in Salem involved older men with prostate cancer. As the shutdown approached, the researchers informed their subjects on a Thursday that Friday would be their last in-person class and sent them home with their equipment and all the web cams the team could find. By Monday, they were onboarding to video-based exercise class. “All have advanced prostate cancer, and most aren’t tech giants,” Winters-Stone said.

“We became novice IT support, and literally three of us were online at the same time getting people onboarded,” she said. The researchers tried to retain key elements of the now on-line classes but faced some of the same tech issues people new to video-conferencing experienced. “Everyone had their cameras and mics on at the same time,” she said with a laugh. “It was loud and bothersome like our classes, but the men got to laugh and joke. Luckily, they already knew each other.” The researchers decided it was important to keep the men together as a source of social support even if the findings are eventually disallowed.



The second study focuses on couples coping with cancer. The research group packaged exercise equipment into a cart and created a drive-thru delivery service on OHSU’s South Waterfront. Couples exercise together, with the goal of determining whether training as a pair can improve patient and partner outcomes and relationships.

“We don’t know when we’ll get the all-clear notice to resume in-person studies,” Winters-Stone said, adding that they hope it’s in 2021. “It’s an evolving decision, but my team has shown tremendous resilience.”



## COVID pushes telehealth learning in FNP education



“COVID has allowed us to recognize that the next generation of FNPs have a much better understanding of different delivery modalities beyond face-to-face delivery of health care,” said Jacqueline Webb, D.N.P., F.N.P., associate professor and director of the Family Nurse Practitioner Program.

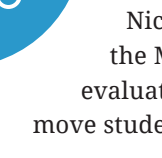
Until the pandemic hit, the program used standardized patients in real settings for clinical training. Now, the program has moved to include telehealth as an important tangential learning tool for OSCE (Objective Structured Clinical Examination) experiences with live patients via telehealth.

“Our program gives FNPs the skills not only to care for the patient, but to understand the structural limitations that many patients experience, such as lack of bandwidth in some rural areas,” Webb said. “FNPs can advocate for better infrastructure and increase health care in these areas.” As for the future, Webb says that telehealth is here to stay and will play an important adjunct role in extending care to vulnerable and distance populations. Our curriculum teaches FNPs how to impact healthcare policies. Beyond the pandemic, nursing will need to advocate for continued Telehealth reimbursement in the primary care setting.

Susan Bakewell-Sachs, Ph.D., R.N., F.A.A.N. dean, says that for advanced practice programs, telehealth will be a routine part of what is learned and how care is delivered, and innovative pilots will become normal simulations in those programs. “Faculty are reflecting on the learnings from this period and considering what to carry forward. Permanent advances and changes are the result.”

## Retooling clinical education with virtual simulations

Winter term was ending, spring break was approaching, and hospitals were preparing to lock their doors to all but COVID-19 and emergency cases. Educators faced a big dilemma: how to keep students’ clinical education rolling without access to live patients.



Nickolaus Miehl, Ph.D., R.N., clinical assistant professor and simulation coordinator on the Monmouth campus, tells how simulation faculty across the state quickly coalesced to evaluate and select simulation software, create faculty and student orientation materials and move students into a virtual clinical environment – all in three frenzied weeks.

When students returned spring term, they spent the first week taking a newly developed online COVID-19 module, providing a strong context of why the school had to switch to virtual clinicals, according to Miehl. Faculty then chose specific courses to emulate clinical scenarios.

The platform, vSim, presents students with one to two cases a week. The patient on the screen is animated, almost like a videogame. Students see medical orders for the patient and make assessments and interventions. Simulation faculty on each campus debrief students weekly and walk them through some of their judgements.

“Faculty appreciated the learning it brought to students and noticed how vSim helped students with clinical reasoning, prep for state boards and the opportunity to go back in for more practice. If something wasn’t working, faculty responded well and made adjustments,” he said.

“We went to virtual learning spring term because we had to,” Miehl said. “Now we’re diving into this experience from vSim and can see it continuing, maybe in a classroom setting as an adjunct to clinical experience. This is a scalable option that we’re assessing.”



## I-CAN (Interprofessional Care Access Network): An island of purpose in a sea of chaos



Before COVID-19, nursing students from four of the five campuses visited vulnerable individuals and families in their homes, along with student partners in other health disciplines. The aim of I-CAN is to promote interprofessional collaboration, provide care coordination and support, and introduce students to barriers people face in accessing health care in disadvantaged communities.

When the Oregon lockdown started in March, I-CAN leaders scrambled to maintain the program. “We had clients across the state, and we wondered what we could do beyond reassurance,” recalled Heather Voss, Ph.D., R.N., assistant professor in Ashland and evaluation director for I-CAN. “We provided I-CAN students with a phone they could use for three-way calls with the client and a team member or the clients and the faculty in residence.”

“We were surprised at how much influence we had in helping people cope with challenges, barriers and stressors of the stay-at-home order,” she said. “Being able to talk with someone outside the home relieved tensions.” Voss says I-CAN currently has had contact with 87 active clients statewide.

In southeast Portland, I-CAN serves immigrant and refugee populations. Before the pandemic, 24 students visited weekly with their clients. “When COVID hit, we realized that our students and I wouldn’t be able to visit people in their homes, sit on sofas or hold their babies,” said Kristen Beiers-Jones, M.S.N., assistant professor clinical nursing and faculty in residence for southeast Portland.

“Our undergraduates are learning about care coordination and triage, and preventive care with a huge focus on social determinants of health,” she said.

“We’ve been able to accomplish a variety of things,” Beiers-Jones said, adding that they talked with people about their health and symptoms, helped them set up appointments, found infant supplies for a new mom and even obtained garden plots to grow vegetables.

“Students were disappointed because they go into health care for relationships and were really hampered by having to build a relationship over the phone,” she said. “One student said being involved with I-CAN felt like ‘an island of purpose in a sea of chaos and confusion.’” But she added that program gave students a sense of purpose and a release from all the anxiety surrounding COVID.

At the other end of the state, West Medford’s I-CAN sees a wide range of clients.

“Our clients are already so vulnerable and experiencing so many hardships and barriers to health care, housing and finding food,” said Tina Talamantes, M.S.N., R.N., instructor at the Ashland campus and I-CAN faculty in residence. “Add COVID on top, and we noticed anxiety and depression,” she said.

Students were able to lend a supportive ear and connect clients with resources, even though in the beginning it was hard to know what resources were available. Like all I-CAN programs statewide, West Medford relied primarily on phones but was able to provide software to some clients for virtual visits with students and faculty.

Finding and completing a project is part of student participation in I-CAN. Talamantes said one project involved developing a resource list of transgender-friendly providers in Southern Oregon, and a prospective project involves helping individuals on insulin or injectable drugs safely and inexpensively dispose of needles.

“We encourage students to find projects that are good learning experiences, and we talk about policy implications,” she said. “It’s a rich learning experience. Students at this stage have big dreams and are so eager and hungry to make a change. It’s nice to see.”



## Graduation Awards 2020

This year graduation was held in virtual settings across Oregon from the comfort of our own homes to celebrate the Class of 2020.

### Statewide student awards

**The Jean E. Boyle Memorial award**  
Undergraduate recipient:  
Elizabeth Galvin, Ashland  
Graduate recipient: Kelsey Jo Hodges, PNP, Portland campus

**The Community Service Award**  
Undergraduate recipient:  
Araceli Flores, Klamath Falls  
Graduate recipient: Alex Rodighiero, FNP, La Grande campus

**The Carol A. Lindeman Award**  
Undergraduate recipient:  
Kendall Wynde, Portland campus  
Graduate recipient:  
Mady Stovall, PhD, Portland campus

**The Henrietta Doltz Puhaty Award**  
Undergraduate recipient:  
Araya Garcia, Monmouth campus  
Graduate recipient: Isaac Thelin, PMHNP, Portland campus

**The Rural and Frontier Nursing Award**  
Undergraduate recipient:  
Jacqueline Russell, La Grande  
Graduate recipient:  
James Cook, FNP, La Grande

**The Transcultural Nursing Award**  
Undergraduate recipients:  
Ed Pateros, La Grande  
Graduate recipient: Marcus Gabriel Jr., PNP, Portland campus

### Diversity cords

Andrea Ruiz Corral, Monmouth Campus  
Cindy Marisol Millan, Portland Campus  
Sydney Jessica Nett, Klamath Falls  
Kathleen Tembrock, Portland Campus

### DNP awards

Sigma Theta Tau International Honor Society of Nursing, Beta Psi Chapter, announced the inaugural 2020 *Outstanding DNP Awards* to students graduating from the OHSU Doctor of Nursing Practice program, and conducted projects which exemplify the research and practice of an extraordinary DNP.

**Hannah Billet, DNP, CPNP-AC/PC** *DNP Project:* Evaluating the Implementation of the 2017 Pediatric Blood Pressure Guidelines Within a Pediatric Nephrology Clinic

**Lindsay Frances Underwood** DNP, CPNP-AC/PC; *DNP Project:* Pediatric Unintended Extubation: Standardizing Endotracheal Tube Management

**Jennifer Ham, DNP, CNM, NCMP** *DNP Project:* Improving Access to Evidence-Based Lifestyle Interventions for People with Gestational Diabetes Mellitus in a Multi-Specialty Clinic: A Quality Improvement Project



Family members participate in a virtual pinning for Klamath falls student, Leta Spradley, who graduated with a bachelor’s in nursing.