

Graduating during a pandemic:
Alumni talk about challenges and triumphs

The pandemic has uniquely challenged the OHSU School of Nursing classes of 2020 and 2021. We caught up with four alumni from the La Grande, Monmouth, and Portland campuses to ask them about their trials and triumphs since joining the nursing profession.

Amy Black, Bachelor’s with a major in Nursing ’20, R.N., found she needed to be resilient after finishing school online and then “jumping into the deep end” caring for critically ill patients in a medical/surgical/trauma ICU. She is proud of her ability to remain calm and share camaraderie with her colleagues. She feels blessed to be able to offer empathy and compassion to her patients. Black counted on her parents’ support, calling them her heroes. She adds that Patty Barfield, Ph.D., PMHNP-BC, Associate Dean, La Grande campus, “has gone the extra mile for me.”

As a pediatric RN, **Leigh Richards**, Bachelor’s with a major in Nursing ’21, admits that COVID-related staffing shortages have been a challenge. However, she is gratified when she hears “Oh good! You’re back again!” from her patients and their families. She adds that “it feels great to see kids get better.” Richards says her advocates have included her “incredibly supportive partner,” and her OHSU SoN classmates, “a crew of radical nurses.”

Adam Kinnard, Bachelor’s with a major in Nursing ’21, R.N., says that expectations did not necessarily match the reality of his work. He has struggled to adjust to the night shift at an inpatient trauma unit but feels he successfully manages his patient assignments and charting. He is proud of his ability to build rapport with patients and pleased when they have expressed gratitude for their care. Kinnard relies on his nurse friends who “blazed the trail” before him and have listened and offered encouragement.

As a pediatric acute care rehab RN, **Kelly Soto**, Bachelor’s with a major in Nursing ’20, R.N., was concerned that completing her practicum virtually might have given her less experience with some skills, but she says, “I have been blessed with preceptors and colleagues who have understood the challenges that ‘COVID graduates’ face.” Her accomplishments include receiving five Daisy nominations/pins and attaining her Professional Nurse Advancement Program competency certification. Soto’s grandmother, Maggie, regularly reminds her that she can accomplish anything through faith and hard work, encouraging her to always pursue her dreams.



Amy Black, RN, Critical Care Nurse, Saint Alphonsus Regional Medical Center, Boise.



Leigh Richards, RN, Pediatric Nurse, Randall Children’s Hospital, Portland.



Kelly Soto, RN, Inpatient Rehabilitation Nurse, Randall Children’s Hospital, Portland.



Adam Kinnard, RN, Inpatient Trauma Nurse, OHSU, Portland.



IN REMEMBRANCE

Born June 29, 1931, Beatrice Leola Cannon Gilmore was the first Black person to graduate from OHSU’s School of Nursing, a tremendous accomplishment on its own but even more impressive given she was also the only married student in her class. She graduated in 1955, overcoming many barriers in seeking and achieving her goal of becoming a nurse. She is pictured on the Diversity Wall in the Kohler Pavilion. She died Dec. 29, 2021. She was 90 years old.



Micro-aggressions in Clinical Medicine

APRIL 11 MAY 6

UPCOMING WEBINARS

Micro-aggressions in Clinical Medicine

Understanding the harm microaggressions cause in clinical medical contexts is an area of research focus for Dr. Lauren Freeman, associate professor in the Department of Philosophy at the University of Louisville. Dr. Freeman will discuss her work and offer ways in which carers can actively work to avoid committing them.

The CDC recognizes the harmful impact of smoke created during surgical procedures, and the potential for transmission of bacteria and viruses. In this seminar we examine the multi-year advocacy to eliminate smoke from operating theaters in Oregon. These efforts culminated in the passage of Oregon House Bill 2622 in 2021, making Oregon only the fourth state in the U.S. to mandate smoke-free operating rooms.

WEBINARS

SPRING 2022

OHSU Nursing@Noon webinar series

Welcome to the new year with a renewed commitment to lifelong learning! Our popular OHSU Nursing@Noon series continues in 2022, with thought-provoking seminars addressing a workplace that is healthy for patients and providers alike.

Visit ohsufoundation.org/alumni/school-of-nursing/ohsu-nursing-noon/ to learn more, register for upcoming events and view recordings of events in late 2021.

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Strengthen your professional network and stay connected with the School of Nursing. Join the SoN Alumni LinkedIn Community at <http://bit.ly/SOONALUMNI>

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NEWS AND ANNOUNCEMENTS

SCHOOL OF NURSING CONNECTIONS

Top medical providers 2022

We are proud to have many Certified Nurse-Midwives as well as one alum on the *Portland Monthly* magazine list of this year's top medical providers. The list of top medical providers is chosen by a survey of their peers.

Certified Nurse-Midwives
Sally Hersch, Laura Jensen, Olivia Kroening-Roch, Bridger Lee

Family Nurse Practitioner
Laurel Halllock-Koppelman, current DNP student

Acute NP
Jennifer Shazer, M.N., '16, D.N.P., '20
Kristine Simpson, '09

Pediatric NP
Serena Phromsitararak Kelly, B.S., '01, M.S., '07
Julie McKee, N.M., '05

Family NP
Andrea Gerner, N.M., '05
Joylyn Michaud, B.S., '04, N.M., '06

Winter Completion Accolades
RNBS nominated: Caleb Stephens
Fall Accbac nominated: Jennie Le

Sigma Theta Tau Beta Psi
Dr. Rana Halabi Najjar, Ph.D., R.N., CPNP
Nursing School Admissions Process

Faculty Award
Reo Jane Francesca Jones, M.S., N., R.N.
The Impact of Virtual Greenspace and D-limonene on Pain & Chronic Symptoms of Axial Spondyloarthritis in Adults

DNP Student Award
Elizabeth Brown, B.S., N., R.N.
Measuring Adherence to Physical Activity Clinical Guidelines to Reduce Cancer-Related Fatigue in Post-Cancer Diagnoses Pediatric Patient

Sigma Theta Tau Inductees
Alexis Altman, Lynn DeAngelo, Megan Miettinen Caleb Stevens, Amity Vacarella

News and Announcements
The SoN Diversity Advisory Group continues to bring forward leaders in diversity, equity and inclusion across OHSU with the *Inspired by a Leader Series* most recently featuring Dr. Constance Tucker, vice provost, Educational Improvement and Innovation.

Podcast: Learning Authentically with faculty member **Mandy McKimmey, F.N.P.**

OHSU School of Nursing Assistant Professor, Dr. Elise Erickson and Dr. Nicole Carlson, (Assistant Professor Emory University, and OHSU alum) were recently named winners in the *Decoding Maternal Morbidity Data Challenge*, sponsored by the NIH National Institute of Child Health and Human Development.

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Connections

A PUBLICATION FROM THE OHSU SCHOOL OF NURSING

SPRING 2022

LEARNING DURING A PANDEMIC

Lisa Chickadonz, Assistant Professor (pictured in dark blue), poses with her Health Promotion students after their lab.

Greetings!

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

I hope this newsletter finds you well. Our faculty are teaching and our students are learning in classrooms, remotely, through simulations, and in their clinical and mentored experiences. We are focused on the present with an eye to the horizon and the hope of the future, knowing how vital nurses are.

I have been able to safely visit our regional campuses. I must say that seeing people in person is wonderful and I am looking forward to more in-person work. You will see in this newsletter how our members are leading through our missions and across the state, remaining committed to ensuring the future of nursing, health, and healthcare for the state of Oregon and beyond. We are feeling the effects of the nurse faculty shortage and are advocating for state and federal support to build nursing education capacity to meet projected workforce needs.

OHSU

DIVERSITY, EQUITY AND INCLUSION



Strides in diversity, equity and inclusion

By Cathy Carroll
At the beginning of 2017, Rana Halabi Najjar, Ph.D., R.N., C.P.N.P., found herself in an unfamiliar situation as an educator. The School of Nursing had lost two students within three weeks of each other—one to depression and a second to complications around a chronic illness. It came amid broader challenges. In the wake of the 2016 election, students were fearful that their families might be deported.

“They were difficult weeks and months and I didn’t know how to respond to the trauma I was experiencing,” said Dr. Najjar. “It seemed like faculty were expected to be able to pick up the pieces and just keep going with business as normal but nothing about this experience felt normal. We worked hard to make sure students felt supported and got the help that they needed, but many of them struggled.”

Then, a friend who is a K-12 educator asked if she’d heard of trauma-informed education—a lens through which educators, staff, administrators and students can gain a greater understanding of what trauma can do to the brain, derailing cognitive and memory abilities and impacting learning. “It’s grounded in equity and inclusion and is culturally responsive to students, faculty, administrative staff—anybody within that system,” said Dr. Najjar.

She immersed herself in reading about equitable teaching and grading practices. Dr. Najjar reached out to learning specialists from a range of departments at OHSU and in the fall of 2020, they began conceptualizing a strategy to collaboratively implement trauma-informed education at the university.

Dr. Najjar arrived at the idea of an online platform called the Trauma-Informed Education Resource Center for housing all the resources and data being collected. In November, the proposal, “Building a Trauma Informed Education Resource Center: A DEI-OHSU collaborative,” received \$10,000 in Racial Equity Inclusion funding. Dr. Najjar is also excited to be sharing information on trauma-informed, equity-centered education through the Nursing at Noon webinar series.

She acknowledged the mentorship, support and work on Trauma-Informed Education in the SoN from: Dean and Vice President for Nursing Affairs Susan Bakewell-Sachs Ph.D., R.N., F.A.A.N.; Joanne Noone, Ph.D., R.N., C.N.E., A.N.E.F.; Hector Olvera-Alvarez, Ph.D., PE; Doria K. Thiele Ph.D., CNM, IBCLC; Sarah Jacobs, assistant director of OHSU’s Teaching and Learning Center; Graciela Vidal, OHSU education specialist, and Sarah Keeney, director of the Office of Learning & Writing Support at SoN.

Diverse avatars

Mike Coriasco, M.N.E., R.N., an instructor in the R.N.B.S. program, is using avatars to bring diversity into his online classes. Avatars, frequently illustrated characters, appear often in educational training programs. When Coriasco began using them in a course a couple of years ago, he found it helped organize complex materials for students, and made the class more engaging.

At first, he used images of animals he had fostered in the past, two cats and a dog, as avatars, and each represented different aspects of the course work. For example, if the student saw information being delivered by a gray cat avatar named “Nigel,” they knew it related to their term-length quality improvement project.

Coriasco said, “They knew immediately that this would be about the term project and I, as the instructor, didn’t need to call attention to that anywhere else.”

Coriasco worked with Jeff Jones, an educational technology specialist at OHSU, to explore more ways to use avatars. They realized it offered an opportunity to continue integrating diversity into Coriasco’s entry level Nursing 313 course.

Making the avatars members of marginalized communities can help share information from the

perspective of a marginalized patient, for example, to discuss and present the impacts of health disparities, as well as increasing the visibility of members of marginalized groups within healthcare.

He selected three illustrated avatars for Nursing 313: Jameela, a Muslim woman, William, a Black man, and Luna, a non-white woman of unspecific ethnicity. Each has a role: Jameela points out helpful videos, William highlights important information, and Luna manages a (fictional) clinic, and often ‘calls’ students, to provide them with assignments.

“The challenge is that the faculty of nursing schools, in general, are overwhelmingly white,” Coriasco said. The larger goal of increasing faculty diversity takes time to achieve, beginning with addressing inequities in grades K through 12, which will help nursing in general become more diverse, and only then can those nurses go on to teach, often after years of experience. There is little Coriasco can do to directly influence those factors, and they will take years, of social change before we see a pronounced impact.

“By increasing visibility with the avatars, I can make my very small, but non-zero effort to help address the problem,” he said.

NEW INITIATIVES



Jocelyn Brown senior OPACT student at a rural frontier clinic site in John Day Oregon.

Rescuing primary care:
OHSU gears up to meet demand

By Lee Lewis Husk
Major American professional, educational and philanthropic groups are making a bold statement: Registered nurses (RNs) are poised to rescue primary care. It assumes that barriers in education, payment, nurse licensing and delivery structures can be broken down with new initiatives focused on meeting the country’s growing demand for primary care.

An influential conference sponsored by the Joseph Macy Jr Foundation at the behest of the American Academy of Nursing in 2016 concluded that the nation’s approximately 4 million RNs – the largest licensed health profession in the country – are key to closing the gap between the need for more primary care and the capacity to meet the need.

“The Macy Foundation report offered strong recognition that the primary care knowledge and competency of RNs is really needed,” said Susan Bakewell-Sachs, School of Nursing Dean. “Part of the problem is that nursing schools haven’t been teaching primary care because registered nurse roles had been significantly reduced.”

A program that began in 2018 at OHSU’s nursing school aligns with the Macy report’s recommendations and several initiatives already underway to bring more nurses into primary care, especially in rural and underserved areas. The school received a four-year, \$2.4 million grant from the Health Resources and Services Administration, allowing it to create Oregon Primary Care Transformation: Expanding the Roles for Nurses on Primary Care Teams (OPACT).

OPACT recruits primary-care-oriented undergraduate nurses who plan to seek employment in primary care, according to Project Director Patricia Barfield, Ph.D., PMHNP-BC, Associate Dean, La Grande campus. “We’re modifying the curriculum and our practice to support the education of primary care nurses,” she said, adding that at least seven graduates have already entered primary care practice, and more are on the path.

Recruiting more nursing students for primary care and modifying the curriculum are key steps in meeting the nation’s need. Finding clinical partners that support RN full scope of practice is also essential to placing students who can put their learning in context.

Robin Claudson, M.S.N., R.N., OPACT Partnership Liaison, said the school places students with clinical partners in urban, rural and frontier clinics around the state. “Many of the clinics have nurses working to the full extent of their training and licensure, giving students a full experience of what RNs can do,” she said.

“One of our students was hired into a clinic that had never had an RN before. She was able to work closely with one of our preceptors to write her job description and role within the clinic,” she said, adding that OPACT currently has about 30 clinical partners with 12 hosting students next term.

Another need is to ensure that RNs working in primary care have the full scope of practice to achieve optimal outcomes,” Barfield said.

Both she and Bakewell-Sachs point out that many RNs in traditional practices spend much of their time triaging and sitting at a desk, not out with a team member doing assessments or providing education for conditions like depression, chronic pain or diabetes management and coordinating care for those with chronic illnesses.

A recent graduate’s experience is telling. Jorgi Heikkila, B.S.N., R.N., entered the OPACT program in her senior year and was eager to practice in primary care. “I was placed with a great nurse who introduced me to the full scope of primary care nursing,” she recalled of her clinical rotation at Winding Waters Clinic in Enterprise.

After graduating last June, Heikkila began working at the Regional Medical Clinic in La Grande. But the job didn’t challenge her, and she wasn’t given the chance to practice at the top of her education and license.

She spoke with her manager about wanting a position where she could educate and advocate for her patients and ensure their access to quality health care. The manager offered her a full-time position as a case manager with responsibilities that allow her to build relationships with patients and support the clinic’s primary care providers.

“These new graduates are pioneers because primary care is evolving,” Bakewell-Sachs said. “Team-based models can be very effective, and as patients do better, the dollars saved can be reinvested.”

Visit www.ohsufoundation.org/school-or-nursing/ohsu-nursing-noon to view the December OHSU Nursing@Noon seminar describing OPACT.

Hey there folks! Today we are going to learn about ... Drumroll please ... Motivational Interviewing. Motivational Interviewing or “MI” is ...

This is that thing where we have to talk to a patient for like an hour to help them quite smoking right?

Oh yeah! My friend at General Hosptial heard about his, it's just a fad.

Right? Who has the time for doing that? I have ten minutes at best with these folks where I'm not putting in a IV, pushing meds, or doing whatever else.

Read and View

- American Nurses Association. (2003). Nursing’s social policy statement (2nd ed.) [~0.5 pages]
 - Focus:** Setting up expectations is an important first step in learning. This document contains a series of assumptions that all nurses should be aware of.
- Gottlieb, Laurie N. (2013). Strengths-based nursing care. Click following link to access the downloadable e-book chapter: Chapter 3: Values underlying strengths-based nursing care [Pages 57-67]
 - Focus:** Skim this resource to review the foundation of Strength Based Care. Pay particular attention to the section “What are the Underlying Assumptions of Strength Based Care” and to Table 3.1.
- Healthy People 2030 Objectives
 - Focus:** Health People is an excellent resource to delve into countless healthcare topics. Play around with it this week, look up the areas that apply to your work, or areas you would like to work. You will see this tool many times throughout this program, take the time this week to become familiar with it.

“Pay attention to this bit here ... “

Hi, William here. The Read and View resources are written to be easy to use by students and may not always be in APA format.

Please do not copy/paste sources from Read and View directly into work as references without putting them in proper APA format.

“There’s an Echo Cloud video for that!”

Hi it’s Jameela. There is also a helpful Echo Cloud video if anybody needs help accessing textbooks online, like that Gottlieb et al. book over there.

If you are interested, simply navigate over to Echo Cloud and watch “How to access textbooks at OHSU’s library”! Have a great day!

Classroom Discussion - Strengths-Based Nursing

This week, as our classroom discussion, you and your peers will talk about strength’s based nursing!

Submission: Health 1.0

Here you will have the opportunity to reflect on what ‘health’ means to you, and how that relates to your practice area.

Assignment: Communicating Online

Here you will complete a short assignment to get you organized and familiar with, the tools that you will use to communicate with your faculty and peers.

“There’s an Echo Cloud video for that!”

Hi folks! I just wanted to let you know that there are a selection of Echo Cloud videos called “Anatomy of an Assignment,” they have their own folder within Echo Cloud Sakai page, and will give you a quick summary of the weekly assignments.

These are not required and should not be used in place of reading the main assignment instruction and Read and View pages but, if you want a quick summary of what you will be working on, along with some advice on approaching the assignment, I highly recommend watching them.