

SPRING 2014

THE pulse MAGAZINE

INSIDE THIS ISSUE

WRITING THE BOOK ON GLOBAL HEALTH

CRNA PROGRAM DIRECTORS SHARE SKILLS
ON STATE AND NATIONAL LEVELS

SON ENCOURAGES A GLOBAL PERSPECTIVE
IN HEALTH CARE

GLOBAL HEALTH MEDICINE PROFESSIONALISM

SCIENCE

CARE

TRAVEL

STRESS RELIEF

SOUTH AFRICA

GROWTH

CHINA

KNOWLEDGE BASE

COMPASSION

EMPATHY

MISSION

LEADERSHIP





MESSAGE FROM THE DEAN

Spring signifies the birth of a fresh, colorful new season and so it is in academia as the school year ends and our graduates go out in to the world to practice as professional nurses. This spring we will have more than 500 graduates from our BSN, MSN and DNP programs. Faculty, students, their family and friends all look forward to celebrating the success of our students.

Our graduates are entering the nursing profession at a time when the emphasis on health means more than providing care just to our own communities; it means providing global health care. Today, nurses are required to understand global connectedness, causes and consequences of health, illness, pandemics, environmentally caused diseases, epidemiology, disasters and disparities in health care. Nurses are primed to provide interventions that address health education, cultivating cultural awareness, prenatal and infant care and education, health screenings, shaping health policy and emergency preparedness and our students and faculty are not only ready for the challenge, but are out in the community demonstrating their skills and knowledge.

This edition of the Pulse will focus on our impressive faculty, staff, students and alumni who are exploring issues related to nursing on a global level, broadening the worldview of health care issues, cultivating cultural sensitivity, developing evidence-based health care solutions to improve health care delivery and reducing health disparities.

You'll read about Lindsey Murphy and Sanjeev Pillai, alumni who traveled to separate parts of Africa to help provide medical care for those in need; professor Karen Dunn who flew to China to share her research at the World Congress of Geriatrics and Gerontology; and academic icons Ann Whall and Joyce Fitzpatrick talk about their new book focused on global health entitled, *Conceptual Models of Nursing: The International Imperative*. The timing of the book couldn't be better for our new Ph.D. proposal that emphasizes global health.

Their work is inspiring and impressive and a testament to their experience, expertise and commitment to excellence.

I hope you enjoy this edition of *The Pulse*. Happy spring!

Kerri Schuiling, Ph.D., CNM, FACNM, FAAN
Dean
School of Nursing



contents SPRING 2014



FEATURES

- 4 How multi-sensory stimulation can relieve stress**
Faculty member shares her research and techniques for relieving stress
- 6 Writing the book on global health**
International scholars are publishing a textbook that reflects the health care industry's emphasis on global health
- 7 In Appreciation**
SON reflects on faculty members Ron Piscotty and Marilyn Childers as they transition to new opportunities
- 9 China provides backdrop for World Conference on Geriatrics and Gerontology**
Karen Dunn presents to guests at the first World Congress of Geriatrics and Gerontology in Dalian, China.
- 10 The Giving Garden**
Alumni Judith Ganton believes that Oakland helped her grow and she gives back to the SON students
- 12 On a mission**
Two SON alumni travel to remote parts of Africa to serve those in need
- 14 Exploring the human condition**
Nursing faculty brings person-centered perspective to The Honors College
- 17 First-year students get a lesson in life ... and infant safe sleep**
The SON has partnered with the Oakland County Health Division to share infant safe sleep practices
- 18 The case for school nurses**
SON students work with the Michigan School Nurse Task Force to provide practice of care guidelines
- 20 Directors of the OU Beaumont Nurse Anesthesia Program share skills in academia and on state and national levels**
Leaders research and determine best practices for CRNA students and practitioners
- 22 SON encourages a global perspective in health care**
Dean Schuiling, a leader in nurse midwifery, contributes to the International Confederation of Midwives' framework for global standards
- 24 Faculty Publications 2012-present**
A list of publications and presentations from the SON faculty

DEPARTMENTS

- 30 News briefs**
- 32 Camp RN photo story**
- 32 Highlights and accomplishments**

26th Annual

Nightingale Awards for Nursing Excellence®

OAKLAND UNIVERSITY | School of Nursing



Honoring exemplary nurses and nursing care since 1988.

May 8, 2014

The Mirage, Clinton Township

*Congratulations to the
2014 Nightingale Awards for
Nursing Excellence recipients!*

The winners and runners-up are:

- **Administration** - Sister Mary Howard - St Frances Cabrini clinic, Mohamad Rustom - Oakwood Healthcare System
- **Advanced Nurse Practice** - Heather Lowry (Beaumont, Breast Care Center), Marci Simon-Burrell (DMC Hutzel Women's Hospital)
- **Education/Research** - Melchora Bartley (Commission on Nursing Certification), Morris Magnan (Karmanos Cancer Center)
- **Nursing in the Community** - Jesse Cruz (Henry Ford Health System), Karen Straetmans (St. John Providence Hospital)
- **OU Distinguished Alumni** - Suzanne Gardner (Beaumont, Grosse Pointe), Anne Stewart (Beaumont, Grosse Pointe)
- **People's Choice Award** - Caryn Knappen (Chateau Home Care), Cindy McKenna (Older Person's Center/Crittenton Wellness Center), Tamara Niemiec (Henry Ford West Bloomfield Hospital)
- **Staff Practice** - Lisa D'Andrea (Beaumont Comprehensive Breast Center), Timothy Deuby (St. John Providence Hospital), Molly Duane (DMC Harper University), Anne Page (Beaumont, Royal Oak),

The winner in each category will receive \$1,000 and a bronze statuette of Florence Nightingale. Runners-up receive an engraved plaque and a pin.

The Pulse magazine

EXECUTIVE STAFF

Kerri Schuiling, *dean*
Gary Moore, *associate dean*
Cheryl McPherson, *assistant dean*
Pam Marin, *assistant dean*
Colette O'Connor, *director of development*

EDITORIAL STAFF

Amy Johnson, *editor, project manager*
Eric Zurawski, *art director*
Rick Smith, *photographer*

WRITERS

Cara Catallo
Mary Gunderson-Switzer
Alice Rhein
Amy Lynn Smith
Rene Wisely

The Pulse magazine is published one to two times per year. It is distributed free of charge to Oakland University's School of Nursing alumni, staff and friends, and select school of nursing deans nationwide.

Reproduction without permission is prohibited.
ISSN 1946-7257
Issue No. 12.

EDITORIAL OFFICES

100 Anibal House
Oakland University
2200 North Squirrel Road
Rochester, MI 48309-4401
Phone (248) 370-3184
Fax (248) 370-3182

Letters to the editor and other correspondence about this and future issues should be mailed to:

The Pulse magazine
School of Nursing
Amy Johnson

3060 Human Health Building
Oakland University
2200 North Squirrel Road
Rochester, MI 48309-4401

or emailed to johnson2@oakland.edu.
Include your name, address and a phone number or email address.

SPONSORSHIP INFORMATION

For sponsorship information and opportunities in future issues of *The Pulse* magazine, please contact Colette O'Connor at (248) 364-8723 or oconnor@oakland.edu.

Oakland University is an equal opportunity and affirmative action institution.

oakland.edu/nursing

Consider a gift that gives back



The United States needs nurses. An estimated 125,000 nursing positions are open nationwide. That number is projected to rise to 1 million in the next decade. OU's School of Nursing is taking steps to address this need, and you can help. In partnership with local health care organizations, we actively recruit faculty and students for our programs. Applications and admissions have risen by 40 percent, but much more can be done to ease the current and future nursing shortage. The development of scholarships and distinctive campus, online and satellite programs will serve as an important catalyst for future growth. This also will provide important incentives in attracting, retaining and graduating students into the ranks of professional nursing.

Please consider a gift to the School of Nursing. For more information about gift opportunities to the School of Nursing, please contact Colette O'Connor at (248) 364-8723 or oconnor@oakland.edu.



How multisensory stimulation can relieve stress

SON faculty member presents her research at OU Winter College

By Amy Lynn Smith

Could stress relief be just five easy steps away—or less? Absolutely, says Cheryl Riley-Doucet, Ph.D., RN.

An associate professor at the OU School of Nursing (SON), Riley-Doucet has conducted extensive research in multi-sensory stimulation as a stress-relief technique for older adults.

She teaches what she's learned to nursing students in her course on senior mental health, and she brought the same principles to a session she presented at the Winter College. Each year, Winter College is offered to alumni and friends in Florida where the President shares the latest happenings at the University and faculty and deans present their research or updates in their schools.

Riley-Doucet was the only speaker from the SON at the Winter College. Although her research is specific to the geriatric population, it's applicable to everyone.

"Multi-sensory stimulation can help relax older adults and help them avoid anxiety and agitation, especially if they have Alzheimer's disease," Riley-Doucet explains. "About a year and a half ago I decided, 'If this works for older adults it should work for us, too.'"

She started exploring how to de-stress using our senses, and discovered that every sense can play a role. In her Winter College presentation, Riley-Doucet used examples like listening to music, looking at a beautiful painting, inhaling the scent of flowers, drinking hot chocolate and using self-massage to demonstrate the de-stressing power of our senses.

"I know aroma is very important for me to de-stress," she explains. "You can carry a little packet of lemon balm in your pocket and just sniff it."

Research into the use of multi-sensory environments for stress relief began in patients with autism spectrum disorders, which led to its use in geriatric populations. The physiology of the blocking of senses and related agitation is very similar in people with autism and Alzheimer's disease, Riley-Doucet says.

Using multi-sensory stimulation, which is often done in a room that triggers all five senses, has proven very effective in older adults.

"We found they responded more to their caregivers after using a multi-sensory room," says Riley-Doucet. "They were able to call their loved ones by name, even when they couldn't do that before."

For nursing students, learning about the power of sensory stimulation gives them another approach to patient care. Using the sense of touch, for example, can be soothing to patients with delirium, such as those just coming out of surgery.

It's also an effective way for nurses to relieve their own stress when on busy floors or high-pressure departments like the Intensive Care Unit (ICU), but the practice can benefit anyone.

"What I taught in the Winter College is that it doesn't take much," says Riley-Doucet. "Carrying little bags of lavender-scented bath salts in your pocket or using a tube sock filled with two tennis balls for self-massage is inexpensive—and it works." ■

Amy Lynn Smith is a Michigan-based writer who specializes in health care topics.



"Multi-sensory stimulation can help relax older adults and help them avoid anxiety and agitation, especially if they have Alzheimer's disease."



Writing the book on Global Health

Nurse leaders' book offers insight into cultural care practices and beliefs

By Rene Wisely

If one truth holds true in nursing, it's that change is constant.

Perhaps no one knows that more than Dr. Ann Whall, the Maggie Allesee Endowed Chair in Gerontological Nursing at the Oakland University School of Nursing.

A glance at her bookshelf shows four editions of the textbook, *Conceptual Models of Nursing: Analyses and Application*, she first penned 30 years ago with Dr. Joyce Fitzpatrick, the Elizabeth Brooks Ford Professor of Nursing at Case Western Reserve University in Cleveland. Their work is considered one of the best-selling nursing textbooks across the globe.

Each edition contains varying content to reflect changes in the field with the common thread being identical – help nursing students understand the knowledge base of their discipline. With that, Whall believes, all of the extant theories and related research will act as the foundation for further studies and theory development.

The two are putting the final touches on a fifth edition and expect to send a copy of it to the publisher this summer. This version is titled *Conceptual Models of Nursing: The International Imperative*.

The book's new emphasis reflects the health care industry's emphasis on global health.

"This textbook is extremely important today because of the increasing number of persons who migrate each year to the United States," Whall said.

Fitzpatrick agrees.

"We are facing new challenges in global health, new viruses are transmitted more readily with the ease of international travel, and natural disasters and war and famine affect all of us," she said. "Our changing demographics in the United States alone challenge us to understand the socio-cultural context of health and to understand the meaning of health within various cultures."

Nursing students will learn from top experts in their field. Whall and Fitzpatrick have convinced colleagues from North America, South America, Europe, the Middle East, Africa, Korea, China and Australia to write chapters for the book, giving readers an authentic glimpse into other cultures' health care methods and beliefs.

"Nurses must care for patients from a range of cultures and countries, and it is important for nurses to understand the meaning of health within various cultures in order to assist patients to improve their health and well-being," Fitzpatrick explained.

Both Whall and Fitzpatrick have had international experience themselves. They received Fulbright Awards as Distinguished Scholars, Fitzpatrick for the Republic of Ireland and Whall, who had two, in Great Britain.

Furthermore, they each have taken students abroad and taught in other countries. Fitzpatrick has concentrated on a variety of countries in Africa, while Whall has visited Korea, as well as Japan and Northern Ireland.

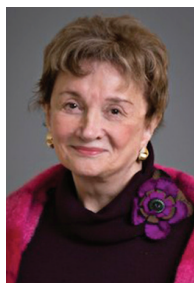
These two esteemed professors have been on the forefront of chronicling the industry since Whall graduated in 1978 from the first Ph.D. program in nursing at Wayne State University, incidentally taught by Fitzpatrick.

Now their careers have come full circle. They are working on a proposal for a Ph.D. program at OU's School of Nursing.

"This book is especially timely given the development of the Ph.D. program proposal at OU's School of Nursing," Fitzpatrick said. "This proposed program will have a global health focus, the first such Ph.D. emphasis in the state of Michigan."

They hope to soon write another happy ending. ■

Rene Wisely is a freelance writer based in Bloomfield Hills, Mich.



Dr. Ann Whall



Dr. Joyce Fitzpatrick

In Appreciation



Marilyn (Mouradjian) Childers, MSN, RN-BC has retired from the School of Nursing. Ms. Childers has been at Oakland since 2006 where she taught psychiatric/mental health nursing. Her main focus has been compassion for all beings, with a particular passion for animal welfare. Along with developing and teaching Module 3 (Animal Assisted Therapy in Special Populations) for the SON's five module online Animal Assisted Therapy Certificate program, she also developed and taught a very successful online vegan health course, both courses receiving students from all around the globe. Her participation in these courses earned her PETAs Compassionate Campus award. Marilyn is also on the audit committee for North Oakland Headwaters Land Conservancy (NOHLC). She plans to continue to participate in the AAT and vegan programs at Oakland with additional plans to work within the arena of animal welfare reform, domestic, farm and wildlife.

Her experience included a more complete understanding and appreciation of academia's transition into IT and social media in the classroom setting. Childers' enjoyed her time educating students. "I found teaching a rewarding experience as students made contact after graduation to share they had been able to use the philosophy and skills I shared with them to assist their patient's emotional and psychological needs," said Childers. "They also stated it had been beneficial to them not only professionally, but on a personal level as well. To know I assisted in helping make them a more complete and compassionate nurse was fulfilling."

She also enjoyed the camaraderie of her peers on faculty. The full-time adjunct faculty members were extremely supportive and worked collaboratively, and she will miss their support and friendship but looks forward to her new endeavors.



Ron Piscotty, PhD, RN has accepted a new position as an Assistant Professor at Wayne State University. While at Oakland, Dr. Piscotty was a clinical placement coordinator before becoming a faculty member where he taught informatics and nursing technology. He was an original organizer of the Sigma Theta Tau/ School of Nursing Research Day which continues to be highly successful. His research interest centers around the impact that health care information technologies (HIT) have on nursing practice and quality and safety in hospital settings. Ron is specifically interested in examining the relationship between electronic nursing care reminders and missed nursing care in acute care settings. Ron has taught nursing courses at the undergraduate and graduate level. Board certified in Nursing Informatics from the American Nurse Credentialing Center he is a member of several prominent nursing organizations including: Midwest Nursing Research Society (MNRS), American Medical Informatics Association (AMIA) and Sigma Theta Tau (Theta Psi Chapter). Ron values his time at Oakland. "My experience at Oakland prepared me for my future career in academia," he said. "While at Oakland I was exposed to a wide array of experiences such as serving on committees, completing independent research, and course development. Additionally, I have developed many professional connections and potential research collaborators."

Oakland University Riverview Institute

Meet the Oakland University Riverview Institute Administration. If you have any questions or comments about the programs offered through Riverview, please contact the appropriate person below.

Kerri Schuiling, Ph.D., CNM, FACNM, FAAN
Dean and Professor
3001 Human Health Building
(248) 364-8787 (secretary)
schuili@oakland.edu

Gary Moore, Ph.D., RN
Associate Dean and Professor
3010 Human Health Building
(248) 364-8737
moore@oakland.edu

Cheryl McPherson, MSA
Assistant Dean
(248) 364-8717
mcperso@oakland.edu

Tomico Reynolds
Special Projects Assistant
2008 Human Health Building
(248) 364-8775
tlreynol@oakland.edu

Kenyettera Junior
Business Manager/Financial Analyst
3056 Human Health Building
(248) 364-8751
junior@oakland.edu

Lynda Poly-Droulard, MSN, M.Ed, CNE, RN
Executive Director Riverview Institute
(248) 867-4236
polydrou@oakland.edu

Jenaye Lisbon, MSN
Riverview Institute
LPN Program Director
Lisbon@oakland.edu

Cheniece Lyons, MSN, RN
Riverview Institute LPN Lecturer
(248) 918-9582
lyons@oakland.edu





China provides backdrop for World Conference on Geriatrics and Gerontology

Professor Karen Dunn shares research on chronic pain

By Alice Rhein

For Associate Professor Karen Dunn, Ph.D., RN, FGSA, the highlight of a five-day trip to China in October was meeting researchers from all around the world interested in the well-being of older adults.



Karen Dunn

Dunn was invited to present research conducted by her and co-author Ann L. Horgas, Ph.D., RN, completed on "Religious and Non-Religious Coping in Older Adults Experiencing Chronic Pain."

She traveled to Dalian, China, for the first annual World Congress of Geriatrics and Gerontology (WCGG) where more than 200 world-renowned experts, academicians, senior scientists, industry executives and project leaders gathered in this modern city to discuss the various research, implementation and policy initiatives necessary for enhancing the quality of life for an older population.

Director of the SON Graduate Programs and a 13-year faculty member, Dunn's clinical expertise is in Medical/Surgical Critical Care Nursing, and her research is focused on promoting wellness through the effective use of holistic self-care practices with an emphasis on spirituality, end-of-life care and pain management among the older adult population.

At the WCGG conference, Dunn participated in a symposium entitled "Aging-associated Diseases: Cancer, Nervous System Diseases, Eye, Ear Diseases and Pain of Elderly People." As the symposium took a holistic view — looking at the biological,

social, psychological and spiritual aspects of age-associated diseases — Dunn's research into religion and coping certainly addressed this theme.

"The participants in this study (N=200), who were Judeo-Christian older adults, used religious coping and prayer to deal with their chronic pain," said Dunn. "On average, most experienced moderate levels of pain daily. This study sought to get a better understanding of how they were using prayer to deal with their chronic pain." Although the participants were Judeo-Christian, Dunn believes that this finding would transfer to all cultures who share religious beliefs or beliefs in a higher supreme power.

A major seaport in Northeast China, Dalian is home to more than 6 million people. Dalian is looking to enhance health care delivery, education and infrastructure; which was an impetus for establishing the conference and contacting Dr. Dunn.

Dunn's research has been published in numerous journals, and she is currently working with Dr. Riley-Doucet to obtain funding for student-led simulations to address several issues related to the care of older adults, including pain in post-operative adults with dementia, anxiety in older adults with heart failure, depression among older adults with Parkinson's Disease, and older adults with pneumonia and delirium.

China proved to be a culturally enriching experience, and Dunn says she is grateful for the support of OU, especially Dean Schilling, who encouraged her to attend. ■

Alice Rhein is a freelance writer based in Huntington Woods, Mich.

The Giving Garden

SON alumna helps create garden to recharge students.

By Rene Wisely

Judith (Anderson) Ganton (BSN, '78), has been a force at Oakland University since the School of Nursing opened its doors.

Not only was she a member of the first graduating class, but is also a part of every current SON graduation.

Ganton, chief operating officer of Lloyd Ganton Retirement Centers, which her husband founded and she helped grow in Spring Arbor, Mich., designed the nursing pin each student receives at their pinning ceremony.

She also developed the SON's first yearbook, was a charter member of the Student Nursing Association and the nursing honor society, the precursor to Sigma Theta Tau.

That was in addition to being 31 when she began taking OU classes while wearing other hats, including wife, mother of two with a third daughter on the way, church volunteer, room mom and Brownie troop leader.

"If I was going to school, I was going to give it 100 percent, so I got involved in everything I could, but the school pin is meaningful to me because it's still being used," Ganton said.

Ganton and her husband, Lloyd, are certain their latest gift will be used and enjoyed as well. The two have purchased the naming rights to the garden outside the west end of the Human Health Building.

Ganton believes the Judith Colson Ganton Healing Garden will serve as a respite to the busy nursing student. "I used to go to the bridge near the dorms and sit by the water to study," she said. "This garden will give students a place to relax, get some fresh air, shut down, meditate and get it all back together to go back to work. Nursing school is hard."

The Gantons hope to handpick some of the plants to complete the garden, along with a sculpture to add interest. Ganton is eager to see the finished project.

It's already become a magnet for students and nature's surprises, said Colette O'Connor, director of development for the SON.

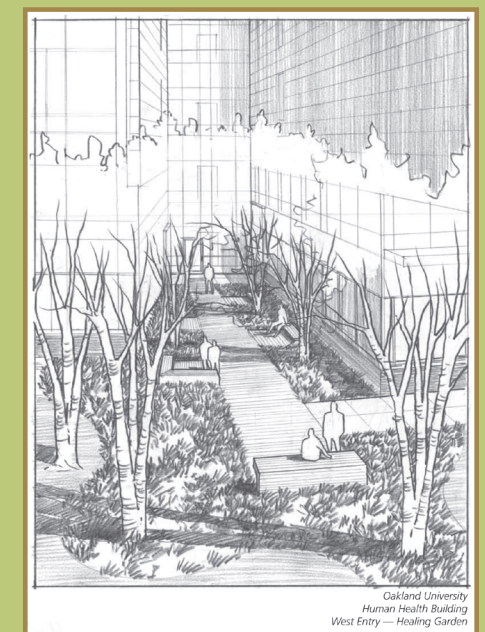
"Last spring there was a mother duck with a nest of eggs that we all enjoyed watching every day from the windows above," O'Connor explained. "One day, of course, we arrived to a nest of empty shells. It's nature at its best!"

"Having the garden at OU is going to be very, very special to me because I feel my OU education helped me grow," she said. "It changed my life." ■

Rene Wisely is freelance writer based in Bloomfield Hills, Mich.



Judith and Lloyd Ganton



Oakland University
Human Health Building
West Entry — Healing Garden



Photo credits - Lindsay Murphy, Sanjeev Pillai (two bottom right photos)

On a mission

Nursing alumni find call to heal in Africa

By Alice Rhein

Each year, many Oakland University nursing students and alumni choose to participate in medical missions. Some do it out of adventure, others out of a sense of moral or religious obligation, still others for an opportunity that may further their career.

Whatever the reason, there is no doubt that the experience broadens their worldview of health care issues and ultimately helps them become better nurses.

For two former students, Lindsay Murphy (BSN '09) and Sanjeev Pillai (BSN '12), made decisions to participate in medical missions in Africa – Murphy in Kenya and Pillai in South Africa – that shaped their nursing careers in ways neither one of them could have imagined prior to the plane touching down in a sub-Saharan country.

“As an American health care professional, you very quickly find that, ‘What would I do?’ becomes almost a mantra, not only for the lack of resources, but also for the instant promotion you get when you touch down on Kenyan soil,” says Murphy, who notes that the country's severe shortage of nurses, coupled with the lack of physicians in rural areas and midsize cities, creates a workplace where scope of practice is broad, but also liberating.

“You have your own two hands, five senses and one brain with which to make a diagnosis. That’s it,” she said. “There is

no lab, no radiology, no secondary or tertiary medical facility for you to refer to, no data access for your smartphone, and ‘clinical decision support system’ means you ask your colleague across the hall, ‘Hey, can you come take a look at this for me?’”

Murphy, who grew up in metro Detroit and is now a nurse at Beaumont Hospital in Royal Oak and Troy, was one of a 19-member Kenya Relief Team that spent 10 days in Migori Province in Western Kenya to perform cataract surgeries, deliver general ophthalmic care and general medical care, as well as provide food and medical aid to rural populations in that area.

In those first few hours in the clinic, Murphy says she felt like she saw every non-textbook case there was – almost as if finding “zebras” was the norm. “Of course, in Kenya, zebras, as in the animal, are everywhere, while horses are exceedingly rare,” Murphy noted, suggesting that the common aphorism “When you hear hoofbeats, look for horses, not zebras,” doesn’t apply in Kenya. “Once I realized that the cases weren’t really that difficult to diagnose, and that I was actually keeping up clinically with people whose training far exceeded my own, I was able to settle into the role much more effectively.”

That role, unfortunately, came with the responsibility of finding a metastatic neuroblastoma in a 10-month-old whose eye was swelling and protruding. “We referred him to Nairobi

for emergent consultation, but we knew the damage was likely already done. In the States, this tumor is 70-90 percent curable. There, the odds are not that good.

None of us felt good after that case,” says Murphy.

Yet Murphy also points to the positive results of the team’s impact, such as when a 3-year-old came to the clinic after being hit in the eye with an acacia, an ubiquitous tree notorious for its surgically sharp thorns. This little boy had been out playing sticks and was struck by a branch and the thorn lodged in his paracentral cornea. His mother bypassed the district hospital and brought him to the clinic where the ophthalmic team took him to OR and removed the splinter under anesthesia, started him on antibiotics and patched his eye. He made a full recovery.

The team consisted mainly of Beaumont physicians and staff, and Murphy says one girl waited a full year until the team returned to complete her cataract surgery. “As I was examining her, she told me in broken but clear English, ‘One year ago you fixed my other eye. It is perfect. I waited for you to return for my other eye to fix,’” says Murphy, who found out upon her return that the same ophthalmologist who had originally trained her years ago had done the girl’s surgery the prior year.

“Some things really do come full circle,” she says.

For Pillai, his trip to South Africa was also completing a circle. His first experience with the Zulu tribe and African Christian Ministries in 2009 convinced him to pursue nursing. Accepted into OU’s summer 2011 Accelerated BSN program, Pillai says his return to South Africa after graduation was a reunion gift to himself.

While Murphy worked in an area with limited resources, Pillai worked in a South African facility with dirt floors and limited light. It was well equipped in comparison, but access to health care in South Africa continues to be scarce. In the five-day clinic, the 20-member team that Pillai worked with treated about 850 patients, most from the Zulu tribe who’ve come to expect this medical team every year.

“The clinic runs similar to an urgent care. We didn’t treat chronic diseases like hypertension, diabetes or HIV; we treated malnutrition, colds and skin rashes,” says Pillai, who grew up three miles from the Oakland University campus.

Pillai said on the day of the kids’ clinic, the team treated nearly 400 children, many of whom were diagnosed with hookworms. One boy was not too keen on taking the treatment, mebendazole, so Pillai offered to play with him if he’d take the medicine. “I was sick with the flu that day, but the treatment was more important for him so we played soccer and then he took the medication.”

Pillai says it’s these small experiences that will likely take him again and again to Africa and Haiti, where he has also provided treatment to residents. “Medical missions have become a staple in my life. My intention is to volunteer annually in third world countries,” he says. “I highly suggest that everyone should take the opportunity to serve overseas and see how those in the third world have to survive on barely anything and how they seek and receive health care.” ■

Alice Rhein is a Huntington Woods, Mich.-based freelance writer.

Exploring the human condition

Nursing faculty bring person-centered perspective to The Honors College

By Amy Lynn Smith

It's always been the mission of The Honors College to expose exceptional students to expertise from across the Oakland University faculty team.

This includes faculty from the School of Nursing (SON), who bring an especially important point of view to The Honors College.

"Both the breadth and depth are important characteristics for students who are able to work at a high academic level," says Graeme Harper, DCA, Ph.D., dean of The Honors College. "We want these courses to come from a place of person-centeredness, and the nursing faculty brought that perspective without any advice or encouragement. They're delivering exactly the sort of thing we're looking for."

A course taught by Kathleen Spencer, DNP, RN, is an excellent example. The visiting assistant professor combined her love for nursing and her passion for the written word into a course called "Health and Illness in Literature."

"I wanted to use literature to teach concepts of professionalism, compassion and empathy leadership," she explains.

The class included a unit on mental health, featuring Ken Kesey's *One Flew Over the Cuckoo's Nest*, another on veterans' post-traumatic stress disorder (PTSD) and related issues, including Tim O'Brien's *The Things They Carried* and a visit from a veteran.

"I've used poems, essays and novels with my nursing students, because it's a less threatening way to discuss things they don't want to talk about," says Spencer. "I think that really happened with this group, too."

A course on global health might seem, at first, to only be relevant to students in medical fields, but the course, developed and taught by Suha Kridli, Ph.D., RN, associate professor, resonated with students in every discipline.

"I asked students why they took the course, and those from disciplines outside the health professions said they wanted to learn about what's going on around them, or they want to go abroad or work with the poor," she explains. "They all felt this course gave them more well-rounded information on global populations."

Kridli created an interactive environment in which students were given topics to research and present. These topics included nutrition, diseases, environmental health and lifespan issues, as well as country-specific trends in health care and health policy.

"We entered into these discussions as a group," Kridli says. "There were so many implications to the course depending on what the student may want to get out of it."

Trust is another topic closely related to health care that has relevance across the spectrum of professions.

"Whether you're an engineer, journalist or nurse, trust is so important," says Janean Monahan, Ph.D., RN, who created the course "Trust Going Beyond Words" with Gina Palombo, MSN, RN. "We always talk about cultivating trust with patients in the nursing field, but no one told us how to build that foundation of trust."

Monahan and Palombo presented specific ways to cultivate trusting relationships, guided by input from students on the topics they were interested in, such as democracy and social change.

Because trust is primarily based on communication, Monahan and Palombo spent a lot of time discussing effective ways to talk with colleagues, customers, students and patients.

"We wanted to give students the tools to promote trustworthiness in a relationship," Monahan says, "and they brought as much to the table as we did." ■

Amy Lynn Smith is a Michigan-based writer who specializes in health care topics.



L-R: Suha Kridli, Graeme Harper and Gina Palombo



About the Honors College

Benefits of being in The Honors College

Not all universities in the United States have honors colleges, but in one that does, honors college students will comprise around 5 percent of the undergraduate population. Over 60 percent of honors colleges were founded after 1994. The Honors College at Oakland University was established in 1977, making it one of the more established honors colleges in the nation. Being in the top 5 percent of undergraduates in the nation, based on a strong portfolio comprised of original and funded research, tailored course choices, travel and service makes The Honors College at OU a destination for high achievers who are building the strongest possible résumés. Annually, over 95 percent of graduates from The Honors College at OU are successful in moving on to prestigious graduate school careers.

In The Honors College students are required to achieve and maintain a minimum GPA of 3.50, take at least three Honors College general education courses, fulfill a foreign language requirement (offered along a number of different tracks, some linked to study abroad opportunities), complete a minimum of 10 hours of community service and produce an Honors Thesis (an independent project) that consists of a substantial scholarly, creative or community project.

The Honors College will open its doors to a beautiful, technologically enhanced building and dormitory in August 2014 with access to dedicated learning facilities, as well as social and collaboration spaces that will extend support for aspirational undergraduates to reach their full potential.



First year students get a lesson in life ... and safe sleep

Collaboration between the SON and Health Division aims to improve infant mortality rates
By Amy Johnson

The Roman philosopher, Seneca, theorized thousands of years ago that the best way to understand a concept is to teach it to someone else. “While we teach, we learn,” he said.

This is also the philosophy of Kimberly Holka, MSN, MSA, RN, APHN-BC, CNE, full-time adjunct instructor, who recently partnered with the Oakland County Health Division to put that philosophy into practice.

“Many parents and caregivers do not realize everyday items, such as bumper pads, stuffed animals, or sleeping with their newborns/infants can be dangerous,” Holka said. “The Safe Sleep train-the-trainer program allows our nursing students to educate the public and local day cares.”



Jane Kessler

In a dual effort to better educate students and help save the lives of infants, Jane Kessler, RN, from the Oakland County Health Division spoke to first-semester nursing students in Holka’s NRS 216 Health Promotion I class about Sudden Infant

Death Syndrome, renamed Accidental Death by the American Academy of Pediatrics (AAP).

Accidental Death occurs without signs of distress and most often in infants between two and four months old. Statistically, there are about 2,000 deaths per year in the United States, cites the Center for Disease Control. In 2012, there were over 150 Accidental Deaths in Michigan; that’s more than two babies per week, making it the third leading cause of infant death.

“Prior to 1995, parents and caregivers were instructed to position babies on their stomachs to sleep. But due to high mortality rates in infants related to suffocation and

asphyxiation, the AAP rolled out the Back to Sleep campaign which continued until it became Safe Sleep in the 2000s,” said Kessler. “Since the inception of the improved method for putting babies to bed, the number of deaths has decreased by 50 percent.”

After attending the lecture, the students in Holka’s class then take their certificate for participation, a Pack ‘N Play donated by the Oakland County Health Division and Oakland County Health Department Safe Sleep presentation with DVD to Detroit area day care centers to relay the information. The students are able to practice how to spread the word effectively and efficiently while potentially saving the lives of thousands of babies entrusted to these caregivers.

Nursing student Neveen Jolagh took Holka’s course and found the experience of learning and teaching to be valuable.

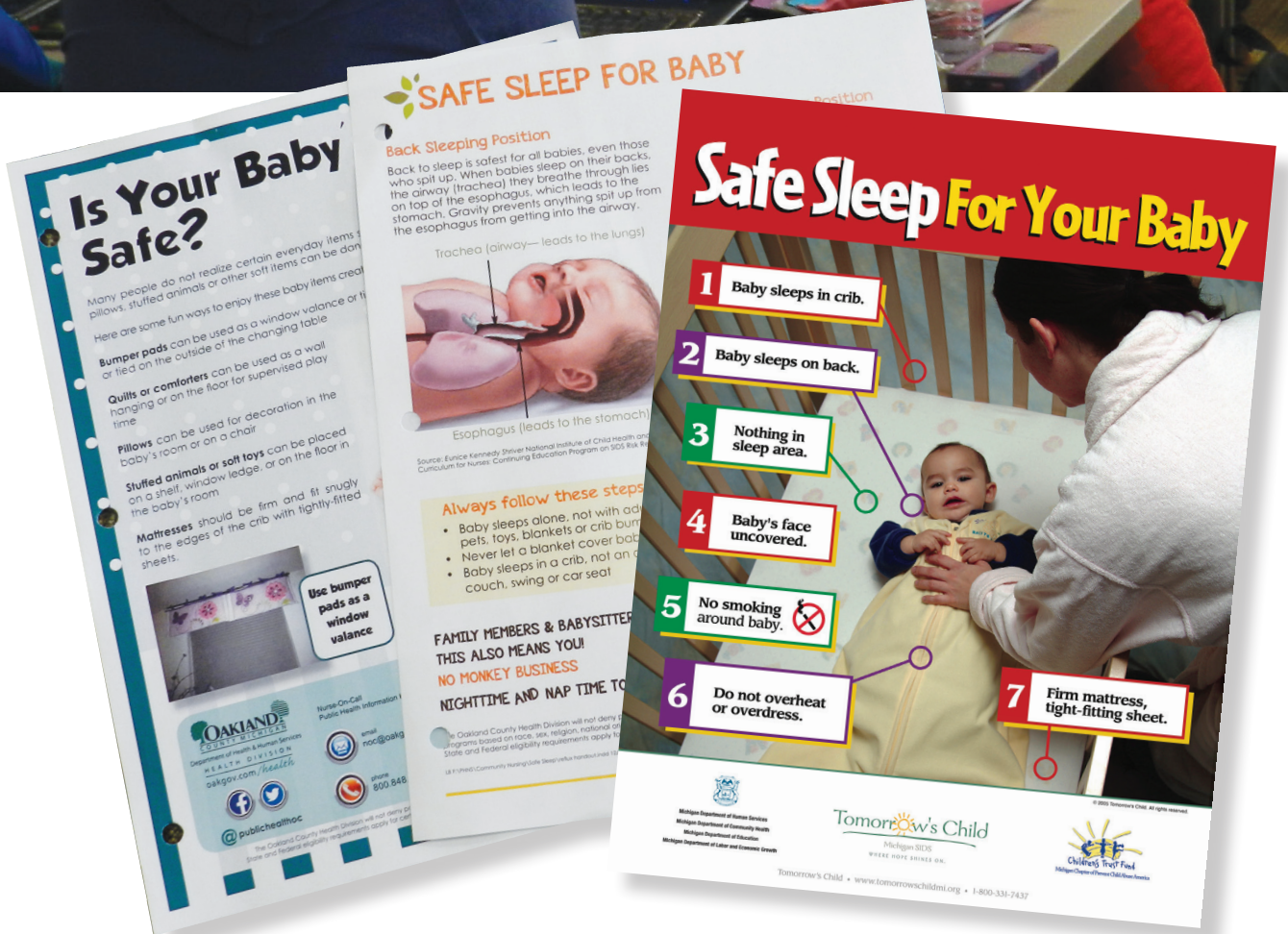


Neeven Jolagh

“After hearing from Jane Kessler, I knew how wrong many people were about caring for an infant, starting with my own family,” said Jolagh. “It was important for me to educate my family about how to take care of infants since most of my siblings just started having families.”

Jolagh and her group presented to the day care staff at Lifetime Fitness, explaining the harm that can come from improper sleep patterns for infants. She added, “This experience was so important because we can save lives by educating parents and caregivers by following very simple rules.” ■

Amy Johnson works in the School of Nursing at Oakland University.



The case for school nurses

Student research illuminates the means to a healthier world – one nurse at a time

By Mary Gunderson-Switzer

Today's school nurse is a lynchpin in the important task of overseeing the well-being of the K-12 student population.

After home, school is usually the most influential environment in a child's life. As more students come to school with complex and chronic health-related problems, the school nurse is the on-site health representative equipped to manage their daily care.

In lessening health-related roadblocks to academic success, school nurses advance lifelong student achievement.

Unfortunately, there aren't enough of these life-impacting professionals to go around.

GROWING PAINS

According to the National Association of School Nurses (NASN), one-third of the nation's school districts recently reduced nursing staff, due to budget cuts. National statistics indicate fewer than half of Michigan's schools don't have a school nurse in the building; the state ranks last in the nurse-to-student ratio.

Faculty and students within OU's SON understand the important role of school nurses and are being proactive to turn this statistic around.

To do so, Associate Professor Karen Dunn and Adjunct Instructor Kimberly Holka have teamed up with Susan Zacharski.

Zacharski, a Detroit-area school nurse for 25 years, is active in the NASN and co-chair of the Nursing Practice and Guidelines Committee for the Michigan School Nurse Task Force.

With topics assigned by the task force, master's students in Dunn's research course and undergraduate students in Holka's class are writing evidence-based research papers to provide school nurse standard practice of care guidelines for Michigan. After ADD students conduct a thorough review of the literature and complete the school nurse primers and modules, the professors, the task force, topic content experts, and the Michigan Department of Education/Michigan Department of Community Health, the research is published as resource modules (school nurse primers) on the Michigan Department of Education website.



"Working intra-professionally as a team" are Fordor (master's student), Dunn (SON faculty) and Zacharski (Michigan School Nurse Task Force Co-Chair)

The modules address the role, state/federal law and guidelines for the school nurse in caring for Michigan's K-12 students.

A variety of topics have been researched. Dunn's last class of students wrote topics ranging from child maltreatment (Tammy Scott-Barney) – to confidentiality (Leigh Wilson) – to allergies/anaphylaxis (Darlene Lonergan) – to the role of the school nurse (Priscilla Jiminez).

The modules not only establish protocols but also make the case for why more school nurses are necessary.

In addition to providing direct care to students, a school nurse's duties include:

- assessing the overall system of care/plan to ensure health needs are met (i.e., emergency/disaster response; confidential communication; documentation of student health information)
- providing screening/necessary referrals for health conditions
- promoting a healthy school environment
- promoting community health education
- serving as a leader for health policy/programs
- serving as a liaison between school personnel, family, health care professionals and the community

"School nurses have the education, skill set and daily access to effectively attend to the ever-growing student needs," says Zacharski. "With an understanding of how social,

emotional, physical and mental health issues affect learning, school nurses are well-suited to be incredible advocates for the student population."

CHANGE FOR GOOD

What a difference a school nurse can make.

Zacharski recalls when she was asked to assess twins having reading difficulties. Was it a special education issue or something else?

"I could tell right away it was a physical issue," she says. "It required eye surgery, and once that was taken care of, the twins excelled as readers. School nurses make that kind of difference every day."

Sparked by SON undergraduate clinical experiences in Detroit-area schools and master's students' work experiences, there's a passion to help.

"Our students are highly motivated to be part of the process to highlight school nurse guidelines for the state," Holka says.

"They're also grateful to have the opportunity to be published authors for something so worthwhile," says Dunn.

Some of Dunn's students have also developed PowerPoint presentations and test questions to be used in teaching new Michigan school nurses.

Their efforts are appreciated.

"Oakland's dedicated faculty are a pleasure to work with, and OU's students are helping us make a dream come true in our movements forward on behalf of our state's students," says Zacharski.

The highly accessible resource primers and modules could have a far-reaching ripple effect. The use of the Internet provides school nurses the ability to become knowledgeable about evidence-based research from all over the world to guide our daily practice.

Successful students impact communities — communities impact states — states impact the nation — and nations can impact the world at large. ■

Mary Gunderson-Switzer is a freelance writer living in Warner Robins, Ga.





Directors of the OU Beaumont Nurse Anesthesia program share skills in academia and on state and national levels

Once again, the OU Beaumont Graduate Program of Nurse Anesthesia has exceeded the national pass rate for first-time test takers on the National Certification Examination promulgated by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA). The 2013 program graduates achieved an overall pass rate of 96 percent. When a graduate passes the national certification examination, the public can be assured that the CRNA has met the predetermined qualifications or standards for providing quality nurse anesthesia services.

Additionally, all newly Certified Registered Nurse Anesthetist (CRNA) OU graduates from December 2013 were employed within three months of program completion. The leaders of this rigorous and nationally ranked program are Anne Hranchook, DNP, CRNA (director) and Mary Golinski, Ph.D.,

CRNA (assistant program director). The leaders behind these striking statistics are also sharing their experiences and expertise on state and national levels, as well as in the professorial realm.

Hranchook is a newly seated board member for the Michigan Association of Nurse Anesthetists for District 3, which includes 13 counties in southeastern Michigan. This provides an opportunity to serve and advocate for CRNAs who play a significant role in improving all aspects of health care delivery in Michigan. Golinski is a past president of the Michigan Association of Nurse Anesthetists (1999-2000), a past board member (2004-2006) and treasurer (2007-2008) of the nurse anesthesia professional membership organization, the American Association of Nurse Anesthetists (AANA). She currently is a practitioner board member on the NBCRNA.

Both Hranchook and Golinski are participating in various scholarly activities to advance the science of nurse anesthesia. For example, Golinski is an original member of the AANA Closed Claim Research team developed in 1995. This team analyzes anesthesia specific, real life data in anticipation of discovering why outcomes of care are unfavorable in distinct situations. From information obtained from this research, standards of care can be and are advanced. Hranchook joined the closed claim research team in 2013 while simultaneously completing the terminal objectives of the research component of the Doctor of Nursing Practice degree. Both Hranchook and Golinski are committed to continue this worthy research. Throughout the process, there has been a formidable force in changing guidelines and standards of practice, thereby improving safety of anesthesia.



Mary Golinski (assistant program director) and Anne Hranchook (director)

MARK YOUR CALENDARS!

fall
HOMECOMING
& REUNION WEEKEND

Save the date for **SEPTEMBER 19 AND 20, 2014**



The graduate students (class of 2014) in the Nurse Anesthesia track are entrenched in research related to the art and science of their advance- practice- nursing specialty. After completing NRS 500 – Theory, and NRS 531 – Research Methods, 17 senior students formed seven separate research groups (one to four graduate students in each group paired with faculty mentors) and developed rigorous research proposals as a requirement for NRS 687. All research projects are aimed at supporting evidence-based nurse anesthesia practice and professionalism. The seven groups formed are submitting their research to the Human Investigation Committee and are in the application stage at this time. They will be collecting data related to specific nurse anesthesia identified problems. Topics under investigation include:

- 1) Perioperative Factors Contributing to Outcomes of Care following Colorectal Surgery within the Beaumont Health System
- 2) Certified Registered Nurse Anesthetist Awareness and Implementation of Evidence Based Practice Patterns
- 3) Quality of Care Outcomes in CRNA Non Surgical Pain Management Practices
- 4) Post-anesthesia Respiratory Outcomes Following Kidney Transplantation Surgery: An Emphasis On Residual Neuromuscular Blockade
- 5) Local Oximetry and the Identification of Intra-Operative Tourniquet Associated Tissue Ischemia
- 6) Clinical Responses During Laryngeal Mask Airway Removal During Different Stages of Anesthesia
- 7) Clinical Teaching Behaviors: A Comparison of CRNA and SRNA Opinions Regarding Effectiveness and Frequency of Use.



“Having a respectful perspective of cultures different from our own, not just preconceived assumptions, means higher quality care.”

Kerri Schuiling, Dean SON



SON encourages a global perspective in health care

By Cara Catallo

Global health care is more than just a catchphrase. Encouraging nurses to practice with a global perspective in mind is important enough that OU's School of Nursing considers it a strategic initiative. And the administration and staff practices what it preaches.

“We’re embedding it more and more in the entire curriculum,” says Kerri Schuiling, dean of the SON. “We all know the importance of global health, and we all know that the diversity of the people seeking healthcare is only going to increase.”

Having a respectful perspective of cultures different from our own, not just preconceived assumptions, means higher quality care, says Schuiling, who late last year traveled on behalf of the SON to Italy and the Netherlands. In November, the University of Padua invited Schuiling and Gary Moore, associate dean of the SON, to visit and give presentations, further cementing the universities’ relationship that includes a study abroad research course for SON students. That mingling of students from varied cultures is a wonderful way to learn, says Schuiling, who lectured about midwifery to an audience of more than 70 health care professionals.

“They were very, very interested in how midwives are educated here in the United States and what our scope of practice is and philosophy of care compared with their country’s midwives,” she says.

The weeklong goodwill tour also developed potential for research collaboration and data collection sharing between the two universities, explains Moore, who lectured about a broader picture of advanced practice and nurse practitioners.

Understanding how to look at a culture and examine its mores and customs translates to working well with others, says Moore. And for students studying abroad, camaraderie and long-term friendship sometimes develops in the process, he says.

“It’s been a great experience: The students have absolutely loved it. They come back excited about international studies. They bring that fervor back to the classroom,” Moore says.

Students can identify similarities and differences that may help them better appreciate one another, as well as the different educational and health care systems, valuable traits that continue once they’re in the workforce, says Schuiling.

In December, Schuiling was one of 35 midwifery experts who gathered at The Hague (which houses the World Health Organization and the International Confederation of Midwives) to contribute to and review the International Confederation of Midwives Midwifery Services Framework. The costs associated with the the panel and their work were supported by a grant from the Bill and Melinda Gates Foundation. She is set to speak and conduct a research workshop at the group’s triennial conference in Prague this June.

Understanding global health issues caught the interest of Suha AL-OBalli Kridli, SON associate professor, when she was a student herself at the University of Jordan. She now teaches a global health course at The Honors College at OU.

“The ultimate goal is to help students become more global citizens; to see themselves as a little piece of the puzzle,” says Kridli, who hopes to launch a study abroad program with her alma mater one day. To learn from people within their own context brings a better understanding, explains Kridli, who wants to provide cross-cultural learning experiences so students can learn how each population has its own health issues somewhat shaped by environment and history.

“You cannot attach a value to that exposure,” says Kridli, who visited a Palestinian refugee camp with colleagues when she was an undergraduate student: “It was an eye opener. It was just amazing. I loved it.”

That can mold the way a person thinks about the world and provide leadership models and confidence that ultimately shape careers, Kridli says.

“Students who have this study abroad experience — they stand out from the other graduates. They’re different in so many positive ways. Those are the students folks will be looking to hire,” says Kridli.



Faculty Publications 2012-present

Abele, C., Grobbel, C., Piscotty, R., & Suda, T. (2012, April). The Caring Studio Experience: An emerging educational methodology to engage nursing students in learning about caring practice.

Abele, C., Penprase, B., & Ternes, R. (2013). A closer look at academic probation and attrition: What courses are predictive of nursing student success? *Nurse Education Today*, 33, 258 – 261. doi:10.1016/j.nedt.2011.11.017

Anderson, C. & Whall, A. L. (2013). Nursing opinion leadership: a preliminary model derived from philosophic theories of rational belief. *Nursing Philosophy*, 14, (4), 271–283.

Ashker, V., Penprase, B., & Salman, A. (2012). Work-related emotional stressors and coping strategies that affect the well-being of dialysis nurses. *Nephrology Nursing Journal*, 39(3), 231-6.

Bauce, K., Kridli, S. & Fitzpatrick. (2013). Cultural Competence and Psychological Empowerment Among Acute Care Nurses. *Online Journal of Cultural Competence in Nursing and Healthcare*. Accepted (in press)

Caldwell, L., & Grobbel, C. (2013) The Importance of Reflective Practice in Nursing. *The International Journal of Caring Science*.

Cothran, F., Redman, R., Struble, L., Whall, A., & Dunkle, R. (2013) Racial differences in demographic, health and cognitive factors of behavioral symptoms of dementia. *The 2013 Gerontologist* , Scientific Sessions, 81.

Dunn, K. S., & Riley-Doucet, C. K. (2013). Comparative analysis of two musical genres within a multisensory environmental intervention. *Journal of Holistic Nursing*, 31, 62-70.

Dunn, K. S. (2013). Testing the RBC Model through current and future research. In M. M. Glembocki & J. J. Fitzpatrick (Eds.), *Relationship-based Care: Supporting Professional Nursing Practice*, (pp 427-437). Minneapolis, Minn.: Creative Healthcare Management.

Fenske, C., Harris, M., Aebersold, M., & Hartman, L. (2013). Perception versus reality: a comparative study of the clinical judgment skills of nurses during a simulated activity. *Journal of Continuing Education in Nursing*. 44(9):399-405. doi: 10.3928/00220124-20130701-67

Fisher, K. & Kridli, S. (2013). The Role of Motivation and Self-Efficacy on the Performance of Health Promotion Behaviors in the Overweight or Obese Middle-aged American Female. *International Journal of Nursing Practice*. Accepted (in press).

Germano, E., Schorn, M., Phillipi, J., & Schuiling, K. (in press). Findings of a survey about precepting midwifery students.

Griffin, D., Penprase, B., & Klamerus, J. (2012). Relative dose intensity: Improving treatment and outcomes in early stage breast cancer, a retrospective study. *Oncology Nursing Forum*, 39(6), 459-467.

Guidera, M., McCool, W., Hanlon, A., Schuiling, K., Smith, A. (2012). Midwives and Liability: Results from the 2009 nationwide survey of certified nurse-midwives and certified midwives in the United States. *Journal of Midwifery & Women's Health*, 57, 345-352.

Grobbel, C. Rowe, L., (accepted 2014). Exploring Pre-Nursing Students Perceptions of Caring and Nursing: A Phenomenological Study. *Journal of International Caring*.

Harris, M. A., & Pittiglio, L. I. (2012, April). Medication error surveillance of undergraduate nursing students in the clinical setting

Harris, M., Pittiglio, L., Newton, S., & Moore, G. (2014). Using Simulation to Improve Medication Administration Skills of Undergraduate Nursing Students. *Nursing Education Perspectives*. 36(1):26-29. doi: 10.5480/11-552.1

Jaquith, B., Harris, M., & Penprase, B. (2013). Cardiovascular disease risks in children and adolescents. *Journal of Pediatric Nursing*, 28(3), 258-266.

Kim, H. Whall, A. (2013, in revision). Psychotropic drug usage and behavioral symptoms among nursing home residents with dementia. *Archives of Psychiatric Nursing*

Konkani, A., Oakley, B., Penprase, B., Topacio, J., Simpson, S.N., & Kring, B. (2012). Reduction of Noise Levels in the Pediatric Intensive Care Unit (PICU) of Beaumont Hospital. OU-Beaumont Symposium. September 2012.

Kridli, S., Ilori, O. & Verriest, H (2013). Health Beliefs and Practice of Qatari Women: Pregnancy and childbirth. *Journal of Nursing Education and Practice*, 3(2), 1-10.

McLott, J., Jurercic, J., Hemphill, L., & Dunn, K. S. (2013). Development of an amygdalocentric neurocircuitry-reactive aggression theoretical model through an integrative literature review. *American Association of Nurse Anesthetists*, 18, 379-384.

Mitchell, A. & Chaudry, R. (2012). "Stem Cell Research — Promise and Potential." *Oakland Journal* Fall 2012.

Monahan, J. Caring for the Adolescent from Behind the Mask, accepted for publication in *AORN*.

Newton, S. E., Harris, M., & Pittiglio, L. (2013). Constructivist philosophy and nursing student medication calculations. *Research & Theory for Nursing Practice*. 27(2):88-94. doi: http://dx.doi.org.huaryu.kl.oakland.edu/10.1891/1541-6577.27.2.88

Penprase & Harris, B. (2012, April). Factors in an ASDN program that contribute to success on the RN-NCLEX.

Penprase, B., Mileto, L., Bittinger, A., Hranchook, A., Atchley, J., Bergakker, S., Elmers, T., & Franson, H. (2012). The use of high fidelity simulation in the admissions process: One nurse's anesthesia program's experience. *AANA Journal*. February 2012. Vol 80(1).

Penprase, B., Oakley, B., Ternes, R., & Driscoll, D. (2012, April). Caring too much? Empathy characteristics of nurses may provide a vital clue toward reducing burnout.

Penprase, B., Fahs, D., & Pellico, L. (2013). What factors led to self disclosure of bulimic women. *Journal of Nursing and Education Practice*.

Penprase, B., Oakley, B., Ternes, R., & Driscoll. (2013). Do higher dispositions for empathy predispose males toward careers in nursing?" A Descriptive Correlational Design. *Nursing Forum*. Accepted.

Penprase, B, Harris, M., & Qu, H. (2013). Academic success: Which factors contribute significantly to the pass/fail odds of NCLEX success for students? *Journal of Nursing Education and Practice*. 3(7):1-8. doi: 10.5430/jnep.v3n7p1

Penprase, B. & Harris, M. (2013). Accelerated Second-Degree Nursing Students: Predictors of Graduation and NCLEX-RN First-Time Pass Rates. *Nurse Educator*, 38(1), 26-29 doi:10.1097/NNE.0b013e318276df16

Penprase, B., Oakley, B., Ternes, R., & Driscoll, D. (2013). Empathy as a determining factor for nursing career selection. *Journal of Nursing Education*, 52(4), 192-7. Doi: 10.3928/0148434-20130314-02.

Penprase, B., Mileto, L., Bittinger, A., Hranchook, A., Atchley, J., Bergakker, S., Eimers, T., & Franson, H., (2012). The use of high fidelity simulation in the admissions process: One nurse's anesthesia program experience. *AANA Journal*, 80(1), 1-6.

Penprase, B. (2012). Perceptions, orientation, and transition into nursing practice of accelerated second-degree nursing program graduates. *Journal of Continuing Education in Nursing*, 43(1), 29-36 PMID: 21425758

Piscotty, R., Vopel-Lewis, T., Lee, S., Annis, A., Lee, E., & Kalisch, B. (in press). Social Media Use by Nurses: Potential Positive and Negative Impacts on Care. *Nursing Management*. Piscotty, R., Grobbel, C., & Abele, C. (2013). Initial psychometric evaluation of the nursing quality and safety self-inventory: A self-report measure of nursing students' quality and safety knowledge, skills and attitudes. *Journal of Nursing Education*, 52(x). doi:10.3928/01484834-2013

Price, D., Abele, C., & Hagerty, B. (In Press). Measuring confidence in nursing graduates within the framework of the AACN Essentials. *Nursing Education Perspectives*.

Riley-Doucet, C. K. & Dunn, K. S. (2013). Using multisensory technology to create a therapeutic environment for persons with dementia in an adult day care center: A pilot study. *Research in Gerontological Nursing*, 6(4), 225-233.

Sawyer-Martin, S., Penprase, B., & Piscotty, R. (2013). Perceptions of weight loss experience between African Americans and Caucasians. *Obesity Surgery The Journal of Medical Surgery and Allied Care*.

Schuiling, K., Walsh, D., & Downe, S. (2011). Looking back and looking forward: The ICM triennial meeting in Durban, South Africa, and research dedicated to decreasing maternal and infant morbidity and mortality. *International Journal of Childbirth*, 1(3), 142-143.

Schuiling, K. & Slager, J. (2012). The limits of choice: elective induction and Cesarean section on maternal request. In B. Anderson & S. Stone (Eds) *Best practices in midwifery: Using the evidence to implement change*. Springer Publishing.

Schuiling, K., Sipe, T., & Fullerton, J. (2013) Findings from the Analysis of the American College of Nurse-Midwives Membership Survey, 2009-2011. *Journal of Midwifery & Women's Health*, 58(4), 404-415.

Schuiling, K. (2012). The need for research on the use of the partogram and its effect on maternal infant outcomes (editorial). *International Journal of Childbirth*, 2, 3-4.

Schuiling, K. & Likis, F. (Eds). (2011) *Women's gynecologic health*. Jones & Bartlett, N.Y.

Schuiling, K. (in press). Promoting comfort during childbirth: A conceptual approach. In M. Avery (Ed.) *Supporting normal birth: A practical guide*

Schuiling, K., Walsh, D., & Downe, S. (2011). Looking back and looking forward: The ICM triennial meeting in Durban, South Africa, and research dedicated to decreasing maternal and infant morbidity and mortality. *International Journal of Childbirth*, 1(3), 142-143.

Schuiling, K. & Likis, F. (2013). *2nd. Ed. Women's Gynecologic Health*. Boston: Jones & Bartlett

Seurnynck, K., Abele, C., Ferrari, M., & Murphy, S. (in press). Comparison of nurse mentor and instructor evaluation of clinical performance. *Nursing Education Perspectives*

Schuiling, K., Robinia, K. & Nye, R. (2011). Osteoporosis update. *Journal of Midwifery and Women's Health*, 56 (6), pp. 615-627

Voshall, B., Piscotty, R., Lawrence, J., & Targosz, M. (in press). Barcode medication administration work-arounds: A review and implications for nurse executives. *Journal of Nursing Administration*

Whall, A.L., Kim, H., Colling, K., Hong, G., DeCicco, B., Antonakas, C. (2013). Measurement of aggressive behavior in dementia: comparison of the physical aggression subscales of the Cohen-Mansfield Agitation Inventory and the Ryden Aggression Scale. *Research in Gerontological Nursing*, 6 (3) 171-177.

Whall, A. L. (2013), Nursing knowledge and theory Innovation: advancing the science of practice. *Nursing Philosophy*, 14: 148–149. doi: 10.1111/j.1466-769X.2011.00510.x..

Whall, A., Beck, C., & Algase, D., (2013). Use of NIC Standardization format to design research protocols. *The 2013 Gerontologist* , Scientific Sessions, 193.

Whall, A., Maas, M., & Beck, C., (2013). The IRPG Risk Factors. *The 2013 Gerontologist* , Scientific Sessions, 193.

Whall, A. Colling, K., Hong, G., DeCicco, B., Antonakus, C. (2012). Measurement of aggressive behavior in dementia: comparison of the Cohen-Mansfield Agitation Inventory and the Ryden Aggression Scale. *Research in Gerontological Nursing*. 6(3)171-177.

PRESENTATIONS:

Abele, C., Grobbel, C., Piscotty, R., & Suda, T. (April 2012). The Caring Studio Experience: An Emerging Educational Methodology to Engage Nursing Students in Learning about Caring Practice. Abstract accepted for a poster presentation at the 2012 MNRS Nursing Research conference.

Abele, C., Penprase, B., & Ternes, R. (April 2012). Can pre-nursing course grades be used to help students succeed in becoming a registered nurse? Poster presentation at Midwest Michigan Research Society (MNRS) Research conference, Dearborn, Mich.

Abele, C., & Penprase, B. (June 2012). Can pre-nursing course grades be used to help students succeed in becoming a registered nurse? Poster presentation at Innovations in Nursing Education Research by National League of Nursing (NLN) and Sigma Theta Tau International (STTI). Indianapolis, Ind.

Bossuah, K.A., Dunn, K.S., & VanderClay, C. (2013). Relocation stress syndrome in older adults with type 2 diabetes. Poster presentation at the 39th annual meeting of the European Working Group on Operational Research Applied to Health Services on July 7th through the 12th at Koc University in Istanbul, Turkey.

Cothran, F., Redman, R., Struble, L., Whall, A., Dunkle, R. Racial differences of behavioral symptoms of dementia. The 66th Annual Scientific Sessions of the Gerontological Society of America. New Orleans, La.

Dunn, K.S. (October 2013). Religious and Nonreligious Coping in Older Adults Experiencing Chronic Pain. Paper presented at BIT's 1st Annual World Congress of Geriatrics and Gerontology Conference, Dalian China.

Glembocki, M. Evaluating the Impact of Simulated Electronic Health Record (EHR) Reminders on Patient Safety, to the MNRS 2014 Annual Research Conference.

Grobbel, C., Costlow, M. & Dean J.A. (November 2013). The clinical leadership simulation using QSEN competencies. Podium presentation at the AACN 2013 Baccalaureate Education Conference, New Orleans, La.

Grobbel, C., Piscotty, R., Abele, C., & Suda, T. (March 2013). Teaching students to engage caring practice through the Caring Studio Experience: An emerging educational methodology. Oral presentation at the 37th Annual Research Conference of the Midwest Nursing Research Society, Chicago, Ill.

Harris, M., & Pittiglio, L. (2012). Simulation Clinical Competencies: High Stakes Evaluation of Performance. Abstract accepted for publication in the NLN Technology Conference Proceedings.

Hawthorne, D. "CYP3A Gene Effect on Menarche in Girls with Sickle Cell Disease" accepted for poster presentation.

Hawthorne, D. "Sexual Health of Early Maturing African American Girls" which has been accepted as a poster presentation at the 33rd Annual Meeting & Scientific Sessions of the Society of Behavioral Medicine.

Hawthorne, D. "Menstrual Attitudes of Girls with Sickle Cell Disease," at the 2013 Annual MNRS Research Conference, March 7-10, 2013, in Chicago, Ill.

Hays, D., & Glembocki, M. "The give and take of a NP student in clinical rotations: How to bring clarity and worth to the role of the NP student and NP clinical mentor" accepted for presentation at the 2013 MICNP State Conference in Lansing, Mich.

Harris, M. & Penprase, B. (April 2012). Factors in an ASDN program that contribute to success on the RN-NCLEX. Poster discussion at Midwest Michigan Research Society (MNRS) Research Conference, Dearborn, Mich.

Hays, D. DNP project: Identifying risk factors in ED frequent users accepted for a podium presentation at the AACN doctoral conference in January.

Holka, K. presented an active learning technique at the Instructional Fair on April 1, co-presented with Dr. Rebecca Cheezum and Marjorie Lang, JD, MA from the School of Health Sciences regarding their panel discussion collaboration entitled "Ethical Issues in Medical Malpractice: A discussion to Foster Compassionate Patient Care."

Holka, K., Beres, J. & Penprase, B. (September 2013). Relationship-Based Care: A Collaborative Journey. National Relationship-Based Care Symposium. Huron, Ohio. Poster Presentation. Selected to be a presenter on a video to capture the content of RBC Symposium.

Konkani, A., Oakley, B., Penprase, B., Topacio, J., Simpson, S., & Kring, B. (April/2013). Reduction of Noise Levels in the Pediatric Intensive Care Unit (PICU) of Beaumont Hospital. Biomedical Research Festival. Oakland University. Poster presentation.

Konkani, A., Oakley, B., Penprase, B., Topacio, Simpson, & Kring. (April 2012). Reduction of Noise Levels in the Pediatric Intensive Care Unit (PICU) of Beaumont Hospital. CBR/Sigma Theta Tau Research Festival, Rochester, Mich..

Konkani, A., Oakley, B., Penprase, B., Topacio, J., Simpson, S., & Kring, B. (April, 2012). Reduction of noise levels in the pediatric intensive care unit (PICU) of Beaumont Hospital. Poster Presentation at OU's Center for Biomedical Research's Festival, Rochester, Mich..

McLott, J., Jurercic, J., Hemphill, L., & Dunn, K. S. (2012). Development of an amygdalocentric neurocircuitry-reactive aggression theoretical model through an integrative literature review. Poster presentation at the 2012 American Association of Nurse Anesthetists (AANA) annual meeting August 5-7 in San Francisco, Calif.

Mileto, L., Penprase, B., & Santoro, P. (2013). Job satisfaction among certified registered nurse anesthetists: A multigenerational analysis. *Anesthesia e-Journal (AJE)*. Submitted.

Newton, S. E., Harris, M., & Pittiglio, L. (2013). Constructivist philosophy and nursing student medication calculations. *Research & Theory for Nursing Practice*, 27(2), 88-94.

Newton, S. E., & Moore, G. (2013). Critical thinking skills of basic baccalaureate and accelerated second degree nursing students. *Nursing Education Perspectives*, 34(3), 154-158. doi: 10.5480/1536-5026-34.3.154

Palombo, G., & Piscotty, R. (June 2013). Effectiveness of using integrated electronic health record alerts in simulated practice. Poster presentation at the 12th Annual International Nursing Association for Clinical Simulation and Learning, Las Vegas, Nev.

(2012/April). Psychometric evaluation of the Nursing Quality and Safety Self-Inventory: A self-report measure of nursing quality and safety. Poster discussion.

Penprase, B., Johnson, A., Pittiglio, L., Oakley, B., & Grant, T. (2012, April). Understanding relationship of stress reduction through effects of MBSR training for health care providers.

Penprase, B. Grobbel, C., VanWagoner, K., Ledesma, C., and Sowinski, L. (November 2012). A Model for Undergraduate Nursing Education: Academic–Clinical Partnership in Developing a Theory Based Nursing Practice through Relationship-Based Care. AACN's 2012 Baccalaureate Education Conference, San Antonio, TX. Poster presentation.

Penprase, B., Konkani, A., Wilkerson, S., Harris, D., & Killoran, A. (September 2013). Monitoring of Potential Alarm Fatigue on Medical/Surgical Units with Telemetry. RN-AIM 8th Annual Conference and Assembly. Poster presentation.

Penprase, B. & Zdonek, D., & Robinson, C., (September 2013). Vital Signs Initiative: Evidence-Based Practice Findings and Recommendations. RN-AIM 8th Annual Conference and Assembly. Poster presentation.

Penprase, B. & Van Wagnoner, K. (September 2013). A Collaborative Relationship Built on a Relationship-Based Care Model of Practice. National Relationship-Based Care Symposium. Huron, Ohio. Poster presentation

Penprase, B., Van Wagoner, K. & Grobbel, C. (September 2013). Building Nursing Practice through RBC within a Hospital Culture . National Relationship-Based Care Symposium. Huron, Ohio. Poster presentation

Penprase, B., Hays, D., & White, A. (April 2013). “Understanding Frequent Users of Emergency Department Services: A Collaborative Research Design to Problem Solving”. Sigma Theta Tau Theta Psi Chapter Research Day. Oakland University. Second place.

Penprase, B., Oakley, B., Driscoll, D., & Ternes, R. (March 2013). Is Empathy an Important Trait in Attracting Men to Nursing? 2013 Annual Midwest Michigan Research Society (MNRS) Research Conference, Chicago, Ill. Presentation.

Penprase, B., Hays, D., & White, A. (March 2013). Understanding Frequent Users of Emergency Department Services: A Collaborative Research Design to Problem Solving. 2013 Annual Midwest Michigan Research Society (MNRS) Research Conference, Chicago, Ill. Poster presentation.

Penprase, B., Johnson, A., Pittiglio, L., & Grant, T. (October 2012). Understanding relationship of stress reduction through effects of MBSR training for health care providers. Post presentation at Envision Conference, Oakland University.

Penprase, B., (November 2012). A Model for Undergraduate Nursing Education: Academic-Clinical Partnership in Developing a Theory Based Nursing Practice through Relationship-Based Care. American Association of the College of Nursing's (AACN) 2012 Baccalaureate Education Conference, San Antonio, Texas. Poster presentation.

Penprase, B., & Harris, M. (October 2012). Understanding curricula design and how it impacts NCLEX-RN for ASDN students. Nursing Careers in Nursing Fifth Annual Summit. Poster presentation.

Penprase, B., Johnson, A., Pittiglio, L., Oakley, B., & Grant, T. (April 2012). Understanding relationship of stress reduction through effects of MBSR training for health care providers. Poster presentation at Midwest Michigan Research Society (MNRS) Research conference, Dearborn, Mich.

Penprase, B., Oakley, B., Ternes, R., & Driscoll, D. (April 2012). Caring too much? Empathy characteristics of nurses' pay provide a vital clue towards reducing burnout. Presentation. Midwest Michigan Research Society (MNRS) Research conference, Dearborn, Mich.

Penprase, B., Poly-Droulard, L. & Scafe, M. (May 2013). Maintaining Rigor While Increasing Critical Thinking Through Collaborative Testing. Windsor Teaching and Learning Conference. Windsor, Canada. Poster presentation.

Penprase, B., Poly-Droulard, L., & Scafe, M. (April 2013). Increasing Critical Thinking Through Collaborative Testing. Oakland University's Instructional Fair. Strategies for Engagement. Poster Board presentation.

Penprase, B. (September 2012). Learning through flexible and creative teaching methods. Lilly Conference in Traverse City, Mich. Poster presentation.

Piscotty, R., Grobbel, C., & Abele, C. (2012). Instrument evaluation of the Nursing Quality and Safety Self-Inventory: A nursing student self-report measure of nursing quality and safety. Podium presentation at the 11th Annual International Nursing Association for Clinical Simulation and Learning, San Antonio, Texas.

Piscotty, R., Grobbel, C., & Abele, C. (April 2012). Psychometric evaluation of the Nursing Quality and Safety Self-Inventory: A self-report measure of nursing quality and safety. Abstract accepted for a poster discussion at the 2012 MNRS Nursing Research.

Piscotty, R., Grobbel, C., & Abele, C. (2012). Instrument evaluation of the Nursing Quality and Safety Self-Inventory: A nursing student self-report measure of nursing quality and safety. Poster presentation for the 11th Annual International Nursing Simulation/Learning Resources Centers Conference June 21-23, 2012.

Piscotty, R., Abele, C., Grobbel, C., & Brendel, H. (April 2012). The impact of social media usage on nursing practice. Abstract accepted for a poster presentation at the 2012 MNRS Nursing Research Conference.

Pittiglio, L. “Reducing HIV/AIDS in Michigan African American Young Adult Women” which has been accepted for publication in *Journal of the Association of Nurses* in AIDS Care.

Poly-Droulard, L., & Penprase, B. (May 2013). An Active Learning Approach: Flipped Classroom. Windsor Teaching and Learning Conference. Windsor, Canada. Poster Presentation. Awarded 2nd place for best poster.

Poly-Droulard, L., & Penprase, B. (April 2013). An Active Learning Approach: Flipped Classroom. Sigma Theta Tau Theta Psi Chapter Research Day. Oakland University. Poster presentation

Poly-Droulard, L., & Penprase, B. (April 2013). An Active Learning Approach: Flipped Classroom. Oakland University's Instructional Fair. Strategies for Engagement. Poster board presentation.

Poly-Droulard, L. & Penprase, B. received approval to present “On The Verge: Debating the Future of University Teaching” at the Seventh Annual Conference on Teaching & Learning.

Riley-Doucet, C. (April 2012). Using a Multisensory environment (MSE) to assist in the management of agitation in dementia in an adult day program.

Schuiling, K. The Midwifery Model of Care (2012). Panelist for No Care for You symposium, Oakland University, Rochester, Mich. Sponsored by The Honors College.

Spencer, K. “Developing Empathy through Imaginative Literature in the Undergraduate Classroom” accepted as a 40-minute presentation for the Lilly Conference in Traverse City, Mich. September 20-22, 2012.

Whall, A. Gerontological Society of America, 66th Annual Scientific Sessions, Chairperson of Symposium: Optimizing function in late stage dementia using findings from three programs of research. November 24, 2013.

Whall, A. National American Arab Nurses Association, 2nd Annual Angel of Mercy Award, Keynote: “Paths Leading to Culturally Competent Care”, September 19, 2013, Dearborn, Mich.

Whall, A., Beck, C., Algase, D. The IRPG Risk Factors. The 66th Annual Scientific Sessions of the Gerontological Society of America. New Orleans, La.

Zdonek, D., Robinson, C., & Penprase, B. (April 2013). Vital Signs Initiative-Evidence Based Practice Findings & Recommendation. Sigma Theta Tau Theta Psi Chapter Research Day. Oakland University. Poster presentation. (won first place).

Ann L.Whall, Co-Investigator Cheryl Riley Doucet, Research submitted to NIH in 11-15-2012 (of 2012-2013 Fall term):1R01 AG040064-01 3 ZRG1 BBBP-N (52). PI: to National Institute on Aging. Targeting behavioral treatments for aggressive behavior in Alzheimer’s Disease.

BOOKS PUBLISHED

Schuiling, K. & Likis, F. (2013). *2nd. Ed. Women's Gynecologic Health*. Boston: Jones & Bartlett.

BOOK CHAPTERS

Faucher, M.A. & Schuiling, K.D. (2013). Normal and abnormal uterine bleeding. In K.D. Schuiling & F. Likis (Eds.), *Women's gynecologic health*. (2nd ed.). Boston: Jones & Bartlett.

Low, LK & Schuiling, K. D. (2013). Women's health from a feminist perspective. In K.D.

Schuiling & F. Likis (Eds.), *Women's gynecologic health*.(2nd ed.). Boston: Jones & Bartlett

Oakley, B., Ternes, R., & Carroll, J., Penprase, B., Driscoll, D., (2013). *The Powerful Winds that Gust Politics: Political Orientation and Empathizing-Systemizing Characteristics*. In Simon Baron-Cohen, E-S Theory. MIT Press. Release date TBD.

Schuiling, K. (2013). *Promoting comfort: a conceptual approach*. In M. Avery (Ed.), Supporting a physiologic approach to pregnancy and birth. Ames, IA: Wiley-Blackwell.

Schuiling, K. (2013). The role of the certified nurse-midwife (CNM) in implementing relationship-based care. In M. Glembocki & J. Fitzpatrick (Eds.), *Advancing professional nursing practice: Relationship-based Care and the ANA Standards of Professional Nursing Practice*. Minneapolis, Minn.: Creative Health Care Management, Inc.

Schuiling, K. (2013). *The limits of choice: Elective induction and cesarean section on maternal request*. In B. Anderson & S. Stone (Eds.), Best practices in midwifery. New York: Springer Publishing Co.

Schuiling, K. D., & Low, LK. (2013). Women's growth and development across the lifespan. In K.D. Schuiling & F. Likis (Eds.), *Women's gynecologic health* (2nd ed.). Boston: Jones & Bartlett

Schuiling, K.D. & Gasiewicz, N. (2013). Chronic pelvic pain. In K.D.

Schuiling & F. Likis (Eds.), *Women's gynecologic health*. (2nd ed.). Boston: Jones & Bartlett.

Schuiling, K. & Slager, J. (2012). The Limits of Choice: Elective Induction and Cesarean Birth on Maternal Request (invited author). In B. Anderson & S. Stone *Best practices in nurse-midwifery: Using the evidence to implement change*. New York: Springer Publishing

Taylor, D., Schuiling, K.D., Collins-Sharp, B. 2013). Menstrual cycle pain and discomforts. In K.D. Schuiling & F. Likis (Eds.), *Women's gynecologic health*. (2nd ed.). Boston: Jones & Bartlett.

Whall, A. (2013). The Philosophy of Science Basis for the Integration of Nursing Knowledge Base. Chapter One. In J.J. Fitzparick, A.L. Whall. *Conceptual Models of Nursing: The International Imperative* (5th edition ; in preparation).

News briefs

Oakland University School of Nursing awarded grant from Jonas Center for Nursing and Veterans Healthcare to fund doctoral nursing students

Grant is part of a national initiative to address nursing faculty shortage; Oakland University to fund Jonas Scholars

Oakland University School of Nursing (SON) announced that with a new grant of \$20,000 from the Jonas Center for Nursing and Veterans Healthcare, it will fund the scholarship of one DNP Jonas Nurse Leader Scholar and one DNP Jonas Veterans Healthcare Scholar in 2014. As a recipient of the Jonas Center grant, the SON is part of a national effort to stem the faculty shortage and prepare future nurses as America's health care system continues to evolve.

The 2010 Institute of Medicine's (IOM) report "The Future of Nursing: Leading Change, Advancing Health" advocates doubling the number of doctorally prepared nurses. The SON Jonas Scholars join nearly 600 future nurse educators and leaders at 110 schools supported by Jonas Center programs, the *Jonas Nurse Leaders Scholars Program* and *Jonas Veterans Healthcare Program* (JVHP). These scholarships support the IOM's recommendation of nurses pursuing Ph.D.s and DNPs, the terminal degrees in the field.

"Many nurses admit that they do not feel adequately prepared to help veterans from the wars in Afghanistan and Iraq reintegrate into society with the unique challenges they have," said Kathleen Spencer, visiting assistant professor in the SON and coordinator of Veterans Education Programs. "Receiving this grant will allow us to help nurses pursue doctoral degrees

and ultimately help shape the way treatment is delivered to our heroes."

Dean Kerri Schuiling agrees. "Improving health care delivery models, policy reform and advocacy for our veterans is paramount. Thanks to organizations like the Jonas Center for Nursing and Veterans Healthcare, the SON will be able to educate more nurses to be nurse faculty, leaders and administrators."



Kathleen Spencer

The Jonas Center, the leading philanthropic funder for nursing, is addressing a critical need, evidenced by troubling data from the AACN showing that 2013 saw the lowest enrollment increase in professional RN programs in the past five years. This is due primarily to a shortage in qualified faculty.

"The call for more nurses – and thus the faculty to prepare them – is massive. Health care in America has never been more complex, yet tens of thousands of would-be nurses are turned away from the profession each year," said Donald Jonas, co-founder of the Jonas Center. "We've stepped up the pace and expanded our programs to meet this need."



Take your nursing career to the next level DOCTOR OF NURSING PRACTICE PROGRAM

Oakland University is a Carnegie Doctoral Research University. The School of Nursing programs prepare students for 21st century nursing practice at all levels. The Doctor of Nursing Practice degree program emphasizes excellence in practice, interprofessional leadership in a variety of environments and the importance of evidence for best practice.

Oakland University is a state-assisted school with nearly 20,000 students. All programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

THE DNP NURSING CURRICULUM FOSTERS SKILLS IN

- Advocacy and reform in health care and government on local, regional, state and national levels
- Improvement of various population health outcomes
- Integrating translational research into evidence-based practice models
- Interprofessional collaboration
- Clinical professorships in academic institutions
- Incorporating information systems and patient care technologies
- Preparation in becoming clinical leaders in health care systems

DNP PROGRAM HIGHLIGHTS

- **First school** in Michigan to offer the DNP program
- **Flexible:** Full-time working nurses can complete the program by following a part-time plan of study.
- **Diverse:** Students throughout the U.S. are enrolled online.
- **Leadership experiences:** Curriculum includes a trip to Capitol Hill in Washington, D.C. and courses emphasizing leadership.
- **In-state tuition for out-of-state students**



Camp RN

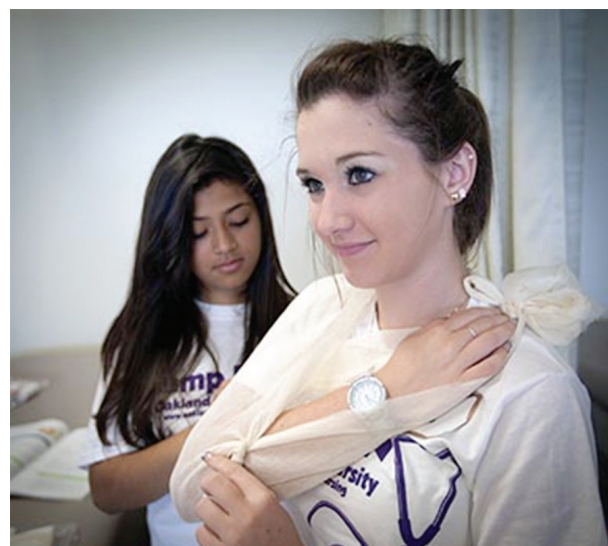
Pre-College Programs

Eligible 7th, 8th and 9th graders can get a dose of what the nursing profession has to offer through the CampRN@OU program.

This two week pre-college summer program is designed to educate and inform middle school students of the opportunities available through a nursing career. This inspiring and innovative, entertaining and educational camp exposes students to biology, chemistry and the mechanics of the nursing profession.

Participants are actively engaged in nursing forensics, biology, math and chemistry workshops, while learning nursing fundamentals including CPR and First Aid Certification. Participants also tour Oakland University, interact with nurses in a hospital setting (job shadowing) and utilize our new physical assessment laboratory to learn about the human body.

With such expressed interest in this program, CAMP RN will only accept 50 participants for the 2014 Summer program.



All interested applicants must apply no later May 30, 2014.

If you are aware of any students who may be interested in being considered for this excellent opportunity, please complete the application found at oakland.edu/nursing. If you have any questions regarding CAMP RN@OU, please feel free to contact Kristina Aaron (248) 364-8755 or white2@oakland.edu.

SON Highlights

Student Jake Forhan was a student in Professor Marilyn Childers' Community Mental Health course. After Professor Childers spoke of the need for patients in that unit, Jake held a clothing drive for the patients in the behavioral unit at Crittenton Hospital Medical Center. He gathered four large bags of gently used and laundered clothes. Professor Childers applauded Jake's efforts stating that he "exemplifies and models the best of nursing practice."

SON alumna Annette Sciberras was chosen for the Go Red for Women campaign. Sciberras has been a cardiac care nurse for more than 30 years.

Professor Renee Mirovsky is presenting at the 2014 QSEN Forum on "An NP Student Quality Improvement Project: Implementing QSEN Competencies and Meaningful Life Use Using HIT."

Kathleen Spencer was an invited speaker at the University of Iowa School of Medicine to present "The Examined Life" where she will be speaking about Health and Illness in Literature.

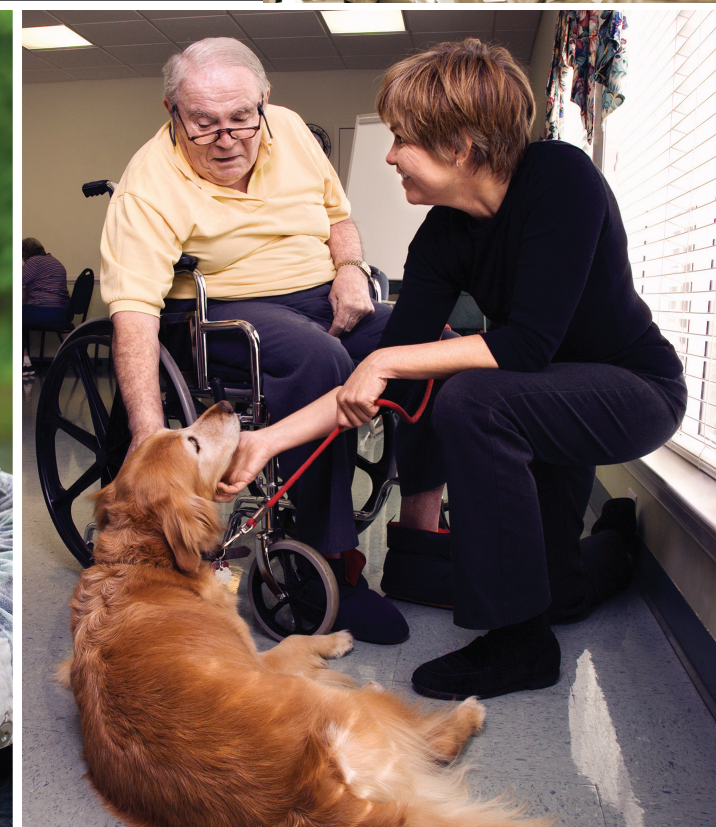
Denise Rabidoux (BSN '77) of Evangelical Homes of Michigan wins Crain's Detroit Corporate Achievement in Health Care.

Senior Student **Aldo Sade** won the Kelly award for research. He will be presenting at the MNRS Conference in St. Louis, Missouri.

Professor Deana Hays had her DNP Project, Identifying risk factors in ED frequent users, accepted for a podium presentation at the AACN doctoral conference.

Professor Gina Palombo presented at the MNRS Conference on Evaluating the Impact of Simulated Electronic Health Record (EHR) Reminders on Patient Safety.

Oakland University | School of Nursing



Animal-Assisted Therapy certificate program

Animal-assisted therapy offers a positive behavioral support intervention for people with emotional or behavioral problems as well as provides support for the critically ill, elderly, physically impaired and more. The difference you'll make in the lives of others is extremely rewarding.

Gain the skills necessary to properly use animal-assisted interventions in the Oakland University Animal-Assisted Therapy certificate program.

The five eight-week modules include an introduction to animal-assisted interventions, the psychology of animal-assisted interventions, special populations, working with

animals and a final capstone project. The program is completely online with a couple of the assignments involving meeting with people in the field in your area.

For more information, visit oakland.edu/animalassistedtherapy or contact Amy Johnson, director for the AATC program, at (248) 364-8704 or johnson2@oakland.edu.



3060 Human Health Building
2200 North Squirrel Road
Rochester, MI 48309-4401



For more information about the School of Nursing at Oakland University,
visit oakland.edu/nursing, email nrsinfo@oakland.edu or call (248) 370-4253.

