


THE PULSE

MAGAZINE

SPRING 2017



PROVIDING KEY TRANSITION FROM NURSING STUDENT TO NURSE GRADUATE

OAKLAND
UNIVERSITY™

School of Nursing

Rochester, Michigan



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Collaboration in the Cadaver Lab

Women's Leadership Institute
Recruits SON's Brainpower

Introducing Animal Assisted
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MESSAGE FROM THE DEAN



In the School of Nursing, we are so passionate about the education, advocacy and delivery of care in nursing. I am excited to share with you a peek into our school to meet our faculty members, students, alumni, and to check out some of our research and community engagement projects. The needs and opportunities for nurses are vast and impact how we educate our students. Whether our students are undergraduate or graduate level, we are leading the way in ensuring our students are on the cutting edge of learning with models of care that underscore a wide range of skills, agility and flexibility between settings along the continuum of care.

In this edition of *The Pulse* magazine, you will read about our crossprofessional collaborations in “Collaborating in the Cadaver Lab” with Ellen Gajewski and her work with the Health Sciences students in the cadaver lab, community engagement through the various service projects required by students who engage in such projects throughout the tri-county area as well as our alumni who incorporate what they’ve learned into their passions and experiences like Jonnie Hamilton, DNP alumna, who was honored with a Lifetime Achievement Award. It’s the creativity, compassion and competence of those within our SON home that make me proud to be dean.

There are many changes within this dynamic field of nursing and with the uncertainty of reform, having access to quality care across the life span is critical. Our faculty, clinical instructors and preceptors provide the foundation and help bridge that gap from classroom to hospital room. By providing quality instruction and encouraging students to practice their skills through simulation, clinical experiences and community experiences, each student brings with him or her life experiences and skill sets that only make the programs stronger. Our students learn to become critical thinkers, problem solvers and patient advocates, which is why Detroit metro hospitals love to hire our graduates.

Their ingenuity, creativity, knowledge and application of what they are learning in the classroom is inspiring and a testament to the excellent faculty educating our students at every level.

I hope you enjoy this issue.

A handwritten signature in black ink, reading "Judy Didion".

Judy Didion, Ph.D., RN
Dean





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HIGH-QUALITY CLINICAL INSTRUCTORS AND PRECEPTORS

Provide key transition from nursing student to nurse graduate

Charles Caleb Colton said, “All preceptors should have that kind of genius described by Tacitus, equal to their business, but not above it; a patient industry, with competent erudition; a mind depending more on its correctness than its originality, and on its memory rather than on its invention.”

Even if this was written in the early 1800s, the words are still wise...and practiced within the School of Nursing (SON). Preceptors and clinical faculty make all the difference in the transition from classroom to patient's room for nursing students. The right preceptor is both practitioner and educator; serving as role model, leader, protector, advocate and influencer for the new nurse. Preceptors and clinical faculty within the SON demonstrate to their students just how to turn classroom theory into skilled clinical practice.

Paula Primeau, MAOM, BS, RT(R), (ARRT), clinical placement coordinator for the SON, believes that the clinical partners provide the ultimate clinical experience for nursing students. “Patients are not textbooks,” says Primeau. “Textbooks provide theory and the foundation for serving patients, but the complexity of patients requires a skilled clinician to steer students toward high-quality delivery of care. These skilled practitioners are guiding the necessary hands-on experience for students, and having these talented individuals share their experiences, knowledge and skills with our students is just the greatest gift.”

Sonya Gary, BSN, RN, director of clinical services, states, “The clinical setting and preceptorship are both vital portions of becoming a successful clinical nurse. The clinical instructors and preceptors, provide and develop fundamental tools that a nurse will use for the duration of their nursing career. I speak for myself and other nurses when I say, even today, I not only use the tools taught to me in my clinical practice, I teach those tools to my students in the

clinical setting. I will forever be grateful for the time, guidance, wisdom and leadership of my preceptors and clinical instructors.”

Over the past decade, the Institute of Medicine and other organizations have conducted and published studies related to health care delivery, and the results overwhelmingly point to the safety and quality of nursing practice. The SON's high-quality clinical instructors and preceptors help graduating nursing students get the observation, guidance and evaluation required to accomplish the necessary skills for optimal patient care.

“When the students are given a role model who can demonstrate what the profession is, what nurses do and do so with a sense of passion, it provides not only a bridge between the classroom and clinical areas, but bolsters a sense of pride among the new nurses. If you don't bring passion to your work, you might as well stay home,” Primeau laughs. “And our clinicians bring it.”

These passionate professionals want to give back to the school, the community and the profession. For some instructors, they may not have had the most positive experience in nursing school and want to be a part of the solution to ensure that students do have the most positive experience possible.

From hiring to orientation to site and student placements, the SON wants to ensure its preceptors and clinical faculty feel valued and a viable part of the team. With the new leadership in the School of Nursing and new clinical placement staff like Primeau, the team is looking for ways to streamline

the hiring and orientation process as well as provide more active engagement for clinical faculty and preceptors. Gary has implemented many changes including new faculty orientation each semester where new and veteran instructors are brought together for mentoring and relationship building which leads to better communication.

Communication among staff, faculty preceptors and clinical instructors, students and placement sites has already improved greatly, in part because of the use of a Michigan-based, online program called ACEMAPP, which allows the SON to cut down on its carbon footprint with a reduction in the amount of paper used and standardizes the process of coordinating health requirements, clinical placements, testing, preparation for new sites and improving the lines of communication overall. “So far, it has already demonstrated drastic improvements in these areas,” says Gary. “We know we can't do what we do without quality instructors and set out to make the process as painless for them so they can focus on what they do best. We are grateful for having such a caring, compassionate, intelligent and articulate team.” ■

For information on becoming a clinical instructor or preceptor, contact Sonya Gary at (248) 364-8849 or gary@oakland.edu.

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For more information, please contact Kelly Berishaj at berishaj@oakland.edu or (248) 370-4253.

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COLLABORATIVE EFFORTS IN THE CADAVER LAB

Physical therapy and nursing students share insights

As part of an Interprofessional Education Collaborative, students, faculty and leaders from OU's health sciences and nursing schools visited the Gross Anatomy Lab in Hannah Hall to learn about various treatments for joint-related injuries.

Students in Oakland University's School of Health Sciences and School of Nursing recently came together to share their knowledge with the goal of delivering the best possible care to patients with joint disorders.

The two groups, composed of junior-year undergraduate nursing students and third-year Doctor of Physical Therapy (DPT) students, gathered in Hannah Hall's Gross Anatomy Lab, where they utilized human cadavers to learn more about the nature and treatment of joint disorders such as arthritis, torn ligaments and disc degeneration.

In a series of 20-minute rotations, DPT students and nursing students examined different sections of the human body – foot/ankle, arm/shoulder, leg/hip, upper back/neck and lower back – for signs of

joint problems, including degenerated discs, torn ligaments, and hip and knee replacements.

The DPT students shared their knowledge about anatomy and joint function, identifying various injuries on the cadavers.

They also offered perspectives on interventions that physical therapists use to treat patients with joint-related injuries and complications. The nursing students, in turn, shared their knowledge about interventions that nurses use to relieve patients' joint pain. Much of the discussion centered on how nurses and physical therapists can work together to improve health outcomes for patients in clinics and hospitals.

This was the first time that students from nursing and physical therapy came together



as part of an Interprofessional Education Collaborative (IPEC). An IPEC provides opportunities for individuals from different professions to develop a better understanding of what each profession does and how the professions can complement each other when delivering care.

In particular, the student-to-student interaction helps future physical therapists and nurses be better prepared to work together in clinical and hospital settings, according to Doug Creighton, instructor of the PT 761 arthology class that hosted the IPEC.

"It helps them be more respectful of each other's profession and understand their knowledge bases," says Dr. Creighton, associate professor of physical therapy. "They learn to value each other more." He notes that, for example, physical



Deans Judy Didion (SON) and Kevin Ball (Health Sciences) listen to students demonstrate their knowledge of joint-related injuries in the cadaver lab.

therapists tend to have a more extensive background in anatomy, while nurses focus more on medications and pharmacology.

Ellen Gajewski, instructor of the NRS 336 nursing care of adults class that the nursing students came from, says that the IPEC experience helps the two groups not only expand their knowledge, but also gain communication skills, which are crucial to providing exceptional patient care.

“Nurses and physical therapists need to be comfortable talking to each other,” Gajewski explains. “It’s much more effective to talk to someone, rather than just leaving a note. Coming together and having that personal interaction – discussing treatment plans and other concerns – helps everyone provide the best care, which is the overall goal.”

Drawing on their respective backgrounds, students from OU’s physical therapy and nursing programs shared perspectives on how to work together to provide the best care for patients.

During the rotations, the students discussed ways that physical therapists and nurses collaborate on patient care, such as ordering pain medications and paying close attention to when medications are administered. While medications can be useful in alleviating pain, side effects are also a concern, says DPT student Jonathan Miller.

“If a medication is known to cause dizziness, then it becomes a safety issue for patients during therapy,” he says. “We don’t want them to fall and hurt themselves.”

Nursing student Cathlin Michels says that working with the DPT students gave her a better understanding of anatomy and how the human body works.

“We’ve never seen anything like this before,” she says. “It helps to actually see how everything works, rather than just reading about it in a textbook. This felt more like real-world experience.” ■

By Eric Reikowski



RECOGNIZING A LIFETIME DEDICATED TO NURSING

Alumna Jonnie Hamilton receives Lifetime Achievement Award

For all Jonnie Hamilton knew, the 2016 American Nurses Association (ANA) conference was like any other she had attended in previous years.

"I was totally surprised," explains Hamilton, who became the first-ever recipient of the ANA-Michigan Lifetime Achievement Award last November. "I was speechless."

A colleague shared with attendees a rundown of Hamilton's many accomplishments.

"I couldn't even remember all the things I'd done through the years," Hamilton recalls with a laugh. "I was humbled that they thought of me enough to give me that honor. I was overwhelmed and really pleased. When you get something like that from your colleagues, it means a whole lot."

A member of ANA-Michigan since its inception in 2011, Hamilton, DNP, PNP-BC, NE-BC, manages 18 school-based health centers in Wayne, Oakland, and Macomb counties for St. John Providence Community Health. She received her DNP from OU in 2015, and credits the DNP director at that time, Dr. Frances Jackson, for helping her to accomplish the milestone.

"I don't think I would have finished that program without her. She was really an inspiration, telling me I could do it," says Hamilton.

Marylee Pakieser, MSN, RN, NP, immediate past president of ANA-

Michigan, says Hamilton is known for providing similar inspiration and calls Hamilton tireless in her efforts within the nursing profession, especially with mentoring. She has always had a passion for children and has mentored more than 500 students during her career.

"She is incredibly poised; she always thinks before she speaks, and she has always continued her nursing education. She's extremely committed to taking care of children," says Pakieser, pointing out Hamilton's work with asthmatic children in particular.

"She was able to keep kids with asthma in school instead of having them have to go home," explains Pakieser, adding that the kids were able to receive breathing treatments in school clinics. "She was very effective in reducing absenteeism with students with asthma."

Pakieser explains that the idea of honoring Hamilton with the lifetime achievement award came when Hamilton's scope reached beyond other awards because of the length of and contributions to her nursing career and what she embodied during her professional lifetime. She also seemed a particularly fitting recipient for the inaugural presentation, Pakieser says.

"She really is the impeccable educator: nurturing and honest. She works as

hard as anybody else. In all the years I've known her, I've never seen her annoyed or upset. She's an incredible diplomat," Pakieser says.

"She is incredibly poised; she always thinks before she speaks, and she has always continued her nursing education. She's extremely committed to taking care of children."

— Marylee Pakieser

And what advice would such a mentor as Hamilton offer new nurses?

"I think what I would tell young nurses, just strive for excellence in nursing, because nursing is not a job, it's a profession, and you have to look at it that way. That's one of the things OU instills in students," Hamilton says. ■



COMMUNITY NURSING

Three inspirational stories of nursing students embracing the community aspect of nursing

Nursing practice reaches beyond the bedside. The profession promotes advocacy, focusing on prevention over treatment, educating community members on healthy habits through programs that identify and correct health issues. The needs are as diverse as the population served, which is why Oakland's SON heavily emphasizes the community nurse aspect and gets students actively engaged in community-based programs on topics such as Safe Sleep for infants, nutrition, infectious and sexually transmitted diseases, social violence and more.

Following are just three such experiences SON students had in their community health courses.



STUDENT GETS CREATIVE TO COMPLETE ASSIGNMENT

A public health promotion course project let one student educate others who were far away

Fourth-year nursing student Silvana Nakasone had a dilemma: For her public health promotion course assignment, she had to research an assigned topic, create an educational presentation based on what she learned and present her findings to a small group outside of class.

Her husband and two neighbors were Nakasone's first audience, but she also wanted to share what she learned with her family because she thought her topic, safe sleep for babies, would interest them.

Problem was, her family lives in Buenos Aires, Argentina.

So Nakasone turned to Skype, a service that lets people make video calls through their computers or smartphones.

As required by the assignment, Nakasone sent her relatives — her mother and four siblings between the ages of 14 and 33 — a nine-question survey to answer before the presentation.

"Nobody got them all correct," she says.

After giving a 20-minute PowerPoint presentation based on research that revealed that babies should sleep on their backs, not their stomachs, she asked her family to complete the post-presentation questionnaire. This time, everyone answered the questions correctly.

"They were surprised at how the guidelines have changed over time," she says.

There were a few lessons for Nakasone, as well. She not only learned how to gather and distill research into a persuasive presentation, she also discovered that people aren't always open to information that contradicts what they already know.

"I found information online that showed me that even though people will listen to you, some still won't accept new information and change how they do things," she says. "They might say, 'I've done it this way all along and nothing bad has happened, so I'll keep doing it.'"

That's a problem, she says.

"We don't want to wait until something bad happens and then say, 'I should have listened,'" Nakasone adds.

That's an important lesson for both the student and an audience she could reach thanks to technology. ■

FULFILLING NURSING NEEDS FOR HOMELESS BEGINS WITH COMPASSION

It's not often that children can give homework help to their parents, but for nursing student Cassandra Sotelo, her seven-year-old daughter and three-year-old son were instrumental in fulfilling her assignment in Nursing 340 health promotion in the community.

The premise of the class, according to SON nursing adjunct instructor Kim Holka, Ph.D., RN, is to look for ways to improve population health and also establish professional communication and collaboration with nursing students.

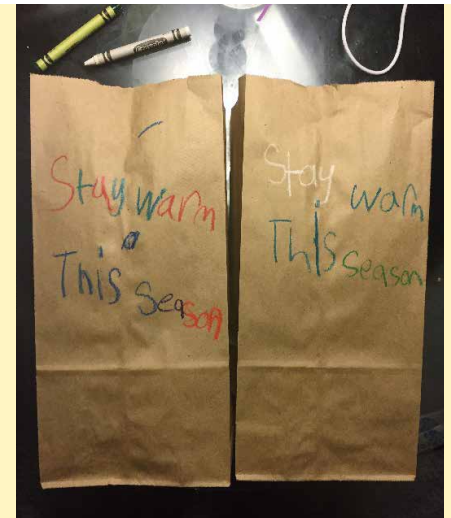
"One of our assignments is to look at a vulnerable population like those who are homeless, and volunteer at a place such as a soup kitchen," says Holka, who has taught the class for three years. "When students look at vulnerable populations, they take a look at demographics from the U.S. Census Bureau, the income and poverty level, and education status to tie it all in. They have to examine the national health objectives to improve overall health from Healthy People 2020 (a national health promotion and disease prevention initiative bringing together many individuals and agencies to improve the health of all Americans), and then they have to discuss nursing intervention and how they can improve the health of the population. It has to be supported by research."

When Sotelo first heard that the assignment was to look for a learning experience that involved a vulnerable population, she knew it could also be a teachable moment for her children.

"I decided to teach my children a lesson in being humble and thankful for all that they have," says Sotelo. "It is never too early to teach our children life lessons, and I thought this would be a great learning experience."

She ended up serving lunch at the Christian Guidance Center, part of the Detroit Rescue Mission Ministries, and engaged her children to help purchase hats and gloves for participants. Her son, Kingston, helped illustrate the paper bags, and her daughter, Sapphire, wrote, "Stay warm this season" on each bag.

"I wanted to show (the participants) compassion to their situation and to let them know that someone was thinking about them especially with the holidays and cold weather approaching," says Sotelo.



The Christian Guidance Center is a halfway house and substance abuse treatment center for men. As Sotelo notes, for any substance abuse problem, treatment must be monitored effectively and efficiently, as a severe withdrawal could be fatal. The center also works with individuals with mental health issues.

Holka says that students often have preconceived notions of the people that need assistance, and find those ideas challenged. "They are the working poor, they don't have health care coverage, they are under the poverty level, they may need treatment for substance abuse; there are many reasons," says Holka. "But they are human and need our care too. We can't forget that."

In her research, Sotelo found that addressing treatment also involves obstacles such as price and availability of medications needed. "Many people in poverty do not have all their needed necessities, so it is not realistic that expensive medications will be a priority over their necessities even though this is also important for the patient's well-being," she says.

Sotelo says she learned that intervention should also include assessing the patient's means and ability to follow up with care appointments, and above all, build an open, judgment-free, trusting relationship for treatment. ■



NURSE EDUCATOR MOTIVATED TO COMPLETE DEGREE 30 YEARS LATER

**One question challenged
30-year RN Rhonda David
to pursue her BSN**



As corporate director of education for The Medical Team, Inc., a health care agency with locations in four states, Rhonda David is responsible for developing and implementing educational staff development training programs for hundreds of employees in all disciplines of care.

Yet it wasn't always that way.

David points to the moment she knew that her experience as a registered nurse for 30 years would only take her so far. Asked to teach a continuing education presentation on Alzheimer's disease for a group of social workers, one of the attendees questioned what made David qualified to teach them since, at the time, she was a registered nurse, and they had master's degrees.

"This was very disconcerting, and I decided to return to college to pursue my BSN so I would feel confident as a presenter, educator, and leader. It put a fire under me," says David, who graduated from Henry Ford Hospital School of Nursing program in 1986, and 30 years later, earned a BSN at OU this past April.

For years, while she was raising children with her husband, Jim, David worked per diem in various settings, performing

high-tech skills such as chemotherapy and infusion. After the youngest of her three children graduated from Walled Lake Central High School, David enrolled at OU.

As a nurse, David loved the feeling of making a difference in people's lives every day. "When I was asked to become an educator I feared not having that gratification feeling of helping others each day," she says.

Hesitant to move from her patient care role to that of a nurse educator, David listened to the advice of a colleague. "She told me, Rhonda, you make a difference in one person's life every day, and now you can help so many patients and families by making a difference in the person's life who you train. That's what I do in my job now," says David.

In a typical week, she travels hundreds of miles to train and recruit nurses and aides. She welcomes OU School of Nursing

graduates as they typically have the hands-on experience that sometimes graduates of other schools haven't yet mastered. "Our nurses work with a full continuum and with ventilators, PICC lines, infusion, ports and catheters," says David. "I am excited when our nurses come from Oakland University because I know they have had training. I feel OU prepares students well."

She would know. Of her own BSN, David says it has improved her professional nursing and leadership knowledge, root cause analysis, statistical data analysis and program and implementation knowledge base.

"A bachelor's degree in nursing allows for many career opportunities at all stages of your life, even while having a family," says David. "I was always the one to teach others and after 30 years, I was eager to go back and be the one to learn." ■

WOMEN'S LEADERSHIP INSTITUTE RECRUITS SON'S BRAINPOWER

SON faculty joins Women's Leadership Institute as adviser

Claudia Grobbel, Ph.D., RN, SON associate professor, has found herself nursing a cause these days to help women empower themselves.

Grobbel serves on the advisory committee for the Women's Leadership Institute at Oakland University (OUWLI), a newly formed group composed of go-getters from across campus. They are creating unique, research-based leadership learning experiences for women.

In its inaugural year, OUWLI organized a conference that sold out weeks before its November 2016 date. "Asking for More: Positive Strategies for Change" was designed to create meaningful opportunities for discussion, collaboration and problem-solving issues facing professional women in the workplace, whether it is in education, in government, in health care or in business, Grobbel says.

Special Instructor Beth Talbert, founder and director of OUWLI, also spearheaded getting a State of Michigan proclamation for OU's matriarch Matilda Dodge Wilson, who in 1940 was the first woman lieutenant governor of a U.S. state. State Rep. Michael Webber, R-Rochester Hills, surprised Talbert and persuaded the legislature to declare the November conference date Matilda R. Dodge Wilson Day.

Continuing Matilda Dodge's legacy, women have always had a strong presence at Oakland, particularly in the School of Nursing, so having a representative from the school was imperative, Talbert says.

"Nursing is one of the areas where women have been at the helm as leaders for a long time," Talbert says. That's important in metro Detroit because the region is home to the male-dominant auto industry,

she adds. "Those in health care — just as those in education and those in business — all have a different perspective, and bringing them together creates a great mix of talent."

Grobbel, whom Talbert calls a "go-getter," says partaking in OUWLI has been gratifying beyond her expectations.

"Nursing is one of the areas where women have been at the helm as leaders for a long time."

— Beth Talbert

"We've had so many rich discussions, and the conference itself was just phenomenal," Grobbel says.

While Grobbel enjoyed the feature presentation by Sara Laschever, co-author of *Ask For It: How Women Can Use the Power of Negotiation to Get What They Want* and *Women Don't Ask: Negotiation and the Gender Divide*, she says the breakout sessions, the Matilda Talks, stand out in her mind.

Not quite allotted the length of a TED Talk or a research seminar, key presenters were given "lightning rounds" of 5 to 10 minutes to focus on a topic that centered around the theme of women and negotiating.

"We assigned attendees to different breakouts, and we had two different presenters that talked about different topics, and by doing this we created opportunities for intentional networking," Grobbel says.

Besides the standing ovation, a rarity at any conference, Grobbel and Talbert measure the success of the day through the feedback they received from attendees using the skills they acquired.

"We've heard back from several women who have had varying degrees of success of how to ask for more, whether it was a better project, a better title or better pay, including one email from a serious OU OU conference participant who told us how the conference changed her life," Talbert says.

With that kind of immediate success, Grobbel expects the OUWLI to become a beacon of sorts for all women.

"The Women's Leadership Institute creates awareness," Grobbel says. "It gives a position in the field of education and research, as well as in the workplace, as to the role women play in leadership positions. I also consider it a source of truth. If people want to know something, they look that the information they received is based off evidence, it's reliable, it's supportive, and that's what I see us providing."

For Grobbel, that's a healthy prognosis. ■



Beth Talbert and Claudia Grobbel continue the work of OU's matriarch Matilda Dodge Wilson through their leadership efforts.



Top row, L-R. Judi Fouladbakhsh, School of Nursing, Kristine Thompson, School of Health Sciences, Misa Mi and Stephen Loftus, Oakland University William Beaumont School of Medicine. Bottom row, L-R: Deb Doherty, School of Health Sciences; Julia Paul, Lan Yao and Cheryl Riley-Doucet, School of Nursing.



DRUG INTERVENTION

Oakland University hopes to curtail abuse of prescription pain medicine — opioids — by organizing a workshop and research project that brings together graduate students from the School of Nursing, the School of Health Sciences and the Oakland University William Beaumont School of Medicine.

The Interprofessional Management of Prescription Opioid Abuse workshop is meant to be interactive, where students and faculty from different health professions share insights into the management of a significant health issue.

“There is a crisis going on,” says Dr. Cheryl Riley-Doucet, an SON professor and one of the organizers of the event, of the class of drugs that includes prescription pain relievers oxycodone, hydrocodone, codeine, morphine, fentanyl and others.

“People are getting addicted to opioids, and that’s causing many different health problems,” she says. “Furthermore, these drugs are getting in the hands of children, and they are being sold illicitly, and people are having overdoses. This isn’t just a Michigan issue. It’s a national problem,” she says.

According to the U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention (CDC), more people died from drug overdoses in 2014 than in any year on record, and more than 6 out of 10 drug overdose deaths involved an opioid. Since 1999, the rate of overdose deaths involving opioids nearly quadrupled. An estimated 1.9 million people in the United States have a prescription drug abuse problem.

Riley-Doucet believes that by educating the attendees — today’s rising health care workers, public policy makers and physical therapists — about the epidemic, the new CDC dosage and duration guidelines and alternatives to pain management that it might prevent someone from getting addicted in the future.

Fellow workshop planner Dr. Deborah Doherty, associate professor in the School of Health Sciences and a physical therapy expert, agrees.

“An interdisciplinary approach is the most effective way to treat patients in the long term to manage pain and prevent drug abuse,” Doherty says. “Pain management isn’t just a prescription intervention. There is also physical therapy, yoga and meditation that will help.”

Not only is the workshop going to be educational, but it doubles as a research project. Students will be asked to evaluate this interprofessional education format, therefore getting hands-on experience participating in a formal research study.

“The aim of this research is to measure knowledge gains and perceptions of an interprofessional education intervention for problem solving and critical thinking involving students from different health professions regarding opioid abuse and misuse,” Riley-Doucet says.

This marks the first time three of OU’s schools will come together to tackle an issue, Doherty says. She expects the results to show that the future should hold more such gatherings.

“We hope the study participants will indicate that they learned a lot and their attitudes about opioids have changed in the short time we were together,” Doherty says.

It’s a process she expects that will be pain free. ■

INTRODUCING ANIMAL ASSISTED INTERVENTION TO HOSPICE PATIENTS

Assistant Professor Patricia Petroulias will document the impact of animal assisted activities on hospice patients

The Animal Assisted Interventions Conference at the School of Nursing (SON) in August 2016 reminded Patricia Petroulias that the impact of animal assisted interventions needs to be better documented before it can help more people.

"Experience shows us the importance of the bond between people and animals, but there's not much research to support the fact that this makes a difference in someone's well-being," says Petroulias.

"There's a dearth of research into animal therapy in the hospice environment in particular," she adds.

Petroulias hopes to change this with research that documents hospice patient reactions to spending time with trained dogs. In addition to teaching second-degree nursing students at OU, she's director of education for hospice care provider Residential Hospice. The company has helped Petroulias develop and implement a program that connects volunteers and certified therapy dogs with hospice patients.

With the program in place, she'll soon begin administering the Edmonton Symptom Assessment System before and after patient interactions with dogs. Funding from the SON will help provide palliative care and research training for two graduate assistants who will implement the pre- and post-interaction symptom assessments. Their work will begin after the spring semester.

Petroulias has already taken steps to share what she's learned about establishing a hospice animal assisted intervention program with others in the field. Last fall, her poster session at the Wisconsin Nurses Association Fall Learning Symposium in Madison explained the set-up process.

"Most don't realize all the steps involved in getting something like this up and running," she says.

Petroulias' work today that combines hospice staff education, teaching nurses, and introducing animal assisted intervention to the hospice environment brings together nearly all elements of a career that has spanned nearly four decades.

"I'm thankful that I have positions with two organizations that can help me provide research that can make a difference in end-of-life care," she says, adding, "It is work with heart." ■



Willie is a Schipperke who has been registered as a therapy dog. He is ready to get to work with hospice patients.



Patricia Petroulias and Willie the Schipperke share their work with heart with hospice patients.

Population Estimates of Prevalence of Frailty Among Community-dwelling Older Americans

Lan Yao, PhD, RN; Manfred Stommel, PhD
Oakland University School of Nursing; Rochester, MI; Michigan State University*

Background

Recognized as one of the most serious and outcomes related to the impairments of frailty have been a variety of reported frailty prevalence estimates: 1. provide population estimates of otypic frailty (Fried et al. 2001) among older Americans; and 2. compare the relative contributions of phenotypic frailty indicators and mortality.

Analyses & Results

Frailty increased with age (Figure 1). It correlated with ADL dependencies, but was not synonymous with it as indicated by the fact that 4.6 million adults 50+ had some ADL dependencies, but were not classified as frail (Figure 2). The Cox proportional hazard models employed days to mortality as the main outcome (from 2 years after the interview—to avoid reverse causality) and numerous control variables (including Age, Sex, Race/Ethnicity, Marital Status, Education, Income (as multiple of HH Federal Poverty Level), Smoking Status, and Past Diagnosis of Heart Disease, Cancer, Stroke and Lung Disease (Bronchitis & Emphysema)). The proportionality assumption was tested comparing log-log graphs [-ln(-ln(survival))] for the three weight change patterns, controlling for the covariates (Tables 2-4).

Methods

Using the linked data files from the National Examination Survey (NHANES) 1999-2002 Death Index (NDI) with 8-year follow-ups are based on multi-stage sampling of the non-institutionalized U.S. civilian population. The analysis comes only from the survey. Five phenotypic indicators recording the presence (0) of: unintentional weight loss, weakness in leg muscle, low activity, & poor to walk/bike, do task around home/yard, & te physical activities or muscle strength. 0= robust, 1-2= pre-frail, 3-5= frail. Using 2002 NHANES sample contains 4,983 50+ with frailty information. ADL information were restricted to only (sample of respondents aged 50+; n=10,000).

Figure 1. Prevalence of Frailty by Age in U.S. Resident Population in 1999-2002 (NHANES)

Age Group	No Frailty	Pre-Frail	Frail
50-59 years	~0.65	~0.30	~0.05
60-69 years	~0.60	~0.35	~0.05
70-79 years	~0.55	~0.40	~0.05
80+ years	~0.45	~0.50	~0.05

Figure 2. Co-variation of ADL Dependencies and Frailty Index in U.S. Resident Population 50+ in 1999-2002 (NHANES)

ADL Dependency	No Frailty	Pre-Frail	Frail
0 (no ADL dependency)	~22,000,000	~2,000,000	~1,000,000
1-2 (some ADL dependency)	~15,000,000	~5,000,000	~2,000,000
3-5 (severe ADL dependency)	~5,000,000	~10,000,000	~5,000,000

Table 2. Mortality Hazard Predicted By Frailty Status Among U.S. Resident Population 50+ (up to 8 years of follow-up after 1999-2002 NHANES)

Frailty Status	HR	95% CI
Robust (reference category)	1.00	
Pre-frail	2.38	1.80-3.15
Frail	3.20	2.40-4.15

Table 3. Mortality Hazard Among U.S. Resident Population 50+ (up to 8 years of follow-up after 1999-2002 NHANES)

Frailty Status	HR	95% CI
0 (reference category)	1.00	
Low activity	1.25	1.05-1.48
Weakness in leg muscle	1.15	0.95-1.38
Poor endurance	1.10	0.90-1.35
Weight loss	1.05	0.85-1.30

Table 4. Mortality Hazard Among U.S. Resident Population 50+ (up to 8 years of follow-up after 1999-2002 NHANES)

ADL Dependency	HR	95% CI
0 (reference category)	1.00	
1-2	1.15	0.95-1.38
3-5	1.25	1.05-1.48

Table 5. Weighted Ordinal Correlation Matrix of ADL Dependencies and Frailty Indicators in U.S. Resident Population 50+ in 1999-2002 (NHANES)

	ADL dependency	Weakness in leg muscle	Poor endurance	Weight loss
ADL dependency	1.00	0.42	0.38	0.35
Weakness in leg muscle	0.42	1.00	0.45	0.40
Poor endurance	0.38	0.45	1.00	0.42
Weight loss	0.35	0.40	0.42	1.00

Discussion

Frailty in community-dwelling older Americans ranged from 7% to 14% in community-dwelling studies reported in the literature (Fried et al., 2001; Studenski et al., 2011). The current study was 3.3% (Fried et al., 2001) using the current study's estimates of the prevalence of frailty in community-dwelling older Americans.

CREATING STRENGTH IN U.S. FRAIL POPULATION

Lan Yao, Ph.D., RN, wants to strengthen the health care field's understanding of frailty in older Americans.

The assistant professor of the School of Nursing attended the Gerontological Society of America's Annual Scientific Meeting in New Orleans to present a poster on the prevalence of frailty. Considered the premier gathering of gerontologists from around the world, she was one of 3,600 experts and partners from academia, industry and government, to exchange research and to discuss the broader role of aging science.

Not only did her poster, "Population Estimates of Prevalence of Frailty Among Community-dwelling Older Americans," provide attendees with a better understanding of the scope of frailty through her data analysis, but also the care needs of frail older Americans.

Her research results revealed that the prevalence of frailty in the United States is 3.3 percent and some of the observable qualities, for example, slow gait speed, are strong predictors for ADL dependencies, but not for mortality. In fact, there is good news in all of this research. "Frailty can be reversed and prevented should appropriate measures be taken in those with early signs of impaired mobility," Yao points out.

Yao is working with the School of Health Sciences on a research proposal which examines Tai Chi's effectiveness in improving frailty in at-risk older adults with the hope to reverse or slow down its progression.

Tai Chi is a Chinese form of exercise that has shown to be effective in improving strength and functional balance and reducing the risk of falls in older adults. It is also a complex, multicomponent intervention which integrates several physical, cognitive, and ritualistic components.

"My research aims to reduce falls and improve functional mobility, psychosocial well-being and the quality of life in frail older adults," she says.

There is nothing frail about this endeavor. ■

For more information on this study, please contact Lan Yao at lyao@oakland.edu.

OU CHAPTER RAISES \$1K FOR NP ADVOCACY

Even with a nursing student's inevitably full plate, the OU chapter of the Michigan Council of Nurse Practitioners (MICNP) made room on theirs for popcorn.

On MICNP Advocacy Day, Oct. 5, 2016, MICNP-OU donated \$1,000 to MICNP's political action committee. The student group had raised the money through popcorn sales.

"These students, not only are they practicing nurses, they are in class, and they are in clinicals, so they are completely stretched thin, but they wanted to do this," explains Dr. Nicole Clark, DNP, APRN, FNP-BC, who started OU's chapter in 2014 and remains its faculty adviser.

MICNP is a professional organization dedicated to providing educational resources and legislative advocacy to NPs in Michigan. On Advocacy Day its members — NPs, NP students and other health care educators and providers — descend on the state capitol to engage lawmakers about legislation that affects their profession.

In 2015, the MICNP-OU popcorn fundraiser brought in about \$750. The students' 2016 goal was to surpass that, but they also hoped to be the student chapter in Michigan with the highest proceeds. They were.

"We donate it at Advocacy Day, but it goes beyond that," says Chloe Sadler, in her fourth semester of the family nurse practitioner program and the chapter's PAC chair. OU's chapter had the year's biggest donation.

For 2016, the NPs and students met with various legislators to discuss HB 5400, a bill to allow nurse practitioners, nurse midwives and clinical nurse specialists to prescribe nonscheduled prescription drugs, physical therapy and speech therapy. The Senate passed the bill in December, and the governor signed it Jan. 5. The new law goes into effect April 9.

Sadler says she thinks it's important for nurses to remain politically active, in part because many people don't know what a nurse practitioner is. Similarly, many legislators didn't know who the bill affected or why it was important to NP students, says Sasha Gapczynski, a second-semester student in the family nurse practitioner program and current MICNP-OU president.

"It was a pretty proud moment. It was awe-inspiring to see all the NPs standing together on the steps," says Gapczynski, adding that she likes to think that the group had something to do with lawmakers voting for the bill.

The MICNP-OU chapter holds an annual membership drive and features events with guest speakers and panel discussions that include faculty members, alumni and current students. ■



JOIN US

For those interested in becoming a member, current adult/gerontological nurse practitioner students or family nurse practitioner students who are also members of the Michigan Council of Nurse Practitioners can contact micnpou@gmail.com for more information. Meetings are held the first Monday of every other month in the Human Health Building.

INSTRUCTOR BRINGS REAL WORLD INTO THE CLASSROOM

Clinical Instructor Steven Pavloski wears many hats as he guides nurses in training

The ability to transform health care begins with education. The School of Nursing (SON) values its clinical educators and is providing stronger, redesigned clinical processes to ensure that the instructors can continue to influence students.

Clinical Instructor Steven Pavloski brings this impressive depth and breadth of ongoing real-life nursing experiences to the School of Nursing classroom. He might be employed by two or three organizations — including OU — at any one time; each job or experience generates insights he shares with OU nursing students.

In addition to teaching clinical courses to SON undergraduates, Pavloski works part-time as a nurse practitioner at a walk-in primary care clinic. Earlier this year, he also taught a six-week pediatrics clinical course at another college and transitioned out of a clinical nurse position at a cancer center. In March, he shifted from teaching clinicals at OU to become faculty of record for second-degree students, overseeing several clinical groups. As if that's not enough, he's also studying for a doctor of nursing practice degree at OU.

Pavloski's nursing experiences from the past and present help him guide and support his students. He's especially interested in influencing the nurse-patient relationship.

"I teach them to focus on the person, not the task," he says. "Ultimately, there's an individual in that room. How will you affect them?"

His approach has been validated — Pavloski has been nominated for an OU Teaching Excellence Award twice.

His favorite experience as an educator, though, involves watching students grow and succeed.

"I'm especially pleased when a student is so good that they get hired at a hospital or unit where they didn't have a preceptorship or clinical experience," he admits. "That means that they got that first job based on their reputation, and that's very rewarding." ■





SCHOOL OF NURSING EDUCATOR NAMED NATIONAL NURSE OF THE YEAR

The Myasthenia Gravis Foundation of America (MGFA) honors Sally O'Meara with the organization's 2017 Nurse of the Year award



Sally O'Meara, a special lecturer in the School of Nursing, received the 2017 Nurse of the Year award from the Myasthenia Gravis Foundation of America.

"Sally's efforts to support the Myasthenia Gravis community and the Myasthenia Gravis Foundation of America over the years have been noticed and are greatly appreciated," according to an email from Kathleen Brown, MGFA National Program Director. "We are thrilled to honor her in person at the conference and thank her for being an educator and an example of perseverance."

O'Meara's connection with Myasthenia Gravis goes beyond the classroom education she provides Oakland's nursing students. She was diagnosed with the chronic neuromuscular disorder herself three years ago after spending the prior four years seeking a definitive diagnosis.

Her own respiratory muscle weakness has caused O'Meara to implement the use of a BiPAP machine at times and she now uses a cane for support. Yet, she is always looking at the positives. "Despite my challenges, I remain passionate about the nursing profession and I love watching my students turn into wonderful, caring nurses," she said.

O'Meara also mentioned that her color-coordinated canes have become somewhat of a fashion statement to her students who think it is "cool" as she often matches the color of her cane with her daily attire.

"Fortunately, my condition has not impacted my ability to teach in the skills lab or in the classroom," O'Meara was quick to point out. "I am grateful for the

ability to continue teaching and sharing my first-hand knowledge of neuromuscular disease with my students."

Being an R.N. for 26 years and earning a BSN and MSN from Oakland University gives O'Meara great pride in the university where she has enjoyed teaching the past 11 years.

Active in the MGFA organization as an advisory board member and through her work with several MG support groups over the years, O'Meara summarized, "I am very honored to receive this award. Myasthenia Gravis may have robbed me of my bedside nursing practice, but it gave me the opportunity to spread awareness, educate students and health care professionals and give a voice to other patients battling the disease. This award feels like a wonderful glass of sparkling lemonade that the MGFA helped me to make from a basket of lemons."

O'Meara spoke on "How to Prepare for Myasthenia Gravis Medical Emergencies" at this year's MGFA national conference in New Orleans. ■

SAVE THE DATE

Oakland University offering 2nd Annual Conference on Animal Assisted Interventions: Creating a Competent, Compassionate, Cross-disciplinary Future

The Center for Human Animal Interventions (CHAI) is hosting its 2nd Annual Conference on Animal Assisted Interventions titled *Creating a Competent, Compassionate, Cross-disciplinary Future* to help current and future practitioners who want to incorporate animal assisted interventions into their practices.

CEUs are pending for teachers, social workers, counselors, occupational therapists and nurses.

The conference runs August 10 and 11, 2017, on the campus of Oakland University. Attendees will hear about a variety of topics including case studies of practitioners in a variety of settings, competencies and laws related to AAls,

"We are beyond thrilled to bring Dr. Gupta to the conference," says CHAI Director Amy Johnson. "Not only is Dr. Gupta a passionate and dynamic speaker, but she brings over a decade of experience working with both the human and animal side of welfare. With the high rates of animal and human abuse, it is critical that service professionals know what to look for and how to respond to such incidents."

discount will be offered through July 30, 2017. Student and faculty rates are available. CEUs available. ■

For more information about the conference, contact johnson2@oakland.edu or jecepn2@oakland.edu.



CJ Bentley works with a client and her dog on dog behavior and positive, force-free training.

the link between domestic violence and animal abuse and ensuring optimal animal welfare in practice. Keynote speaker is Maya Gupta, Ph.D. who will present *Welfare Intertwined: The Positive and Negative of Human-Animal Connections*, which will focus on not only the human-animal bond, but the link between domestic violence and animal abuse.

Dr. Gupta is a clinical psychologist who now contracts for animal welfare organizations on program evaluation, serves as a consultant for research projects on human-animal interaction and provides expert witness services for animal cruelty cases.

Additionally, the conference will feature a three-hour workshop on dog training and dog behavior related to AAls conducted by CJ Bentley, animal behavior consultant and former executive director and member of the Association of Professional Dog Trainers. She has been a canine trainer and behavior consultant for over 20 years and has been the radio and TV spokesperson for the Michigan Humane Society. She is on the APDT nominations committee and is a regular contributor to *MichigAnimals* magazine. Her past publications include trainer's tips published in the *Chronicle of the Dog*.

For a full schedule, visit oakland.edu/animalassistedtherapy. Registration will be available starting May 1 and an early bird



Maya Gupta, Ph.D., will share her experience and research on the positives and negatives of the human-animal bond.



29th Annual Nightingale Awards for NURSING EXCELLENCE®

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San Marino Club, Troy

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Tickets to the awards program are available at oakland.edu/nursing/nightingale or by contacting Kristen Cometto in the School of Nursing by phone at (248) 364-8723 or by email at kcometto@oakland.edu.

For more information on the Nightingale Awards, visit oakland.edu/nursing/nightingale.

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AWARD WINNERS

The winner in each category will receive \$1,000, a solid bronze statue of Florence Nightingale and a ceremonial pin.

Advanced Practice Nursing and Research

Marcelli Gayonche Contreras, Beaumont Health -
Oakwood Accountable Care Organization

Distinguished Alumni

Nina Barkell, Nursing Faculty at Oakland Community College

Education

Kathy Meloche, DMC - Harper University/Hutzel Women's Hospital &
Detroit Receiving Hospital

Emerging Leader

Kim Hand, McLaren Oakland

Executive Administration

Christine Bowen, DMC - Harper University/Hutzel Women's Hospital

Nursing in the Community

Selina Dallas, DMC - Detroit Receiving Hospital and Harper
University/Hutzel Women's Hospital

Specialty Nursing

Donna Bednarski, DMC - Harper University/Hutzel Women's Hospital

Staff Nurse Practice

Samuel Turner, DMC - Harper University/Hutzel Women's Hospital
Diane Dengate, DMC - Harper University/Hutzel Women's Hospital

People's Choice

Susan Veltigian, Beaumont Health - Royal Oak Hospital

RUNNERS UP

Advanced Practice Nursing and Research: Sharon Sawyer-Martin, DMC - Harper University/Hutzel Women's Hospital

Distinguished Alumni: Jennifer Sam, Ascension - St. John Providence Hospital - Macomb Oakland

Education: Patricia Bechtel Cady, Beaumont Health - Royal Oak Hospital

Emerging Leader: Lisa Fishwild, Ascension - St. John Providence Hospital - Providence Park

Executive Administration: Susan Grant, Beaumont Health

Nursing in the Community: Sharon McKinzie, DMC - Sinai - Grace Hospital

Specialty Nursing: Bernadine Sherwood, Beaumont Health - Grosse Pointe Hospital

Staff Nurse Practice: Adam Kasten, DMC - Harper University/Hutzel Women's Hospital

Staff Nurse Practice: Laura Weidle, St. Joseph Mercy Oakland

People's Choice: Jennifer Gray, Henry Ford Hospital - Detroit

CREATOR OF THE DANGER ASSESSMENT PRESENTS AT OAKLAND UNIVERSITY

World-renowned nurse scholar and developer Dr. Jacquelyn Campbell spoke to more than 100 students in late January



The statistics are staggering. Women are more often killed by intimate partners such as husbands, ex-husbands, lovers or ex-lovers than any other category of killer.

In fact, intimate partner homicide is the leading cause of death in African-American women aged 15 to 45 and is the seventh-leading cause of all premature deaths in the United States.

World-renowned nurse scholar and developer of The Danger Assessment, Dr. Jacquelyn Campbell, recently spoke to more than 100 Oakland University students and community partners to educate them on how to use this vital tool in hopes of preventing such homicides.

For health professionals, such as nurses, police officers, or social workers, being able to assess women at risk allows them the opportunity to provide education and protection options for women who are victims of intimate partner violence (IPV). Dr. Campbell has dedicated her research and practice to evaluating and caring for patients and victims of IPV, ultimately developing The Danger Assessment as an instrument to help identify those at risk of femicide. The Danger Assessment is a

20-question survey that was developed in 1985, revised in 1988 after validity and reliability studies were conducted, and has been used ever since. The Danger Assessment can be printed from son.jhmi.edu/research/CNR/homicide/DANGER.htm.

Dr. Campbell, along with other researchers, has found that this tool has reliability to identify women who may be at risk of femicide by an intimate partner. The study also found that nearly half of women who were murdered by an intimate partner were not aware of their level of risk. For example, women whose partners threatened them with harm from a gun were 20 times more likely to be killed than other women. Further, simply having a gun in the home makes it six times more likely that an abused woman will be killed compared with other abused women in homes without a firearm. Other risks of femicide include daily alcohol use by the perpetrator and jealous partners who attempt to strangle or force sex upon the woman.

Kelly Berishaj, DNP, RN, director of the Oakland University School of Nursing's forensic nursing program, says, "This type of assessment is crucial in not only identifying victims of IPV in our female population, but in providing resources to these women to reduce the likelihood of lethality as a result of the relationship."

Forensic nurses are part of a multidisciplinary team that includes members of health care, law enforcement, and the legal and social systems. As a result, Dr. Campbell's training and instruction on administration of The Danger Assessment is critical across disciplines to improve health and legal outcomes in women who are victims of IPV. ■

For more information on Oakland University's Forensic Nursing program, contact Kelly Berishaj at (248) 364-8750 or berishaj@oakland.edu.

HIGHLIGHTS



JUDY DIDION PARTICIPATES IN HOSPICE PANEL DISCUSSION

While 70 percent of Americans say they would prefer to die at home, nearly 70 percent actually die in hospitals or other institutions. Furthermore, about 90 percent of Americans report knowing the importance of having conversations about end-of-life care, yet only about 30 percent have actually done so.

Dean Judy Didion was one of five panel members from across a variety of disciplines to take part in discussions designed to offer concrete steps to communicating wishes about end-of-life goals. Following the screening of the PBS documentary, "Being Mortal," audience members participated in a guided and reflective discussion about holding these conversations. The documentary investigated the practice of caring for the dying while exploring relationships between physicians and their patients and families. Based on the best-selling book of the same name, Dr. Atul Gawande, a surgeon, shared stories from his practice as well as his personal experiences when his father developed cancer. The film sparks the need for health care professionals to begin having these sensitive conversations earlier in the process in order for patients' true wishes to be honored.

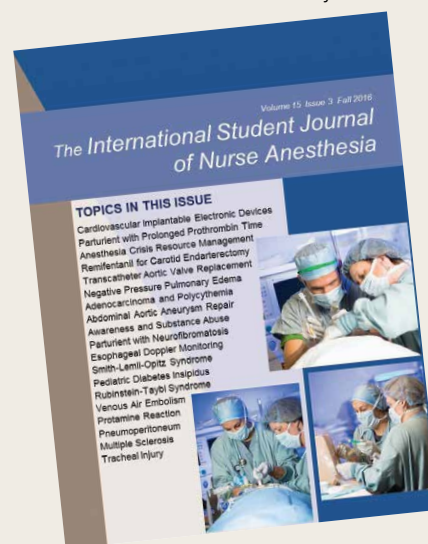
This event was sponsored by the John and Wauna Harman Foundation in partnership with the Hospice Foundation of America. ■

For more information about having this difficult conversation, visit theconversationproject.org.

CRNA STUDENTS FEATURED ON THE COVER OF INTERNATIONAL MAGAZINE

The Oakland University-Beaumont Graduate Program of Nurse Anesthesia was not only featured in the fall issue of the *International Student Journal of Nurse Anesthesia*, but also made the cover!

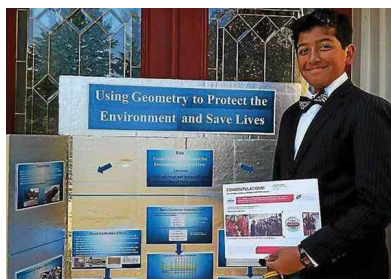
This issue has six articles written by our anesthesia students under the advise of our faculty. ■



Students on this cover are: Timothy Joseph, RN, BSN, and Emily Hoffiz, RN, BSN, graduate students enrolled in the Oakland University-Beaumont Graduate Program of Nurse Anesthesia, practice clinical skills with Clinical Coordinator Linda McDonald, DrAP, CRNA in the simulated operating room in the Marcia & Eugene Applebaum Simulation Learning Institute at Beaumont, Royal Oak.

FORMER CAMP RN CAMPER HAS A PENCHANT FOR SCIENCE AND RESEARCH

Former Camp RN student Rohit Mital was a Broadcam Masters finalist (top 30 in the nation) in 2015 and a Young Scientist



Challenge finalist (top 10 in the nation) in 2016. While in middle school, he submitted a design for an optimized diesel particulate filter that would curb emissions that showed, from his own research, caused 270,000 premature deaths in 2013. He attributes his interest in science to his participation in Camp RN in 2015. Since then, as a freshman at Adams High School in Rochester Hills, he has been interested in conducting research in biology, biochemistry, medicine with the intention of participating in science fairs sponsored by Intel, Siemens and Google.

Camp RN is a two week, pre-college summer program for students in seventh through ninth grade seeking a behind-the-curtain look at the nursing profession. This inspiring and innovative, entertaining and educational camp exposes students to biology, chemistry and the mechanics of the nursing profession. ■

For more information on Camp RN at OU, please contact Patrina Carper at (248) 364-8766 or email campnrnou@gmail.com.

HIGHLIGHTS



Keeper of the Dream emcee Holly Robinson Peete and KOD winner Ashley Chillis

ASHLEY CHILLIS

School of Nursing senior Ashley Chillis was one of eight student leaders at Oakland University awarded a Keeper of the Dream award. The Keeper of the Dream, celebrating its 25th year, recognizes students who promote diversity, cultural understanding and community activism. The Keeper of the Dream provides scholarships up to \$5,000 for students who have demonstrated strong citizenship, scholarship and leadership. The SON is very proud of Ashley Chillis and her accomplishments. ■

For more information on the Keeper of the Dream, please visit oakland.edu/cmi/KOD.

RETIREMENT CONGRATULATIONS

Cheryl Riley-Doucet and Darlene Schott-Baer will be retiring at the end of the 2016-17 academic year. The School of Nursing thanks them for their many years of service and excellence and wishes them the best of luck in their retirement.



Cheryl Riley-Doucet



Darlene Schott-Baer

STUDENT NURSES ASSOCIATION AT OAKLAND UNIVERSITY (SNAOU)

Thanks to the support of the SON, 15 members of the Student Nurses Association at Oakland University (SNAOU) attended the Michigan Nursing Students Association Annual Convention this year. Last year, there was one student representative. SNAOU president Sara-Jane Dakroub was thrilled that she, along with the others,

were able to hear the presentation by Dr. Patch Adams as well as see one of their instructors, Dr. Stephanie Vallie, present at the Graduate Nursing Panel.

Dakroub exclaims, "We had the unique opportunity to network with hundreds of nursing students, connect with accomplished nursing professionals and

we were able to meet the original Patch Adams himself!"

Dean Judy Didion adds, "We love to encourage and support these external opportunities. These experiences become the foundation of their new careers." ■



MACOMB COUNTY COLLABORATIONS ARE A WIN-WIN

Collaborations beyond campus can help the SON and local organizations meet objectives and make an impact with students difficult to accomplish with only a textbook or laboratory: helping nurses better understand a community's needs.

In Macomb County, SON Adjunct Instructor and RN-BSN Program Coordinator Kim Holka, DNP, MSA, RN, APHN-BC, CNE, creates and nurtures partnerships with Utica High School, Michigan Coalition for Fetal Alcohol Resources, Education, and Support (MCFARES), the Salvation Army and others.

One connection is with Henry Ford Macomb School Health Network, where Holka works with Director Jill Yore, RN, who is an alumna of the SON's RN master's program. Through the network, students access resources and equipment useful during nursing students' clinical routines, whether it be a glow light and lotion that simulates germs for a basic hygiene lesson or DUI training goggles that simulate drinking and driving.

Similarly, the Salvation Army partners with the SON in the RN-to-BSN course to

provide required student soup kitchen or food pantry participation, says Holka, adding that such outreach helps students better understand the needs within their own community. Nurses have to consider how best to serve populations battling addictions and substance abuse issues that may make traditional assistance difficult, she says.

"Preconceived thoughts and attitudes may end up changing once students have interactions with people there. It really helps them to take a look at a special vulnerable population and to examine the health objectives for the vulnerable population," Holka explains.

The online course goes beyond Macomb too, with links to Detroit Rescue Mission Ministries, Grace Center of Hope in Oakland County and food banks and soup kitchens in Windsor, Ontario, and elsewhere.

"It ties right in to the learning objectives for our students, so it's a win-win situation," says Holka, adding that hands-on experiences also make students more aware of the resources available, something sometimes difficult to convey in the classroom. It also helps students connect with patients and their families to access preventive medicine and treatment options, as well as navigating health insurance and coping with difficult diagnoses.

"Community resources reach out to me to say, 'Let's work on this,'" Holka says. "It's such a win-win and so rewarding seeing these nursing students grow. It's not one-sided: We're helping them meet their objectives."

Collaborations also aid organizations that are short on volunteers or health care worker assistance, when nursing students can help fill gaps. Training nursing students in an evidence-based presentation fulfills both the needs of the SON and the group, so Holka works to make it part of the program. That's the case with one of the SON's recent collaborations with the Macomb County Communications and Technology Center, which provides natural disaster response training and awareness for residents, businesses and first responders.

"I'm working with their emergency management team on a new course that we'll be implementing in the master's program in forensic nursing," says Holka, anticipating the first program to take place in May 2018. "It really helps the nursing students get to know the material, know what's available, what you should know in an emergency, what you should have in a go-bag in our area." ■





(L-R): Julia Paul, Kathleen Spencer, Claudia Grobbel, Suha Kridli, Nic Bongers, Carrie Buch, Kim Holka and Lynda Poly-Droulard

OU'S QUALITY ONLINE TEACHER CERTIFICATION COURSE

SON faculty improve online teaching platform after taking course

Online courses are increasing in popularity and are often the preferred way to learn among busy individuals; the idea of being able to do the work when it is convenient for the student, moving at the student's own pace, easily communicating with instructors and classmates, and focusing without the same distractions as in-class learning can be appealing.

As each student learns differently, those elements can often get lost in translation without that face-to-face component. In an effort to accommodate the convenience of the online platform that students want while providing a high-quality education experience, Nic Bongers, Instructional Graphic Designer/E-Learning and Instructional Support at OU, developed and teaches a course titled "Quality Online Teacher Certification Course" (QOTCC). Themes for the course include course design, development, online pedagogy, best online teaching practices and online course quality.

Leadership within the SON would like all faculty to take this course in order to provide the best online 'classroom'

experiences possible for students. Faculty who have taken the course have noted that the quality of their online classrooms and classroom experiences for both students and instructors has greatly improved.

For Assistant Professor Julia Paul, Ph.D., RN, ACNS-BC, CCRN, CWS, NP, the course emphasized the importance of getting and more importantly how to get students more engaged in the online community. She says, "Because of the QOTCC, I have incorporated more discussion forums and group activities so that my online course is more than a self-paced, independent learning experience."

Associate Professor Carrie Buch, Ph.D., RN, agrees. She adds, "The class encouraged me to be more active and engaged in my courses. I increased my presence in the course, changed to a weekly format, made assignment directions clearer and incorporated weekly videos. Additionally, I respond to posts and emails in a timely manner and learned how to provide higher quality feedback."

Other ideas included checking daily to see when students are logging in and if it has been more than five days since their last log in, sending an email to check in on them. Students appreciate the effort, and it has been helpful in keeping them more engaged. ■

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visit oakland.edu/nursing, email nrsinfo@oakland.edu or call (248) 370-4253.

