

# THE PULSE

MAGAZINE

FALL 2016



## SCHOOL OF NURSING HOSTS ITS FIRST NATIONAL ANIMAL ASSISTED INTERVENTIONS CONFERENCE

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School of Nursing

Rochester, Michigan



### INSIDE THIS ISSUE

There's a new dean in town

Raising the bar code

Using emotional intelligence to  
develop the next generation of CRNAs



# MESSAGE FROM THE INTERIM DEAN



Serving as the interim dean for the last two years has been one of the highlights in my nearly 40-year career at Oakland. Having been a part of the School of Nursing (SON) as a faculty member, associate dean and interim dean, I have been given the opportunity to observe the work we do from a variety of

perspectives. From these various vantage points, I can truly say that I am proud of the accomplishments of my colleagues, our students and our profession.

I am excited to have Dr. Judy Didion take over the reins. In this issue of *Pulse*, you will read about her research and successes as well as her plans for the School of Nursing in the years to come. I, along with my colleagues in SON, have been impressed with Dr. Didion since the beginning of the search process. In getting to know her, we have seen a leader and scholar who will move the SON forward and foster the growth of the nursing profession. We cannot wait to see how she helps SON continue to write its story in the years to come. As I return to my role as associate dean, I look forward to lending my support for the dean's efforts. I want to thank all of you for your support and encouragement over the last two years.

Gary Moore

A handwritten signature in black ink that reads "Gary Moore". The signature is fluid and cursive.

Interim Dean

# MESSAGE FROM THE DEAN



Greetings. I am thrilled to be at Oakland University and serving as the dean of the School of Nursing. While I am truly excited about the potential within the School of Nursing, I am quickly learning about all of the wonderful programs, opportunities and innovations currently thriving here thanks to the passion and

commitment of our faculty, staff and administrators who have been working to make OU a great place for nursing education. It is my goal to continue these efforts and help them grow as part of OU's rich tradition of scholarship, education and service.

It is certainly no surprise to our *Pulse* readers that we have a broad variety of research, student and alumni accomplishments and rich programming in the SON and at OU. I hope that you enjoy reading about these points of pride and if you have any questions or concerns, please feel free to contact me, and thank you for the opportunity to become a part of Oakland University. I look forward to seeing what we can accomplish together.

Judy Didion

A handwritten signature in black ink that reads "Judy Didion". The signature is cursive and elegant.

Dean





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## THERE'S A NEW DEAN IN TOWN

Dr. Judy Didion brings innovation and expertise to the School of Nursing (SON) from Lourdes University in Sylvania, Ohio, where she spent the last eight years as Dean of the College of Nursing. There she was able to produce award-winning programming, pursue grants and research opportunities as well as expand the diversity amongst the student body. Here is your chance to get to know the new dean, Judy Didion.

*Dr. Didion, you accomplished a lot during your time at Lourdes and grew some truly great programs. What made you decide to pursue new opportunities at Oakland University?*

I am proud of what I was able to accomplish during my time at Lourdes, but I am excited about the possibilities that Oakland can offer. I was intrigued with the University's faculty achievements, its enrollment growth, program innovations and positive energy.

One of the things that intrigued me was the interest in becoming a Tier 1 Carnegie Research institute. This says to me we are interested in the education process of our students. It represents the value to improve the processes at the University and also create knowledge to improve patient outcomes. I felt very comfortable in terms of fitting into this position because Oakland and the SON really align with my values as a nurse and an educator.

*What opportunities for growth and advancement will you pursue?*

One of the aspects about Oakland that I love, that I didn't have in my previous role, is the opportunity for interprofessional education. Being attached to a large School of Health Sciences, School of Medicine as well as business and engineering schools brings about many opportunities for interprofessional education and creative, interdisciplinary studies or programs that would benefit health care provider



education, coordination and innovation in care and health care systems in our community. The other piece that excites me is President Hynd's desire for more diversity. My experience with a Workforce Diversity program at Lourdes reinforced the importance of diversifying our nursing workforce and my understanding of the benefits that diverse ideas bring to the education process and ultimately to health care practice. There are many ways to accomplish this and I look forward to working with the faculty so that we can ensure that the student population and the future nursing workforce is representative of our communities.

#### *What role will the faculty play in your vision?*

I was very impressed with the faculty when I first came to campus last spring. What stood out to me was how they talked about themselves in terms of what differences they wanted to make in nursing, health care and the world. When I met with faculty during the interview process, I heard faculty say, "This is what I'm interested in" and "I'd like to study this phenomena or get involved in this partnership." Overall I felt that they were excited about having the support to carry out their dreams as an academic. Everyone loved working here and was looking for someone to provide stability and support in their academic and research interests. These partnerships and ideas are what will help the SON build its already great reputation and provide further opportunities for our students and the nursing profession.

#### *How will this fit within the role of nursing?*

I think the whole role of nursing and health care is currently in flux. Changes in models, changes in reimbursements, and people getting older — both those staying healthier (which is a good thing) as well as those aging with chronic diseases. These changes have created a need for greater health promotion activities as well as chronic illness management and nurses are on the front line to handle that.

With advances in technology, people are becoming more health savvy. Health care providers are no longer viewed as the absolute expert. We are one opinion along with the information they glean from social media, their friends and families and a variety of other nontraditional health care providers. I believe nurses will be more involved in helping our patients understand the nuances of health and health care delivery as well as interpreting the information they have collected. What does it mean when you call up My Chart and see these lab values? What does it mean when your FitBit shows this total? How do we help our patients make sense of all of the information people are getting about themselves? As technology advances, more individuals will have self-monitoring devices and access to telehealth. The role of the nurse will transform and we'll need to adapt and position ourselves with new challenges; however, we need to continue to teach our students that the patients are the center of the care system and that caring is the essence of our profession. Through our partnerships with local health care agencies and the work of our faculty and staff, Oakland University nursing students will become the kind of caregivers needed to manage the changes we're seeing all over the health care spectrum.

#### *What is your opinion of Oakland and the SON in the few months since you have arrived?*

Oakland has been around long enough to establish itself as a very reputable university, but young enough to continue to shape its image and carve out its contributions to the Detroit Metropolitan area. It's very exciting to be at a place where you can feel the energy and desire to move forward. I've met many individuals this past month who are passionate about their work. The students I have met are so excited about their studies. Maybe they say this because I'm the new dean but I truly see the sparkles in their eyes when they talk about their experiences here. The School of Nursing offers many interesting programs. The post-master's DNP was established, but now we are moving toward the approval

of a BSN-DNP program with the Nurse Anesthesia Track. There is an interest in a PhD program — this is very exciting to me. I quickly learned that the SON has a large and committed network of clinical partners, and, as soon as the announcement went out about my new role, I began receiving calls and emails from nurse leaders and hospital administrators saying "let's meet." I have felt very welcomed here; not only by our clinical partners, but faculty and staff as well, and I truly look forward to working with them to bring great opportunities to our students and community.

#### *What are your thoughts on the SON students?*

I think this first year will focus on getting to know the people, the students and the systems of the SON. Sometimes it's easier to come in and see things with a fresh perspective. It's not that I come with all of the answers, but having been a dean for eight years and after talking to other deans about how their schools are running, I think I can bring that fresh perspective. There seems to be a huge commitment to the students here and ensuring a positive, well-supported experience. Many faculty members have expressed just how much they love their students. I think there is a lot of opportunity to continuously improve how we teach and interact with students. Methods of teaching have changed with technology, and generational differences require faculty to provide a variety of learning experiences. As we watch health care change, we also have to look at how nursing education needs to evolve and how our nursing students are educated. How do we translate what is needed within the health care industry, and how do we ensure that our students are equipped to provide safe and high-quality care? Team-based care, use of simulation and a connection to the real world are vital for our students. They also learn from what we do, so the more we share, the better. It's not just classroom education, but sharing what we're doing in the community and in our research and allowing our students to participate. ■

# NEW DEAN'S PAST DOVETAILS WITH PROFESSOR'S PRESENT

Sometimes you find a connection in the most unexpected place. It happened recently at the School of Nursing (SON) when the new dean, Judy Didion, learned that a professor's sabbatical project is similar to a significant piece of Didion's career before joining OU mid-summer.

During her fall sabbatical, Associate Professor Laura Pittiglio has established and is running a small, confidential and free HIV/AIDS screening and counseling clinic for OU students. Didion did this on a larger scale while at the Medical College of Ohio (now known as the University of Toledo Medical Center) and its corresponding hospital. There, she co-coordinated a confidential HIV/AIDS prevention and screening site for 10 years.

"I'm excited about Laura's initiative. I would love to work as a volunteer because health promotion and prevention are my passions," says Didion.

The dean's interests and experience dovetail nicely with Pittiglio's hopes for the clinic, which include expanding to serve the community and staffing with volunteer students from SON and the William Beaumont School of Medicine.

"It would be a good way to introduce them to working with people with the kind of chronic illness they might see in an acute care setting," Pittiglio says.

## CLINIC IDEA INSPIRED BY RESEARCH

Pittiglio's interest in establishing a clinic came out of her recent research into the impact of learned helplessness on sexual risk-taking among African-American adolescent females. While her previous research had focused on how African-American mothers with HIV/AIDS coped with the disease, she shifted her attention toward prevention when given an opportunity to participate in Francis Jackson's research in that area in 2008.

In that study, researchers gathered quantitative and qualitative data from African-American women in three metropolitan regions within Michigan to learn more about the relationship between self-esteem and risky sexual behavior.

Surprisingly enough, Didion had a connection to that research, too. Early in her career, she studied sexual risk-taking among young men.

**"I'm excited about Laura's initiative. I would love to work as a volunteer because health promotion and prevention are my passions."**

— Judy Didion

"My research focused on young males and what happened in their adolescence to influence the choices they made," Didion says.

Pittiglio's research with Jackson identified learned helplessness as a potential mediator for decisions regarding sexual risk-taking that can lead to exposure to sexually transmitted diseases. Learned helplessness, she says, can be an outcome of environmental conditions for young African-American women that might include financial insecurity, no father figure and exposure to negative portrayals of African-American women in the media. In the winter 2016 semester, she tested a

learned helplessness questionnaire with two groups of young African-American women to determine if the questionnaire, which was already being used with other research populations, would be relevant to her research. Using a group from an adolescent health clinic and another from an infectious disease clinic, she verified that learned helplessness did indeed exist with young women in the two pilot groups. This also meant that the questionnaire was an appropriate tool for continued study.

"Pilot results indicate that because these young women have become accustomed to dealing with obstacles they can't do anything about, they sometimes make poor decisions when it comes to avoiding behavior that could lead to sexually transmitted diseases," Pittiglio says. "Now that I know I can use this tool, I want to acquire funding to look at a larger population for more cause and effect."

She's seeking funding and publishing the pilot research results while on sabbatical.

## STRATEGIES WILL AID IN PREVENTION

After doing more research, Pittiglio plans to develop and teach strategies that will help young women prevent some of the consequences of bad decision making. This is particularly important, she says, because of the prevalence of HIV/AIDS among young African-Americans. According to the Centers for Disease Control and Prevention (CDC), nationally, 19,540 African-Americans were diagnosed in 2014 compared with the next largest ethnic group, Caucasians, at 10,201 cases. It is most prevalent in people aged 20 to 29. In 2013, according to the CDC, Michigan ranked 16th among the states for the number of diagnoses.





Laura Pittiglio plans to develop and teach strategies to help young women with their poor decision making skills related to risky behaviors in addition to offering free HIV screening.

"AIDS is still a huge issue, but people don't necessarily realize that," says Didion. "It hasn't gone away – it's just that with treatment, people can live longer. It's a chronic illness that isn't easy to live with." Didion adds that while there is ongoing research into a vaccine and a cure, it's still important to educate people about sexual risk-taking.

"That's what makes Laura's clinic so important. It's not just a testing site – it gives her an opportunity to talk about risk and help students understand the reality of HIV so they can make better decisions," she says. ■

*By Sandra Beckwith*

# FORMER NURSE DONATES MORE THAN \$1 MILLION

## Benefitting the nursing faculty and students

As a nurse for more than 40 years, Norma Oberhauser never lost the desire to advance the teaching and clinical practices in nursing.

As one of a limited number of Bachelor's prepared nurses working at Henry Ford Hospital in the early seventies, she was selected to be responsible for ensuring the integrity of research protocols in early oncology research. This assignment made her keenly aware of the need for nurses to achieve higher levels of education. The quality of that education became her philanthropic interest, which she began supporting in a significant way during her lifetime and made the ultimate beneficiary of her estate.

In 2003, she established an endowed fund in the School of Nursing to support training for faculty. In 2012, Ms. Oberhauser made an additional gift of \$250,000 to name the clinical skills teaching laboratory in the Human Health Building in memory of her parents, Ethel and Louis Oberhauser. That gift was intended to provide additional resources allowing Oakland students to have the very best equipment needed to prepare them for real clinical settings.

In addition, Ms. Oberhauser pledged an additional major bequest through her estate. The purpose of this gift is to further fund the endowment for faculty training and development to improve teaching skills as well as allow research grants for nursing faculty working to advance the science of nursing and purchase equipment and supplies for the enhancement of student education, training and scholarly endeavors.

Ms. Oberhauser passed away peacefully earlier this year and because she had the forethought to make her wishes known in advance, her legacy will become a reality for the benefit of future nurses. School of Nursing Development Director Colette O'Connor met with Ms. Oberhauser many times over the last 10 years and said, "Although Norma was not an Oakland alumna, she connected with us after winning a Nightingale Award for Excellence. I asked her once why she was so supportive of Oakland, even though she

was an alumna of another program. She told me she had always been impressed by the quality of nursing students and faculty she encountered from Oakland University when they did their clinical work at Henry Ford Hospital. Norma wanted her legacy to be the continuation of high-quality instruction in nursing which she knew would guarantee high-quality nurses to provide excellent patient care. What a wonderful way to impact the future health of the entire community!" ■

**For more information about leaving a legacy at Oakland University through a bequest, please contact Colette O'Connor at [coconnor@oakland.edu](mailto:coconnor@oakland.edu).**

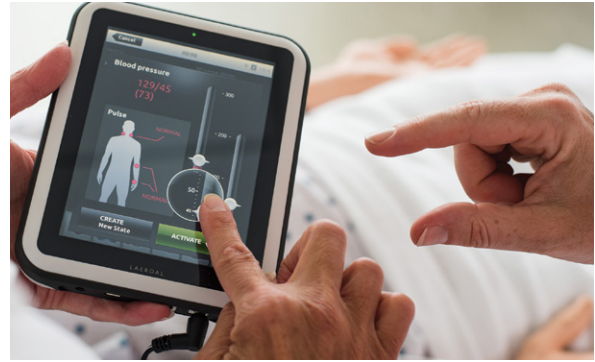


Left: Former SON dean, Kerri Schuiling, visits with Ms. Oberhauser at her home in Florida.



Right: A young Norma Oberhauser with her parents and inspiration, Ethel and Louis Oberhauser.





# IMPROVING PATIENT CARE

## Classroom diversity exercise aids cultural context, competence

Understanding a patient's cultural background can be as important as knowing his or her medical history. As the U.S. population continues to diversify, cultural context and competence are key to an effective patient-provider relationship.

OU instructor and nurse educator Ellen Gajewski (SON '09) views cultural diversity as something to see, hear, feel and discuss. Students in her health assessment class at the OU Anton/Frankel Center in Mount Clemens lead a cultural-assessment panel to explore cultural diversity and competency.

"Each time I conduct this diversity exercise, I also learn something new," she said. "I'm touched by my students' willingness to share their stories." Panel discussions have included students from various countries and ethnic and religious backgrounds.

OU nursing student Kyunghee Heil, 52, earned a four-year degree from a university in South Korea. Heil, who said her

language barrier has limited her opportunities in the U.S., believes that participating in the student-led classroom panel was a wonderful way to reach others.

"We shared our hearts about how much we've been struggling to learn English to be as proficient as possible," she said. "We shared our fears, weaknesses and sadness and how much we miss our countries."

Gajewski said issues involving other cultures are relevant in today's society and feels it's important to develop a safe classroom environment for discussion on the topic. "It's an integral step in developing cultural competence, promoting acceptance of our

differences and encouraging the diversity conversation. A classroom can sometimes be an 'impersonal' environment. I want my students to be comfortable in who they are and who their classmates are so we celebrate and respect each other's cultural beliefs and values. I also want them to thrive as health care professionals with their patients."

For Gajewski's students, sharing stories about their journeys and cultural rituals helps to break down stereotypes and prejudice. "We appreciate (Gajewski) for not only pouring her heart into teaching us, but also giving us this wonderful opportunity to share our hearts with our classmates," said Heil. ■

*By Alice Rhein and Patricia Georgevich*

# CRNA WINS NATIONAL DIABETES RESEARCH AWARD

A 1993 graduate of the OU School of Nursing, Tamra Dukatz, CRNA, MSN, has devoted more than a decade to studying diabetes care during surgery, including the effects of insulin glargine.

This September, she received the John F. Garde Researcher of the Year Award from the American Association of Nurse Anesthetists (AANA) Foundation, the highest honor for research in her field. In her acceptance speech, Dukatz said her story is best described by a quote from London author and management consultant Umair Haque, "If you want to find your passion, surrender to your heartbreak."

*"By 2004, my son Carl and late daughter Dawn both had developed type I diabetes. Insulin glargine, the newly approved basal analogue, was now doubly stocked in the Dukatz refrigerator. Being keenly aware of this new insulin, I noticed that glargine was appearing in increased frequency on preoperative medication lists. No studies existed on what portion (if any) of the usual insulin glargine dose should be reduced on the evening before surgery,"* wrote Dukatz in a speech presented to the association's annual congress in Washington, D.C. Her curiosity fueled by personal experience with the medication led to a grant and clinical trial of 402 patients that helped to establish a recommendation for insulin glargine dosing prior to surgery.

In her supporting letter to the AANA Foundation, Anne Hranchook, CRNA, DNP, program director of the graduate nurse anesthesia program, noted that Dukatz and her team were awarded the Oakland University-Beaumont Multidisciplinary Research Award in 2008, and the prestigious Odyssey Award in 2012. "This award is presented to OU alumni who best represent Oakland University's motto, 'to seek virtue and knowledge.' Tamra is an inspiration to all who know her," wrote Hranchook.

Dukatz has presented her work nationally at the American Diabetes Association, the Endocrine Society, the American Association of Nurse Anesthetists and the American Society of Anesthesiologists, and has been published in multiple national journals including the *AANA Journal*, *Journal of Diabetes Science and Technology*, and the *Journal of Clinical Anesthesia*.

Of the clinical trials that made the honor possible, Dukatz says, "The story of the successful completion of the clinical trial is a tribute to Beaumont's nurses and nursing leadership. CRNA managers and hospital administration supported the projects in every way. The research projects became my hobby and passion." ■



OU alumna Tamra Dukatz receives national research award.

**"The story of the successful completion of the clinical trial is a tribute to Beaumont's nurses and nursing leadership."**

— Tamra Dukatz





# WHITE COAT CEREMONY

The SON held its second White Coat Ceremony this fall at Meadow Brook Hall. Just a few years ago, White Coat Ceremonies were reserved for physicians, dentists and other medical professions. Today, hundreds of Schools of Nursing have begun to uphold this tradition with their graduate-level nurses. This prestigious event celebrates nurses pursuing Advanced Practice Registered Nurse status with a Master's or Doctor of Nursing Practice Degree at Oakland University. ■





# HELPING TO DEVELOP THE NEXT GENERATION OF CRNAs

## Nurse anesthesia instructor uses expertise in emotional intelligence

Andrea Bittinger, CRNA, MSN, an adjunct instructor and admissions coordinator for the Oakland University-Beaumont Graduate Program of Nurse Anesthesia, recognized the vital role emotional intelligence (EI) could play in selecting the right candidates for admission in the program and in helping student registered nurse anesthetists to become well-rounded Certified Registered Nurse Anesthetists (CRNA).

In 2015, Bittinger became the first CRNA in the country to be officially certified in EI assessment and coaching. “Most professionals that have EI training are psychologists, though it is often used in business, especially leadership development,” she says.

Educational programs that prepare nurses to be Certified Registered Nurse Anesthetists have traditionally focused on assuring that graduates attain the necessary knowledge and competence required to fulfill an advanced practice role. Emotional intelligence, which is becoming an important concept in the preparation of CRNAs and other health care providers, centers on building the skill set necessary to master cognitive decision making. The definition of EI is “the ability to monitor one’s own and others’ feelings and emotions; to discriminate among them; and to use this information to guide one’s thinking and actions.” According to Bittinger, “there is evidence that nurses with high EI have greater rates of job satisfaction, less burnout, improved nurse-patient relationships, higher levels of patient satisfaction, and are more effective leaders and communicators. In addition,

there is a growing body of literature exploring the interplay between being aware of and managing one’s emotions, recognizing emotions in others, and the delivery of safe patient care.”

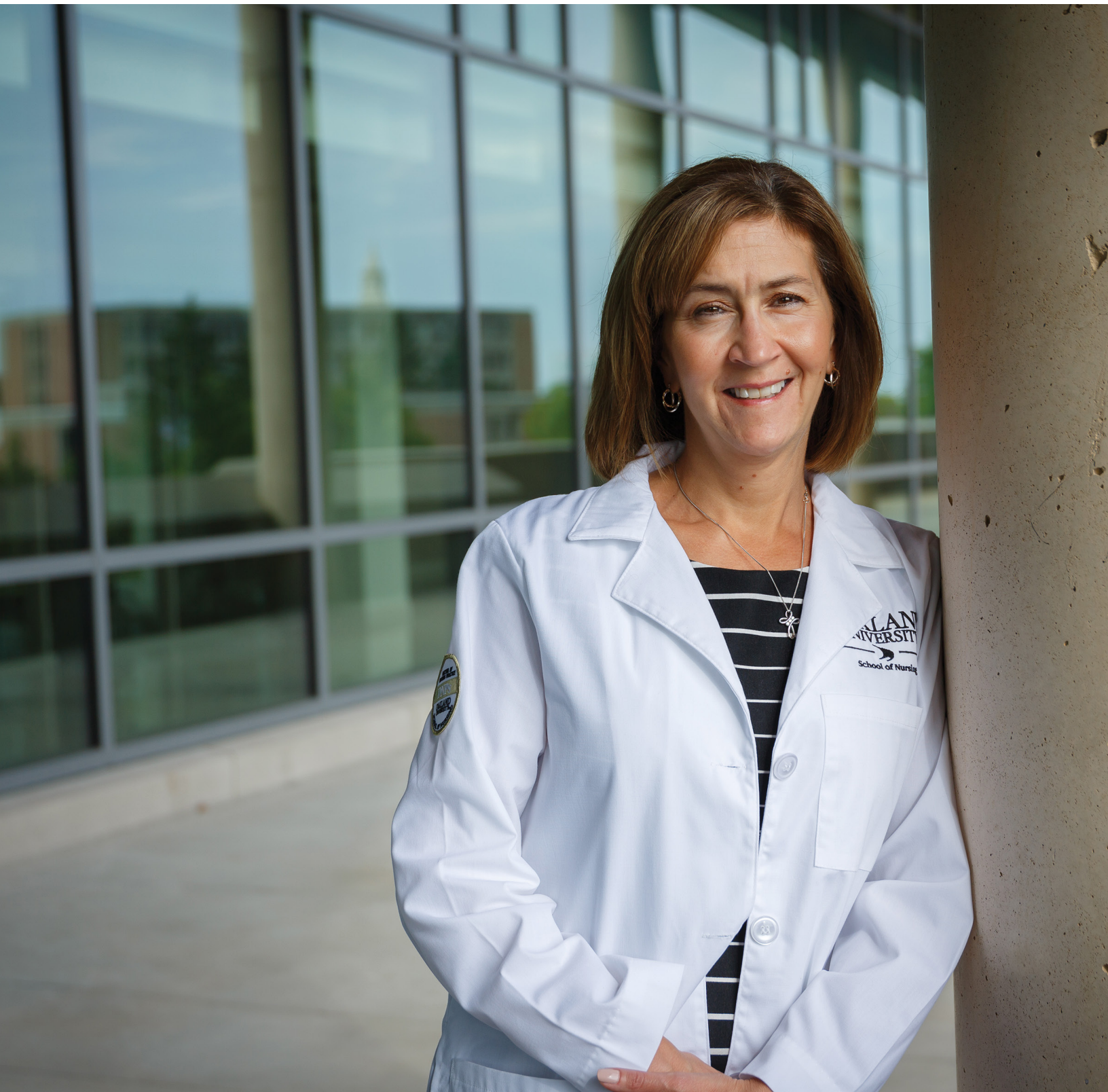
By incorporating EI concepts into the admission process, Bittinger hopes to assess prospects, then coach students on the various areas of their EI to achieve maximum success in the program. Bittinger says that “the traits measured in the EI assessment can help shed more light on the characteristics necessary for successful matriculation in the program.” Her ultimate goal is to use EI as a better means of selecting candidates who will not only be able to handle the rigor of the program, but who will become high-performance leaders.

Bittinger is a two-time OU graduate ('89 and '96) and a current doctoral student enrolled in the Doctor of Nursing Practice program in the School of Nursing at Oakland. Her area of research interest includes EI assessment for CRNAs and the impact on personal as well as patient-centered outcomes. She expects to graduate in December of 2018. ■

“The traits measured in the EI assessment can help shed more light on the characteristics necessary for successful matriculation in the program.”

— Andrea Bittinger





# RAISING THE BAR CODE

## Lessons that underscore the importance of patient safety

As Meghan Harris prepares students for successful careers in 21st-century nursing, she emphasizes lessons that underscore the importance of patient safety.

Associate Professor Meghan Harris wants to not only teach future nurses the importance of identifying medication errors, but to help them know what to do if they spot an error, which could ultimately save lives.

"At one point, I was part of a team in charge of the medication exam that students take and need to pass with a 90 percent. I was pretty passionate about that, pretty tough, too," Harris said. "But I could sleep at night because I knew the students who were passing meds were equipped to do so safely."

To boost success rates, she devised an added challenge for students in her clinical simulations; she would deliberately introduce medication errors into the patient scenarios.

"I wanted to see if students would catch the medication error or give the wrong med to the patient," she said, knowing a 2006

report by the Institute of Medicine revealed medication errors harm 1.5 million patients a year. "I was alarmed at how often the students gave the wrong medication to the simulated patient. When students did give the wrong medication, they appeared profoundly affected and rich discussion ensued in debriefing, so it was an impactful exercise."

Not only was it impactful to the students, but to her career as well. The results fueled her current research project. Harris is focusing on bar code medication administration (BCMA) at Beaumont Health, Michigan's largest health system, in hopes of understanding the factors that contribute to compliance and medicine errors.

"The barcode system was prevalent when I began but when I started looking into it, I saw how many nurses established workarounds when using the system (giving the medicine without following scanning protocols)," Harris said. "Then I

talked to nursing administration at Beaumont about how they monitor BCMA and the quality and compliance checks implemented to avoid patient medication errors."

The conversation with nursing administration led to her pilot study. She went on multiple quality checks over several months to understand the nurses' perspectives of scanning protocols. As part of the study, she queried nurses on four units of the Beaumont Royal Oak hospital regarding their satisfaction with the BCMA system.

"Sometimes very simple things and sometimes very complex issues with personnel, physicians and the pressure of trying to give medications in a timely manner prevent nurses from scanning," Harris said. "The nurse workaround is a very important part of system evolution. Understanding what factors inhibit nurses from following scanning protocol, allows for intervention to increase compliance and patient safety."

One of the unexpected findings of the pilot study was that older nurses were more satisfied with the barcode technology than younger nurses, said Harris, who teaches informatics, statistics and nursing theory.

Some look at barcoding narrowly as a form of documentation, and "while that is a handy consequence, we should stress BCMA as a safety mechanism, much like buckling your safety belt in your car," Harris said.

Beaumont welcomed Harris' expanded study. She added four additional hospitals to her research: Dearborn (formerly Oakwood), Grosse Pointe, Farmington (formerly Botsford), and Troy. This is the first nursing research project to take place at multiple Beaumont sites allowing



Study ensures bar code scanning procedures are followed to reduce medication errors.



Meghan Harris is conducting research at five area Beaumont Hospitals.



access to 10,000 nurses. Harris navigated the emerging approval process, paving a standardized route for future nurse researchers.

Her presence helps make Beaumont a better hospital system, said Susan Grant, executive vice president and chief nursing officer at Beaumont Health.

"We strive to become an organization that demonstrates nursing excellence every day," Grant said. "If you have the mindset that everything is the way it should be, then you never learn. You never improve. Harris' study, which uses evidence-based

processes, is all about improvement."

Dr. Karen Lake, a nurse practitioner and the continuing education coordinator for the Michigan Nurses Association, a professional group of 12,000 registered nurses, is eager to hear the final results of Harris' study.

Lake said, "Research in general helps us pinpoint exactly what is happening and with that, hopefully, come up with a solution. We know a problem exists with medication errors, so it will help weed out the problems, whether it's eliminating distractions or having set tasks, but this study can help eliminate these errors."

Eventually Harris would like to implement a BCMA compliance intervention study nationwide and, ideally, secure a grant from the National Institute of Health and the Agency for Healthcare Research and Quality to enhance patient safety. ■

**For more information on Dr. Harris' research, please contact her at [harris23@oakland.edu](mailto:harris23@oakland.edu).**



Left: One of the planes at Coleman A. Young International Airport used in the live burn practice. Right: Faculty Kim Holka and Lynda Poly-Droulard volunteer themselves and their students for the live burn.

## EMERGENCY PREPAREDNESS SHAPES STUDENTS' FUTURES

**Kimberly Holka is willing to play dead to save lives**

The SON instructor participated in and recruited a team of Oakland University volunteers to help the City of Detroit and the Office of Homeland Security with a disaster drill at the Coleman A. Young International Airport. It included a live burn of an airplane that had crashed and created mass casualties, including Holka.

Much of her body was crushed during the mock crash, so she “died” and emergency responders transported her to a morgue. From there, she took on a new acting role, becoming an injured volunteer who needed to be transported to Sinai Grace Hospital for treatment.

Holka, who’s an American Red Cross volunteer as well as a member of the Macomb County Health Department Medical Reserve Corps, was handpicked to participate because she has a heavy presence in community health nursing, a merging of nursing and public health practice.

It’s a nursing specialty Holka is passing on through her NRS 213, 216, 340 and 426 courses, and opportunities like the disaster drill to help prepare SON students for 21st-century nursing.

Volunteering for community health tasks provides on-the-job training that can give a participant a leg up on their nursing careers, said Mark Jackson, the City of Detroit firefighter and liaison with the Office

of Homeland Security and Emergency Management, who arranged the plane crash drill.

“Their participation was hands-on as volunteers and any time you can get that, that is a great advantage as a nursing student,” Jackson said.

One of the most important lessons they learned, notes Jackson, is how a first responder prepares a patient before hospitalization to expedite better care in an emergency room, Jackson said.

“I believe understanding what it took to get this patient packaged or triaged properly to get to the hospital impacts the job performance in the hospital. It will be greater and that results in better care,” he said.

That’s why OU junior Elaine Taylor, who is working on her BSN, answered Holka’s email to help with the exercise.

“I’m always looking for dynamic opportunities to get a different perspective on things,” Taylor said.

Taylor suffered third-degree burns and also played the role of a mourning mother whose baby died in the plane crash, an important twist if she continues to pursue her passion for working in women’s reproductive health care.

“It made me more empathetic for patients as well as first responders and I recognize that you have to be a dynamic nurse who’s ready for anything,” she said.

Brenda Wade, one of 12 grad students in OU’s first cohort of forensic nursing, had a similar reaction as she volunteered.

“It puts me at peace because I could and would help in an emergency,” said Wade, a forensic nurse examiner who currently treats abuse and assault victims at Turning Point in Mt. Clemens, Michigan, and as a sexual assault nurse at Haven in Pontiac, Michigan. “Whenever you understand what your role is that promotes job satisfaction.”

She felt a sense of duty in volunteering. “We nurses have a responsibility to our communities. We need to know how we

**Continued on page 17**



# COLLABORATION EARNS 2015 NATIONAL HEALTH SECURITY AWARD

## Successful team-up with the Macomb County Health Department

The National Association of County and City Health Officials (NACCHO) has awarded the Macomb County Health Department with the 2015 National Health Security Award in the Youth Engagement category for a program that so far has encouraged more than 2,017 4th- and 5th-grade students to talk to their parents about emergency preparedness.

Partners include the Macomb County Medical Reserve Corps, Macomb County Schools, and Oakland University School of Nursing. The National Health Security Award was created by NACCHO and the Assistant Secretary for Preparedness and Response (ASPR) to recognize the contributions of three local health departments working to improve health security in their communities. The three winners are featured in NACCHO's video "National Health Security Strategy: How Local Health Departments Are Making a Difference." The award application was open to more than 2,500 local health departments. Winning submissions must have consistently demonstrated strong national health security themes throughout the entire application. To learn more about the National Health Security Strategy and Implementation Plan, visit the ASPR website.

A 2009 Macomb County Behavioral Risk Factor Survey highlighted the lack of emergency preparedness among schools and community members. As a result the

partners developed the Youth Emergency Preparedness Outreach initiative to help bridge that gap. According to the survey, only 25.5% of Macomb County households reported feeling prepared for large-scale disasters or emergencies. Not only are adults unprepared, but children are not being taught preparedness in schools. Michigan is one of only four states that do not meet any of the National Commission on Children and Disasters' four "state standards essential for basic disaster preparedness and safety in schools." A survey sent to 235 fifth-grade teachers in Macomb County, in which 62 responded, revealed that not one of them had participated in the optional emergency preparedness training available to their districts, and 58% reported that they do not teach emergency preparedness in their classrooms.

These startling findings led to the Youth Emergency Preparedness Outreach Initiative to empower fifth-graders to include their parents and guardians in emergency preparedness activities in

their homes. The Macomb County Health Department and Macomb County Health Department Medical Reserve Corps partnered with the Oakland University School of Nursing to present emergency preparedness lessons in fifth-grade classrooms throughout Macomb County. During the 2014-15 school year, OU SON students received training during their NRS 216 Health Promotion course. Then, during NRS 213 Clinical, they presented the Youth Preparedness Program with the assistance of their clinical faculty: Marianne Crane, Sonya Gary, Suzanne Lugger, Marissa Schmid, Ryan Schmid, along with Dr. Kimberly Holka. In the 2015-16 school year, RN-BSNs taking the NRS 426 Community course provided an analysis of the program, with suggestions for improvement. The Youth Preparedness Program teaches students to prepare for disasters including how to build an emergency kit and create a family communication plan. Resource materials were sent home with each student to help families prepare together. ■

### EMERGENCY PREPAREDNESS *Continued from page 16*

can help and what we can do personally to help our community's progress through any kind of disaster," she said.

Lynda Poly-Droulard, an adjunct instructor who specializes in emergency room nursing and teaching with simulations, wishes every nursing student had been at the disaster scene.

"You could feel the fire, hear the sirens, see the smoke and the bodies lying all

over, so it really felt like it was a true disaster and yet it was experiential learning at its best without the fear of making a mistake," Poly-Droulard said.

"It was a confidence booster," she said. "You see the community coming together and health care workers working together to take care of this tragedy that happened. It was an exercise in teamwork and what a great lesson for all nursing students." ■



The live burn exercise helps first responders and health care professionals know what to do in the event of an emergency.



## SCRATCHING THE ITCH OF CURIOSITY ABOUT WOUND HEALING

**Pilot study aims to understand the physiology of wound itch and identify interventions**

It's not uncommon for some people to experience itchiness as a wound heals. But for as much as researchers understand about the physiology of wound healing, there's a great deal they do not know about itching as it relates to wounds and wound healing.

One Oakland University School of Nursing assistant professor — who is a nurse practitioner with a specialty in wound care — hopes to change all that.

Julia Paul, PhD, RN, ACNS-BC, CCRN, CWS, NP, is in the midst of a pilot study in conjunction with the Beaumont Wound Treatment Center, Royal Oak. She and a metabolomics specialist at the Beaumont Research Institute are investigating the physiology of itch and what's actually going on in wounds that causes some people to feel the sensation.

"So little has been done related to the problem of itchiness and wounds," says Paul. "My dissertation work involved a study of 200 wound-care patients, and 56 of those patients, or about a quarter of the people with any type of wound and any type of medical issues, described that they did have a problem with itchiness related to their wounds."

There is not much scientific consensus about the relationship between wounds and itching. There's no evidence to support the widely held idea that itchiness means a wound is healing, and the mechanisms behind wound-related itch have yet to be identified. Some wounds are actually initiated by patients scratching an itch, but what's less clear is whether wound healing is inhibited by irritation caused by scratching.

During the pilot study, Paul and her collaborator hope to assess about 20 participants who are receiving outpatient

care at a Beaumont Wound Treatment Center. In addition to asking them questions about the impact the wound and any related itching is having on their lives, the researchers will be collecting blood samples, wound fluid and any debris removed through routine debridement during wound care.

"We're comparing specimens from people who are experiencing itch and people who are not experiencing itch, and hopefully there are some differences that will manifest themselves," Paul says.

The study includes metabolomic analysis, which looks at the breakdown products of cellular metabolism, to provide the clearest possible picture of what's happening in the wounds. If unique qualities are found in the samples from patients experiencing itch, Paul hopes they might become targets for intervention.

"The ultimate goal is to come up with something we can do to help patients while they're experiencing the itchiness of their wound," Paul says. "It would be especially wonderful if it's something a nurse can do without a physician's order to make patients more comfortable."

Paul is sharing her findings from the pilot study with students, and hopes the results of the pilot will generate additional funding. Pilot funding from the School of Nursing and a Faculty Research Award provided the funding for the pilot study. ■

*By Amy Lynn Smith*



# OU OFFERS FLEXIBLE COURSE OFFERINGS

## Created for working nurses pursuing graduate education

Because Cricket Nickolaou was in her late 40s and employed when she began looking for a nurse practitioner master's degree program, she knew she needed one that offered flexibility.

She also wanted a supportive environment and the opportunity to make in-person connections with peers.

She found all of it in OU's School of Nursing (SON).

"I had looked at several options, but as soon as I went to the OU open house, I knew it was a good fit," says Nickolaou. "The event was informative, and people were so friendly. On top of that, they followed up with me afterwards – no other nursing program I looked into did that."

Nickolaou, who received a Master of Science degree as a Nurse Practitioner in May of 2015, went on to enroll in SON's Doctor of Nursing Practice program this fall, too.

### MASTER'S AND CERTIFICATE PROGRAMS OFFERED

She is typical of the approximately 150 nurses enrolled in one of OU's nurse practitioner programs each year. SON

offers a Master of Science degree and a post-master's certificate in both family nurse practice (FNP) and adult/gerontological practice (AGNP). Nurses with an Advanced Practice Registered Nurses (APRN) master's degree may also enroll in the Doctor of Nursing Practice (DNP) program.

The FNP program covers the lifespan in primary care practice – pregnancy, infancy, toddler, adolescent, adult, and aging adult age ranges – while the AGNP program focuses on 13 years of age to end of life.

### HYBRID INSTRUCTION BRINGS STUDENTS TOGETHER

OU's popular hybrid approach to nurse practitioner education combines online learning with in-person classroom instruction. Those who can't attend in person use technology to participate and interact remotely. Because so many of the students are employed, in-person classes are in the evening.

The School of Nursing's approach to clinical rotations is distinctive in that there is more instructor involvement than what's typical. While most programs do annual site visits with preceptors by phone or Skype, SON instructors conduct in-person site visits every semester.

"We think it's important to visit sites in person because it not only lets us better assess if the environment is appropriate for our students, it also lets us thank our preceptors face-to-face. Those relationships are important to establish and maintain for our students and Oakland University School of Nursing," says program instructor Colleen Meade-Ripper.

Students also value their relationships with instructors.

"Most are working clinicians just like us and that makes a huge difference when they're teaching," says Ivan Parra, who got his AGNP in December 2013. "The people teaching you about the work are also out there doing it."

Continued on page 23



Cricket Nickolaou uses skills obtained during her graduate programming to improve the care provided to her patients.



## SCHOOL OF NURSING HOLDS FIRST CONFERENCE ON ANIMAL ASSISTED INTERVENTIONS

The Center for Human Animal Interventions (CHAI) hosted the “Animal Assisted Interventions: Best Practice for the Practitioner, Client and Animal Conference” in August. This one-of-a-kind event took place at Oakland University’s main campus and Hidden Promise Ranch in Fenton, Michigan.

The two-day conference brought together practitioners, researchers and volunteers in Animal Assisted Interventions (AAI) to share information related to the importance of AAI as well as why it is necessary to follow industry standards and ethical practices in the field. The conference focused on animal welfare, the law and AAI, best practices and competencies (which were newly endorsed by the American Counseling Association by Dr. Leslie Stewart, executive member of

CHAI and Amy Johnson, center director); there was also a hands-on experience to bring theory into practice. In doing so, participants listened to animal behavior specialists on the many ways animals are communicating with humans, what to look for and how to respond based on what the animal is communicating.

With the newly developed competencies and tenets to follow, the Center for Human Animal Interventions at Oakland University

solidified its commitment to becoming the benchmark for quality programming and scholarship in the field of AAI.

Dr. Aubrey Fine, author of *The Handbook on Animal Assisted Therapy* which is now in its fourth edition, kicked-off the event with his presentation on “Capturing the Bond,” which he focused on identifying future directions in the field, defining the human animal bond (HAB), becoming more aware of the psychological and





physiological benefits of the HAB and becoming more aware of various theories related to the connection with animals.

Stewart and Mary Margaret Callahan presented their collaborative presentations, "Competencies in AAI Practice" and "Non-Traditional Animals Incorporated into AAls." Stewart, is a co-facilitator of the American Counseling Association's Animal Assisted Therapy in Mental Health Interest Network as well as a professor of AAI at Idaho State University. Callahan is the senior national director of program development at Pet Partners, where she oversees the largest therapy animal registration program. Their presentation identified tiered models of provider competencies and professionalization of the practice.

CJ Bentley, Kim Cardeccia and Colleen Pelar presented on "Behavior and Hands-On Practicum." Bentley is a dog



behavior expert working with the Michigan Humane Society. Cardeccia is a licensed professional counselor working with horses in her counseling sessions. Pelar is the author of *Living With Kids and Dogs – Without Losing Your Mind* (2005) and the co-owner of the largest dog training facility in Northern Virginia. The triad focused on body language basics of horses and dogs and how to recognize if the animal wants to be involved in the AAI work or not.

Ann Griffin gave a much anticipated presentation on the second day of the conference, "The Law and AAls." Griffin is a licensed attorney and the vice chair of the State Bar of Michigan Animal Law Section Council, as well as, the chair of the Section's legislative committee. The presentation focused on legislative issues in AAls such as Michigan laws relevant to AAls, service animals versus therapy animals and risk management.



And Melissa Winkle's presentation, "Planning and Implementation of Animal Assisted Interventions" highlighted the need for standards in the industry. Winkle, OTR/L, FAOTA, works with children and adults of all ages and abilities in her private practice, Dogwood Therapy Services Inc., in Albuquerque, New Mexico. Her presentation highlighted components for formal AAI treatment plans.

Education and competencies are at the epicenter of the Center for Human Animal Interventions and with that, the center is planning more workshops, seminars and conferences throughout the next year. ■

**For more information, please contact Amy Johnson at [johnson2@oakland.edu](mailto:johnson2@oakland.edu) or visit [oakland.edu/animalassistedtherapy](http://oakland.edu/animalassistedtherapy).**



Attendees of the Animal Assisted Interventions conference learned about maintaining the welfare of the practitioner, client and animal in a practice setting, identifying signs of stress in dogs and horses and heard examples of ways to incorporate animals in practice.

The SON welcomed the new cohort in the Doctor of Nursing Practice Degree program at the DNP welcome orientation. This group of Advanced Practice Registered Nurses will receive further education in policy, organizational and clinical systems, clinical practice to improve patient outcomes, and the development of practice guidelines to enhance patient safety.



## SCHOOL OF NURSING'S CONTINUING EDUCATION FUELS NURSING CAREERS

Aspiring nursing students in Wayne County now have a path to their dreams.

Oakland University School of Nursing Continuing Education offers education to become a patient care technician, certified nursing assistant or a licensed practical nurse (LPN). The LPN program is more affordable than some of the other schools in the area without sacrificing the quality curriculum.

Tequila Fowler, State of Michigan Board of Nursing scholarship recipient, says she will be the first in her family to graduate from a professional program of study where she can take a state board and receive a license to practice as a Practical Nurse. "I work part time as a dietary aide and have a beautiful six-year-old autistic daughter who requires a lot of attention and supervision," she says. "Even with the many hats I wear, I am still able to maintain a 3.4 GPA. The road to success is not easy, but is well worth the struggle."

For Christine Rowsey, her desire to become a nurse was sparked when her second son, Christian, was born premature. Rowsey questioned the doctors and did everything to educate herself on his conditions and complications.

"I was healthy, drug free and in great shape. I could not figure out what went wrong, but I knew one thing was sure, I was his mother, his champion, his advocate, and I was going to fight for my son's survival," Rowsey says.

Yet, as she notes, some things are not in our control, and Christian died at seven months old.



Tequila Fowler (left) and Christine Rowsey (right).

With the memory of her son to guide her, Rowsey is channeling her survival skills and determination into the nursing program, and will be a champion for all those she cares for as an LPN.

Executive Director of Continuing Education, Focus: HOPE, Teresa Rodges notes that many of the nursing students in this program have stories of hardship, and they are also stories of hope.

Located at Focus: HOPE on Oakman Boulevard in Detroit, the program serves nearly 50 students annually and most recently graduated 14 LPN students in May. ■

**For more information on the Continuing Education programming, please call (313) 494-4653 or email [cenursing@oakland.edu](mailto:cenursing@oakland.edu).**





New deans from the schools of nursing and health science were welcomed to the Human Health Building by staff and students attending the Meet the Dean Ice Cream Social.



## **FLEXIBLE COURSE OFFERINGS** Continued from page 19

Both Parra and Nickolaou felt supported by and connected to their instructors.

"I really appreciated how invested they were in the students," adds Parra.

"We do have dedicated instructors," says Meade-Ripper. "There are numerous faculty educating our students; however, there are certified FNP's, ANP's and PNP's providing clinical instruction at the heart of the program and like everyone else involved, we're committed to helping our students learn and succeed."

### **100 PERCENT BOARD PASS RATE**

The instructor commitment is evident in more than the classroom, however. While the certification exam national pass rate was 81 percent in 2015, SON boasts a consistent 100 percent pass rate.

"We're very proud of that," Meade-Ripper says.

The school's combined nurse networking and preceptor appreciation event is a highlight of the year. Current students, alumni, preceptors, and recruiters gather for a relaxed evening of connection-building that includes presenting each preceptor with a certificate of appreciation for their dedication to training future practitioners.



The School of Nursing now accepts students in the nurse practitioner program in both the fall and winter and offers both full- and part-time options. ■

*By Sandra Beckwith*

**For more information, visit [oakland.edu/nursing](http://oakland.edu/nursing).**



## WDVD NURSES WEEK



The School of Nursing celebrated Nurses Week with 96.3 FM WDIV and the Blaine Fowler Morning Show by visiting five Detroit metro hospitals. Every nurse was given a carnation with a thank you note and received WDIV and School of Nursing promotional items.



## PATIENT CARE TECH PROGRAM

The first cohort of Pontiac High School Students will complete the Patient Care Technician program at Oakland University School of Nursing Continuing Education at Focus: HOPE. The graduation celebration will take place in December 2016. Oakland is proud to be a part of the Pontiac Initiative and President Hynd's vision to move beyond the campus at Oakland University to reach out to area high schools to impact the lives of young students who want to pursue post-secondary education in health care. This is a dual-enrollment program where they arrive at the Focus: HOPE campus in the morning and complete their courses at Pontiac High School in the afternoon. ■







Thirty teens participated in the four-day camps at OU's Anton/Frankel Center and the Rochester campus.



## HIGH SCHOOL TEENS EXPLORE HEALTH CARE CAREERS

Oakland University in Macomb County held two Health Care Professions Career Camps in Summer 2016. At the four-day camps, 30 high school teens examined health care careers like nursing, health science, exercise science, public health, nutrition, physical therapy, biomedical diagnostics, therapeutic science and more.

Teen campers were transported from the OU Anton/Frankel Center in Mount Clemens to the Human Health Building at the OU main campus in Rochester, where they participated in hands-on skill-building activities and team exercises, action-packed field trips and dynamic discussions with OU faculty, staff and industry professionals.

The Rochester Hills Fire Department helped the campers become certified in CPR. Campers also learned laboratory skills at the medical lab science stations

and tested exercise science equipment. And they took exclusive tours of Crittenton Hospital and Oakland's William Beaumont School of Medicine.

On "Nursing Day," teen campers practiced skills at the nursing stations – guided by students in OU's nursing program. And nurses spoke to the teens about their experiences working in the field.

As part of its commitment to nurture our college-bound youth, OU conducts Summer Career Camps for high school

teens in Macomb, Oakland and St. Clair Counties to help them explore a college major and future career path in fast-growing careers like health care, engineering, criminal justice, business, robotics, graphic design and more. ■

*By Patricia Georgevich*

**Visit [oakland.edu/careercamps](http://oakland.edu/careercamps) for more information.**

# PUBLICATIONS AND PRESENTATIONS

## PUBLICATIONS

Bruneau, L. and Johnson, A. (2016). Fido and Freud Meet: Integrating Animal Assisted Interventions with Counseling Theory. ACA's VISTAS, Winter issue. A descriptive analysis. *AANA Journal*, 83(5), 318-323.

Dunn, K. S., and Riley-Doucet, C. K. (2016). Applying integrative learning practices and complexity theory to design new simulations to improve care for complex patients. *Nurse Educator*. (In press.)

Dunn, K. S., Otten, C., and Stephens, E. (2005). Nursing experience and the care of dying patients. *Oncology Nursing Forum*, 32, 97-104.

Hranchook, A., Penprase, B., and Piscotty, R. (March 19, 2016). Mobile Computing Devices in the Perioperative Environment: An Assessment of Uses and Impact on Care: Midwest Nursing Research Society Health Systems, Policy, and Informatics RIG: Guaranteed Symposium. MNRS 40th Annual Midwest Nursing Research Society Conference, Milwaukee, Wisconsin. Platform speaker and poster presentation.

Jordan, L., Quraishi, J., Boust, R., Clayton, B.A., Crawford, K., Everson, M., Golinski, M., Hirsch, M., Hranchook, A., Kremer, M., Larson, S., Matthews, R., McElhone, P., Wiltse-Nicely, K., Wilbanks, B., and Zambricki, C. (2015). The AANA Foundation malpractice closed claims study.

May, D., Cano, A., Sievert, N., and Johnson, A. (2016) Animal-Assisted Therapy for Youth: A Systematic Methodological Critique. *Human-Animal Interaction Bulletin* (American Psychological Association). April. [www.apa-hai.org/human-animal-interaction](http://www.apa-hai.org/human-animal-interaction).

Murray, R. P. and Dunn, K. S. (revised and resubmitted). Assessing nurses' knowledge of spiritual care practices before and after an educational workshop. *Journal of Continuing Education in Nursing*.

Otten, C. L., and Dunn, K. S. (2011). Multimodal analgesia for postoperative total knee arthroplasty. *Orthopaedic Nursing*, 30, 373-383.

## PRESENTATIONS

Dunn, K. S., and Riley-Doucet, C. (2016). Applying high-impact practices and complexity theory to design new simulation models to improve care for complex patients. Paper presentation at the 40th MNRS research conference March 17-20, Milwaukee, Wisconsin. This same abstract was also accepted as a poster to be presented at the Gerontological Society of America's conference this November.

Yao, L. (2016). Population estimates of prevalence of frailty among community dwelling older Americans. Gerontological Society of America's Annual Scientific Meeting. November 2016 in New Orleans, Louisiana.

## BOOK CHAPTERS

Hranchook, A., and Wands, B. Advancing a career in academia. In: Henrich, B., and Thompson, J. (Eds.), *A Resource for Nurse Anesthesia Educators, 2nd Edition*. Chicago, Illinois: AANA Publishing Inc. (In press.)

Hranchook, A. Reflective Response in "When the DNP Chair Is a DNP Graduate: The DNP in the Academic Role." In Dreher, H.M., & Smith Glasgow, E. (Eds.), *DNP Role Development for Doctoral Advanced Nursing Practice, 2nd Edition*. (In press.)

Johnson, A. and Bruneau, L. (2016). Healing bonds: Animal assisted interventions with adjudicated male youth. *Men and Their Dogs: A New Understanding of Man's Best Friend*. Springer Publishing. Pp. 113 – 132.

## POSTER PRESENTATION ACCEPTED

Petroulias, P. (2016). A Toolkit to Initiate Animal Assistance Interventions with Hospice and Palliative Care Patients will be presented as a poster for the October 2016 Wisconsin Nurses Association educational offering, The Nurse's Role in Palliative and End-of-Life Care Across the Lifespan.





# INVEST IN YOUR FUTURE: A Business Minor for Nursing Students

A minor in business benefits nurses who want to move into health care administration or launch their own businesses. Nurses with a business minor work in fields that range from clinical consulting to service and process management consulting. Many nurses pursue management or self-employment because it allows them the flexibility to customize services and pursue unique interests.

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In this minor, students are exposed to all aspects of business including accounting, marketing, management, economics, finance, operations management and information systems. The courses are designed to provide a survey of these business disciplines. With a minor in business, nursing students gain:

- insight into managerial and entrepreneurial possibilities;
- an understanding of business models; and
- managerial, administrative and basic accounting skills.

The business minor consists of a minimum of 20 credits tailored to maximize understanding of the core business disciplines and acquaint students with the basic skills needed to operate a business. Those choosing to minor in business should take six of the following courses (*see the undergraduate catalog for additional details*):

- Economics (ECN 150 or 160 or 201 or 202 or 210)
- Accounting (ACC 300 or 200)
- Marketing (MKT 300)
- Management Information Systems (MIS 301)
- Management (MGT 300)
- Finance (FIN 300)
- Production Operations Management (POM 300)

To learn more about the business minor for nursing students, contact Professor Frederick Hoffman at (248) 370-4978 or [hoffman@oakland.edu](mailto:hoffman@oakland.edu).



*“Unless we are making progress in nursing every year, every month, every week, take my word for it, we are going back.”*

*— Florence Nightingale*

**Oakland’s School of Nursing believes this tenet, and it shows in our quality curriculum and variety of simulation and clinical experiences.**

All programs at the Oakland University School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE).

- Bachelor of Science in Nursing (BSN)
- Accelerated Second Degree (BSN)
- BSN Degree Completion
- Fast Track BSN Degree Completion
- Master of Science in Nursing: Adult/Gero Nurse Practitioner
- Master of Science in Nursing: Nurse Anesthesia
- Master of Science in Nursing: Family Nurse Practitioner
- Master of Science in Nursing: Forensic Nursing
- Doctor of Nursing Practice





## 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](http://oakland.edu/animalassistedtherapy) or contact Amy Johnson, director of the AAT-C program at (248) 364-8704 or [johnson2@oakland.edu](mailto:johnson2@oakland.edu).





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