Excellence in Nursing
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A Message from the President

WesternU’s College of Graduate Nursing (CGN) is a regional and national leader in educational excellence, a status underscored by its continuously evolving academic programming and its expanding commitment to community engagement and public health.

The College recently learned that it had received nearly $130,000 from the Sony-Besan Health Care Workforce Training Grant, which was established to increase the number of family nurse practitioners providing primary care services to Californians. The program encourages universities and primary care health professionals to provide health care in medically underserved areas, and provides financial support to family practice residents, family nurse practitioners, physician assistants, and registered nurse education programs throughout California.

With a portion of these funds, the College will offer 10 student stipends of $10,000 each to support racially/ethnic or economically disadvantaged students from medically underserved areas and rural, frontier and inner city areas with urgent needs. The remaining funds will be used to create a new position -- clinical partner liaison coordinator -- to develop clinical opportunities for CGN students by connecting with community partners, hospitals and health systems in areas of urgent need.

This news came on the heels of more than $270,000 in support to the college granted by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), for the National Faculty Loan Program (NFLP). Funds from this award will be used to prepare nurse education faculty in the Doctor of Nursing Practice (DNP) program.

CGN also has created a website, Cultivating Healthy Communities, to gather information from residents about safety, quality, affordability and access to health care, as well as to improve the health of citizens. The College is inviting senior citizens, youth, kids, and elders, to help test the website by completing a survey about preventing falls in older adults.

All of these efforts -- and many more like them, which you’ll read about in this publication – reinforce CGN’s commitment standing in the nursing education community, and highlight the College’s and the University’s commitment to serving its communities with compassion and technical expertise.

President’s Vision

Our goal for Western University of Health Sciences should be nothing short of greatness, and we must aim high for our institution to be considered the national treasure that it deserves to be. At WesternU, among “too high” is considered a value, for it is in the setting of lofty goals and achieving them that great, sometimes unexpected, things can be accomplished. Even if an original target is not attained, simply setting your sights on ambitious results.

Yet building tomorrow’s greatness cannot depend upon practices that were tested in the past but are ill-fitted to the work of the present. For example, greatness in teaching and learning can no longer be only about transmitting and acquiring information, as this is easily accomplished today through browsers and a WiFi connection. Yet building tomorrow’s greatness cannot depend upon practices that were honored in the past but are ill-fitted to the work of the present. For example, greatness in teaching and learning can no longer be only about transmitting and acquiring information, as this is easily accomplished today through browsers and a WiFi connection.

This is why our Strategic Plan must be grounded on new models and new ways of doing things that measurably enhance the quality of our educational programs, as well as everything we do to surround and support those programs. What follows in this document are the foundations for our lofty aim of advancing Western University of Health Sciences toward the Future of Health.

Institutional Mission

WesternU is a graduate university of medical sciences that produces, in a humanistic tradition, health care professionals and biomedical knowledge that will enhance and extend the quality of life for our communities.

Values

The proper values of WesternU are articulated in the Curricula as they purport to the educational and scholarly endeavors of the University. The values include: excellence, integrity, and diversity; collaboration; and cultural competency. The values are articulated in the Curricula as they purport to the educational and scholarly endeavors of the University. The values include: excellence, integrity, and diversity; collaboration; and cultural competency.
Excellence in Nursing | 2014

College of Graduate Nursing Philosophy

The Profession of Nursing
Professional nurses are autonomous in providing preventative care, population health management, and direct patient-centered care. Nurses strive to prevent illness and attain, maintain, and regain the health of patients, families, and communities through multiple roles.

Health Care Systems
Improvement of quality of life and patient satisfaction serves as indicators of nursing excellence. At the same time, health care cost containment must assure patient-centered care while providing an efficient and effective use of resources.

Local and Global Communities
The CGN consists of individuals representing a variety of unique backgrounds and regions, providing the opportunity to enrich one another as well as influence more local and global communities.

Nursing Education
Nursing education at the CGN is supported by eight pillars consisting of the four aspects of the Boyer Model of Scholarship and the four core characteristics of our graduates, faculty, and staff.

CGN Core Characteristics
- **Leadership:** Nursing professionals must be prepared to advance health care and lead reform.
- **Innovation:** The future of health care will require new thinking and inter-professional collaboration to create new systems of care.
- **Collaboration:** Achieving the best outcomes requires working together in an inter- and intra-professional collaborative effort.
- **Compassion:** Compassion is valuing the quality of life for individuals, families, and communities.

Boyer Model of Scholarship
- **Discovery:** The pursuit of new knowledge through research and creative activities.
- **Integration:** The connection of knowledge and discovery into larger patterns and contexts.
- **Application:** The employment of disciplinary expertise to results that can be shared and/or evaluated by peers.
- **Sharing Knowledge:** A dynamic process that fosters creativity, independence, clinical reasoning, and moral imagination.

Student-Centered Learning Environments
Student-centered learning environments position students to be actively engaged participants in safe and respectful experiences.

FACT SHEET
Report 2014

**Accreditation**
The CGN holds full accreditation from the CCNE and approval from the Board of Registered Nurses. In addition, Western University of Health Sciences is accredited by WASC.

**Programs Offered**
The CGN offers terminal Masters and Doctor of Nursing Practice degrees, as well as a Post-Masters FNP Certificate. Masters degree students may choose from the following tracks: Administrative Nurse Leader (ANL), Ambulatory Care (AMB), Clinical Nurse Leader (CNL), and Family Nurse Practitioner (FNP).

**Faculty**
The CGN employs 19 full-time and 3 part-time faculty members, 9 full-time staff, and a few clinical adjunct faculty members.

**Student Demographics**

**Grant Activity**
In 2013, the CGN received the following grant funds:
- HRSA Nursing Faculty Loan Program for Doctoral Students ($230,873)
- HRSA Advanced Nursing Education Expansion for Family Nurse Practitioners (4th year of a 5 year grant totaling $1,056,000)
- OSMPD Song-Brown funding for MSN-E Student Stipends ($24,000)
- CNHNC funding to run a Pilot Program in Care Coordination ($85,000)
Lauren Hoffman

Lauren initially received her Bachelor of Science degree in Animal Science from California Polytechnic State University in San Luis Obispo. After an year of working as a Veterinary Technician she felt something was missing, she longed to use her talents to heal the emotional, psychological, spiritual as well as the physical wounds affecting human clients.

While working as a research associate in the Cancer Immunology and Tumor Immunology Department at the City of Hope her vision of humanitarian patient care became clear. Reflecting often on the City of Hope’s mission statement, “There is no profit in curing the body, if in the process we destroy the soul,” she decided that a career in nursing would not only satisfy her longing to heal, but make a lasting contribution to the well-being of those entrusted to her care.

Having made the decision to modify her focus, she searched for a health science university in southern California that shared her vision of humanitarian care. Exhaustive research has lead Lauren to WesternU, and she entered Cohort X of the MSN-D program with plans to complete the Family Nurse Practitioner program. Lauren is an active member of the National Student Nursing Association and volunteers in the Emergency Department at Bakersfield Hospital Medical Center every Tuesday evening. Upon graduation she plans to work in oncology with a focus on a research focus.

Ms. Hoffman has demonstrated academic excellence and leadership in her nursing and is indeed a positive role model for future nurses. She is one of the top students in her class in the FNP track thus far and her faculty are impressed with her ability to critically think and put the puzzle pieces together. She is a positive role model for nurses now and will no doubt be a positive role model for future nurses.

The Alumni Memorial Award is a lasting tribute that memorializes College of Graduate Nursing alumni whose lives have been impacted by cancer. She returned to WesternU to complete her MSN in Oncology and has been working full-time at a cancer hospital for the past decade of nursing practice. The FNP track will allow me to serve my community and those with whom I work. I strive to be a positive role model for future nurses.

Michele Banker-Alberts has spent most of her public life serving vulnerable populations in the community as a clinician, leader, manager, and educator, which she views as “vital links” among the four roles. Prior to entering WesternU, Michele worked in a rural clinic and then as a community health outreach worker and health educator. As a nurse, Michele worked in a group home for incarcerated women who were pregnant or postpartum, and young women in Sutter setting. She also worked as AIDS Oncology, and in labor/delivery/postpartum as a nurse. Michele has also served vulnerable populations internationally, serving as a Cancer Care Prevention Clinician/Instructor in Nicaragua, El Salvador, and Peru. As Lactation Coordinator at Alameda County Medical Center, Michele and the instructors and students in her lactation program produced a You Tube video on breastfeeding, Teach Me How to Breastfeed, which quickly went viral. She has been involved in many community合作 projects, where the patients take what they have learned from the best evidence and use that new knowledge to help teach others. Michele is a true clinical expert, leader, and advocate for women and children.
Given to a graduate nursing student for demonstrating leadership ability, academic excellence, and service to the University and community.

**Dean’s Award**

Tamara Sousa

Tamara Sousa entered the College of Graduate Nursing with high recommendations from her supervisor and interprofessional colleagues as an outstanding clinician, strong leader, collaborative team professional, and passionate patient advocate. She holds a leadership position as Charge Nurse in Ambulatory Care at VA Long Beach Healthcare System. Tamara has been described by faculty members and preceptors as a natural and intuitive leader. “She really knows the system, from the microsystem and beyond. She understands the people within her system. She builds and maintains solid relationships within her organization.” She has enthusiastically used learning assignments in her Clinical Nurse Leader coursework to lay the foundation and facilitate important changes within the VA. One course project, which was implemented, involved changes in the placement of computers to improve documentation of family surveys. Tamara exemplifies transformational leadership. She is aware of the system’s strengths and knows the areas that need to be improved. She is focused on developing collaborative relationships to provide the much-needed change for this hospital. She is able to see the possibilities and knows how to make things happen. She is flexible and adaptable. While there have been significant and disruptive changes in the health care environment, these changes have not deterred Tamara from meeting her goals. Tamara’s master’s project focused on CNE interventions to improve chronic care management patient outcome data collection, cost-effectiveness, and improved employee satisfaction.

**Excellence in Scholarship Award**

Given to a graduate nursing student who demonstrates excellence in scholarly writing, publication, dissertation or professional presentation.

Eric Eichweiler

The Excellence in Scholarship Award is given to a student who demonstrates excellence in scholarly writing, publication, dissertation or professional presentation. This embodies Mr. Eichweiler’s academic performance from his first semester in the MSN-PhD program. His background in Veterans’ health care motivated Mr. Eichweiler to go back to school and given him a personal drive to improve the health care services for veterans who could be experiencing longer wait times and difficulty accessing health care in the current federal government setting. As a Family Nurse Practitioner, he feels he will be on the forefront of filling these health care deficits, while his Doctor of Nursing Practice degree will give him the tools and understanding to improve the overall health of his patients. His strong scholarly writing and ability to hone in on the heart of the health care issue will contribute to a better understanding of the long-term solutions.

**Vulnerable Population Service Awards**

Given to graduate nursing students who have made a significant contribution to a field of health in an underserved area or vulnerable population.

**Shelly de Perdita**

The Doctor of Nursing Practice program was founded and is based on the identified need to improve health outcomes in vulnerable populations through practice, leadership, and scholarship. As a core value of the program, each DNP student and project identifies an underserved population with which this vulnerability lies. Shelly de Perdita, DNP, MSN, ACNP, RN, presents one of these core values and has been selected as the Doctoral Student for this award.

Shelly frequently identifies multiple systems gaps in the coordination and delivery of care to our nation’s veteran population—a population that may have limited resources, physical injuries from active duty, or a population that may have greater mental health needs. Shelly serves as the coordinator of the impact measurement project and on an executive of the APN Review Committee. This executive role has given Shelly leadership in more than 80 conferences and industry events. Shelly is most evident in the problem-solving skills that she brings while working across many professional departments. Shelly’s passion for Latino health has been the improvement of heart attack outcomes, through patients in the emergency department, reduction of health care acquired infections and more.

Shelly also holds the distinction of being the 100th DNP student admitted to WesternU. Following completion of the program this year, Shelly will continue in her role improving the health of those men and women who proudly gave so much in their service.

**Ryan Shimizu**

Ryan Shimizu was selected because of the commitment and passion that he demonstrates for his field of nursing and his continued dedication to the support of men in nursing. Ryan was the founding President of Men in Nursing for the College of Graduate Nursing chapter at WesternU.

Ryan Shimizu is well-recognized by the profession and has been involved in various programs to help further the field of nursing. He has emerged as a national leader and has developed programs to help guide and mentor men in the profession. He is well positioned to focus on his patients’ care needs and drive programs.

Mr. Shimizu has held a variety of positions in the community, including 19 years in an Eskimo village in Alaska. While attending UAA, Ryan volunteered at the Venice Family Health Clinic, a health facility that weekly serves the homeless and underserved. He was active in serving the Asian-American Drug Abuse Program in the Los Angeles area. These experiences reinforced his perspective on the importance of advocating for patients and the need to utilize health promotion strategies to maintain the wellness of the community.

Ryan will always find time to volunteer as he continues his graduate program at WesternU. As the current president of Men in Nursing (MIN), one of his main tasks is to promote and encourage men to pursue careers in nursing. He collaborates with other committees in planning and implementing programs to address the needs of the surrounding communities. With his leadership, MIN is actively involved in recruiting community caregivers to the Laurel Apartments, a transition housing unit in the City of Phoenix. In addition, he is involved in several major programs and organizations that address the needs of vulnerable populations.

Mr. Shimizu is well respected and possesses the skills and passion of a great educator and will no doubt use these tools to dedicate his patients in good health and focus on preparing future public education, awareness and advocacy. His desire to reach those most in need will serve to improve the health care outcomes of our community. Katherine was well positioned to focus on her patients’ care needs and drive programs.

Katherine came to our program already possessing the skills and passions of a great educator and will no doubt use these tools to dedicate his patients in good health and focus on preparing future public education, awareness and advocacy. His desire to reach those most in need will serve to improve the health care outcomes of our community. Katherine was well positioned to focus on her patients’ care needs and drive programs.

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Katherine’s leadership, psychosocial experience, and obvious passion to serve the community and vulnerable populations are what make Ryan stand out as a nursing student and deserving of this award.

Kyle Martin was recognized by the Board of Directors of the American Assembly for Men in Nursing (AAMIN) at the 36th annual conference for Men in Nursing. Kyle was selected because of the commitment and passion that he demonstrates for the field of nursing and his continued dedication to the support of men in nursing. Kyle was the founding President of Men in Nursing for the College of Graduate Nursing chapter at WesternU.

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THE BobBIStAHL LEADERSHIP Award

A trailblazer in many facets of her life, Bobbie Stahl knows firsthand the value of leadership and has generously funded an award again this year.

Bobbie was raised in Los Angeles and started her working career as a professional saxophonist after graduating from the Hollywood Conservatory of Music. She played in the big bands of the 1940s and also acted in movies of that era. Her career path changed after she met and married Dr. William Stahl, now deceased, who was then a young osteopathic medical student at the College of Physicians and Surgeons of Los Angeles. It was this time that Bobbie decided to go back to school at the Methodist Hospital of Los Angeles to become a registered nurse. The couple planned to provide healthcare as medical missionaries after both had graduated, however, circumstances changed and they instead settled in Pomona. Here the Stahls built the Garfield Cottage Hospital and Clinic where Bobbie served as administrator. Under her guidance the hospital achieved Joint Commission and California Medical Association accreditation.

Among Bobbie’s other numerous accomplishments and areas of service are: founded and served on the board of the nurses association in Pomona; a BS and teaching credential from the University of La Verne; an instructor at San Antonio, Chaffey, and San Bernardino Valley colleges; an early president and member of the board of trustees of the United Hospital Association; president of the California Osteopathic Auxiliary; Pomona Woman of the Year; trustee of Azusa Pacific University; and, most importantly, member of the WesternU Founders Committee and recipient of the Humanitarian of the Year Award in 1995.

Given to a College of Graduate Nursing student who exemplifies leadership and compassionate caring.

At the beginning of her journey in the MSN/FNP/DNP program, Ms. Dubon-Kim saw the successful accomplishment of her education and created a pathway for herself that was a personal challenge. She proposed and launched a successful program at her hospital for donor breast milk for very low birth weight infants to improve their health outcomes. Her hope is to expand this project to others and promote this avenue for future vulnerable infants. And now, as she is completing a three year FNP certification and Doctor of Nursing Practice degree journey, she reflects back on the experience:

“I feel that this has been a long and educational journey that has lead me to reach potentials I did not realize I had. I now know that as an LVN, I was standing at the foot of the same mountain where I am now standing at the final clearing before the summit. Yet, it is my hope to continue to grow and learn throughout my nursing career.”

As a Family Nurse Practitioner with a DNP degree, she does indeed exemplify leadership and compassionate caring.

Juanita Dubon-Kim

Velia was used to working full time while continuing to maintain high standards in her undergraduate education. Her grades were high and her goals in life were well focused on a career in nursing. With her previous experience as an EMT, she came to us with a full understanding of where she was going and what it would take to get there. While working full-time she still managed to graduate with her BA in Behavioral Science with high marks.

The College of Graduate Nursing selected her for the A Tribute to Caring Scholarship for her academic excellence and her strong compassion for her community. Her drive will carry her forward and her compassion will continue to open doors. We look forward to being a part of her success.

Velia Bustamante

A TRIBUITE TO CAREING ADMISSIONS SCHOLARSHIPS

A Tribute to Caring is an annual fundraising event held by WesternU, which allows each college the opportunity to award funds to deserving applicants to help offset some of their tuition costs as they enter the health professions at WesternU.
Manuel Sibrian has thought about serving his community since his early teen years. His father and three brothers encouraged him to join the Boy Scouts as a way of being connected to the community. Manuel turned those early thoughts into action as he earned the honorable Order of the Arrow as an Eagle Scout, an accomplishment that only 7% of Scouts achieve nationally. The Order emboldens young men to crystallize the habit of helpfulness into a life purpose of leadership in cheerful service to others. Manuel developed his leadership skills at a young age as he was elected by his peers to be Chief of his Order of the Arrow council.

Manuel's habit of leadership and service continued past being an Eagle Scout as he joined the Los Angeles County Fire Department as an Explorer for several years. He exemplified servant leadership as he was voted Explorer of the Year in 2007 and participated in programs emphasizing Seatbelt Safety and Earthquake Preparedness.

“Thoughts become actions, actions become habits, habits become our character, and our character becomes our destiny.” (James C. Hunter)

Julia Yamaguchi has a long standing passion to work with children in the community setting. As an undergraduate at UC Davis, Julia spent three months volunteering at an orphanage in Japan where she interacted with the children, teaching them conversational English and expanding their awareness of the world. She also spent a year volunteering at Children’s Hospital of Orange County as a patient hospitality volunteer, where she further developed her passion for pediatrics. Julia currently is involved with the Shanna Ann Stuewe Foundation, named after a classmate of Julia’s who died of a cardiac arrest during high school cheer practice. Julia has been working with the Foundation to raise awareness of sudden cardiac arrest and campaigning to place Automatic External Defibrillators on every high school campus and sports facility.

As a student at Western University of Health Sciences Julia has been involved with outreach events, and she plans to participate in more. In her future career as a Registered Nurse, Julia is committed to working with children in the community, and particularly with children with special needs.
DEAN’S LIST

Fall 2013

• Associate Degree in Master of Science in Nursing
  Andreas Bakos
  Janine Hernandez
  Anna Madrano
  Julius Santos

• Doctor of Nursing Practice
  Shelly de Peralta
  Jennifer Harris
  Barbara Higgins
  Ross John
  Dierek Powell

• Post-Masters Family Nurse Practitioner
  Jordana McDonald

• Master of Science in Nursing Entry – Pre-Licensure
  Stephanie Cohen
  Sherry Zado
  Deeba Kazempoor
  Lindsay Mills
  Alyson Salas

• Master of Science in Nursing Entry – Ambulatory Care
  Kristin Andreassen
  Andrea Castile
  Ramil Du Cabe
  Katherine Dwyer
  Tanya Hing
  Elizabeth Macielick
  Deborah Nagy
  Tanya Naples
  Qin Qian
  Cars Schrader
  Angela Schrader
  Ben Yipper

• Master of Science in Nursing Entry – Clinical Nurse Leader
  Doanna Thach

• Master of Science in Nursing Entry – Family Nurse Practitioner
  Jennifer Edquist
  Steven Ito
  Teresa Louie

• Master of Science in Nursing Entry – Administrative Nurse Leader
  Nicole Tse

• Master of Science in Nursing, Family Nurse Practitioner
  Freddielyn Pascual

• Master of Science in Nursing, Administrative Nurse Leader
  Beverly Kalena Lanuza
  Manuela Ziegler

Who’s Who Nominees 2013-2014

The College of Graduate Nursing and Western University of Health Sciences are delighted to announce that the names of the following students have been submitted to the Who’s Who Among Students in American Universities and Colleges for the 2013-2014 academic year.

Marci Cabral
Katherine Cohen
Stephanie Cornett
Eric Eschweiler
Beverly Kalena Lanuza
Belinda Leos
Erin Martin
Kyle Martin
Freddielyn Pascual
Diane Pestolesi
Jennifer Rigling
Andrea Tizano
Manuela Ziegler

Western University of Health Sciences
LaSonya Davis, DNP, NP views herself as a lifelong learner who brings a passion for learning to both her clinical practice as a nurse practitioner and to her academic practice as a tenure-track professor at California State University, Channel Islands (CSU-CI). As nurse practitioner, her practice focuses on the care of diverse populations and specifically primary prevention in ethnic minorities in Oxnard, a city with the lowest average income in Ventura County and a high proportion of African American and Hispanic residents. In her faculty position at CSU-CI, administrative leaders have lauded her for the knowledge and skills that she obtained through her DNP education. She has been a role model at her school of nursing incorporating teaching, service and scholarship as an integral part of her new faculty role.

Dr. Jan Boller spoke with LaSonya Davis regarding her experiences as a WesternU student and her current practice as a DNP.

Alumni Spotlight
LaSonya Davis, DNP, NP

Dr. Jan Boller spoke with LaSonya Davis regarding her experiences as a WesternU student and her current practice as a DNP.

Health disparity in ethnic minority groups has been an interest of mine since my own personal encounter with open heart surgery and aortic aneurysm repair at age 39. As a nurse practitioner (and African American) it was difficult for me to ignore the disparity in cardiovascular and cardiovascular-related risk factors in the African American population. My personal experience, coupled with the cardiovascular disease rates overall and disparities in the treatment and overall outcomes among African Americans, led me to look at evidence-based projects that can be implemented into community settings focusing on primary prevention. As a doctoral student at Western University of Health Sciences, I focused on a project that utilized evidence-based strategies to incorporate a primary prevention program in a community setting to educate African Americans on measures to reduce risk of cardiovascular disease and to improve their self-efficacy in incorporating these measures.

This project was accepted and presented as a poster presentation at the 2013 Fourth National DNP Conference in Phoenix Arizona in September. It was also accepted for the Fourth International Conference of Health, Wellness and Society in Vancouver, Canada, March 14-15, 2013. A manuscript of this project has also been requested by the International Journal of Health, Wellness and Society - a companion of the Health, Wellness and Society. The completion of the manuscript is currently in progress with mentorship from the DNP faculty at WesternU. I am now expanding the program from six weeks to 12 weeks and am looking for funding to start a church-based clinic.

How has your personal experience as a patient with cardiac disease influenced how you teach patients and their families?

When I’m talking with patients, I share my story and it brings it to life for them. They think “If it’s hard for her and she’s doing it, I can do it too.” When I tell my story, they pay attention. You can see it in their eyes and they listen. So the curse of heart disease has turned into a blessing.

I am very grateful and thankful that my family and church community have been supportive. I am excited to make changes and see positive outcomes.

LaSonya Davis, DNP, NP
Western University of Health Sciences
Doctor of Nursing Practice
Class of ’13
Fresno State University
BSN, MSN, NP
Class of ’85, ’02 and ’04

Pam Owenby, RN, MSN, FNP-C
Western University of Health Sciences
Master of Science in Nursing – Family Nurse Practitioner
Class of ’13
University of Phoenix
Bachelor of Science in Health Administration
Class of ’09

Alumni Spotlight
Pam Owenby, RN, MSN, FNP-C

Pamela Owenby grew up in Knoxville, Tennessee the youngest of three siblings. Coming from a military family, she joined the Army at age 17 which was a natural progression after graduating from high school. She spent 20 years in the military where she worked in a variety of occupations including logistics, administration, recruitment, communications and operations. Although she never had the opportunity to work in healthcare, the military lifestyle instilled teamwork, camaraderie, loyalty, and a desire to help others. The military also enabled her to work and live with a very diverse population. These attributes contributed to her desire to become a family nurse practitioner (FNP).

Although she had been interested in health care as a profession, it was not until her father suffered two aneurisms in 2000 that she decided on nursing as a career. As she sat day after day in the ICU waiting room, she noticed the difference a quality nurse can make in not only the patient’s life, but also in the lives of the patient’s family. Pam recalls one particular ICU nurse, who was fighting cancer herself; who made such a positive impact on her life during such a horrible time. This experience, combined with her early military lifestyle and experience, gave her the confidence to become a nurse and emulate the compassion and professionalism she witnessed in the nurses around her. Helping others during the darkest hours gives a deep meaning to a life lived in service and compassion.

After retiring from the military and while finishing her BS in Health Administration at University of Phoenix, she began researching schools and learned about Western University of Health Sciences’ MSN-E program. At her first encounter during the Information Session day, she was immediately impressed by the staff and the philosophy of patient care and student-centeredness, a tough curriculum and knowing each student as an individual and not just as another number. She knew this was the school she wanted to attend and knew she wanted to become an FNP.

After completing the MSN-E program in 2010, she returned to her roots of military service by working at the Veteran’s Administration Hospital in Los Angeles until finishing her Master’s in 2012. With the support of family, friends and the CGN staff, she reached her objective of completing the FNP program graduating in the class of 2013.

With the skills and critical thinking she developed under Dr. Diana Lithgow, her preceptor and mentor, she applied for and was hired into a position as the first full-time FNP to work at Western University of Health Sciences’ Patient Care Center (PCC). She states, “The staff is wonderful and very supportive of the FNP role and I am happy and honored to be working here. After graduation, my immediate goal was to work in family practice so I could solidify my skills. The patient population at PCC is perfect for this.” Her goal is to expand the NP role in the PCC and network in interprofessional educational experiences to improve the patient care delivery services.
Johnis Saczynski is a 2012 MSN graduate of the College of Graduate Nursing with a specialty focus as Administrative Nurse Leader. In the summer of 2013, Johnis returned to the CGN to teach as an adjunct faculty member in the Advanced Health Systems course, which focuses on teaching students to lead health systems improvement projects around patient safety and quality. Her master’s project was to develop a proposal for a Care Transitions program to reduce hospital readmissions in high risk Medicare populations. It included identifying those individuals at high risk for admission and proposing solutions to help the individuals remain at home and receive the care needed to avoid a readmission.

Johnis has been an exemplary student, alumni, and role model for nurse leaders who are redesigning health care to meet the complex needs of our most vulnerable patient populations. Johnis was asked to share some perspectives about being a nurse leader in today’s complex health environment and reflect on how her education has prepared her for her current leadership responsibilities.

Describe your current role and work setting. What patient populations do you serve?

I am presently Director of Utilization Management for Outpatient Services for a managed care organization that deals primarily with Medi-Cal eligible enrollees in the San Bernardino and Riverside Counties. We have a smaller population of Dual Eligible (Medicare/Medi-Cal) enrollees as well. We have been greatly impacted by the Medi-Cal expansion initiative over the last few months, as this has resulted in significant growth for the company (we have more than 700,000 members to date). Many of these individuals may not have had access to routine and or preventative care prior to enrolling with our health plan, so there are a number of them that have medical issues that were previously untreated or only received treatment from emergency room care.

How have you been able to apply what you learned in the MSN program as an alumna?

I apply the knowledge I obtained in the MSN program in so many ways in my work: the ability to research issues and present data in an understandable format to the Chief Officers, my peers, and my team, and the ability to create alignment with the management staff and the nurses and coordinators in our department is vital to meeting our goals and avoiding delays in care for our members. Also, the ability to work with an interdisciplinary team becomes necessary when coordinating with other departments (Care Management, Behavioral Health, Provider Services, Contracting, Claims, Member Services) within the company to ensure the member is able to get the needed care as well as from entities outside of our organization. For instance, with the Medi-Cal expansion we have had to work closely with the county clinics to make sure there is continuity of care with the patients they were seeing before the patient became part of managed care. Our organization’s focus is on the member’s health care, and in order to make that our priority we have to be able to work with other disciplines as well as with the member.

Additionally, there are many legislative changes that have taken affect, and more to come. The ability to adapt quickly to these changes is key on an individual level as well as on the organizational level. I think my Master’s preparation has enabled me to understand the changes and communicate these to the team with which I work in a way that helps them understand and adapt as well.

You were in the second WesternU ADN-MSN cohort. How was that for you and what advice do you have for others who are considering pursuing further education? Why did you select MSN and not BSN?

I was very excited to be a part of this cohort. I developed relationships with peers that became a support network as we navigated through the program together, and we have kept in touch since then. I believe in lifelong learning, so my advice to others would be to pursue their education regardless of their age or the obstacles they may encounter. Everyone encounters obstacles in their lives. Don’t let the obstacles determine your future. Dieter F. Uchtdorf once said, “It’s your reaction to adversity, not the adversity itself, which determines how your life’s story will develop.”

I selected the MSN program and the Health Systems Leadership/Administrative Nurse Leader track because I knew I wanted to continue my nursing career in the managed care arena. I believe the Master’s program helps me be better prepared to meet the changes that lie ahead. When people find out I work in managed care, I am sometimes asked why I left nursing. I never left the nursing field. I am applying my nursing knowledge every day in my job, just in a different way and my work touches thousands of lives. Whether it is discussing a referral for health care services with one of our physicians, or reviewing reports, I am still using my knowledge in a nurse, and the Master’s program has helped me take that knowledge to a higher level. I find satisfaction in knowing we are helping a vulnerable population of patients receive the care they need.
Andrelyn Almario, DNP
An Improved Tuberculosis Screening for Foreign-Born Immigrants: A Levine’s Conservation Model Approach

Catherine Azubuike, DNP
Health Seeking Behaviors of Immigrant Nigerian Men

Jennifer Ballard-Hernandez, DNP
The Application of Palliative Care in Chronic Heart Failure: A DNP Project

Jessica Beattie, DNP
Telepsychiatry Services for Rural College Students: A Pilot Project for Implementation

Suzzette Bosveld, DNP
The Effects Nurses’ Attitudes, Beliefs and Knowledge of Pain Management have on Achieving Control of Pain in Patients with Acute Chronic Pain in the Acute Care Setting

Wayne Boyer, DNP
Nurse Practitioner’s Attitudes Towards Homosexuality

Cora Caballero, DNP
Effect of a Group Medical Appointment of Glycemic Control of Patients with Type 2 Diabetes

Pat Callard, DNP
Interprofessional Collaboration and Team Work in Health Professions Students

Christine Chandler, DNP
Knowledge and Information Sources about Menopause of Hispanic Women Between the Ages of 20 Years and 55 Years

Sahrina Chimienti, DNP
An Assessment of the Quality of Life of Parents of Down Syndrome Children

Casey Cole, DNP
A Reinvestigation of Sero-Conversion Rates in Hepatitis B Vaccinated Individuals: A Pilot Study

LaSonya Davis, DNP
The Effects of Cardiovascular Education on Knowledge and Perceptions of Self-Efficacy to Implement Behavior Change Among African Americans in a Church Setting

Jocylane Dinsay, DNP
DNP Project: A Feasibility and Cost Analysis on a Nurse Practitioner Managed Endoscopy Service

Frances Dunnaway, DNP
An Exploratory Study to Shape a Disaster Nurse Practitioner Scope of Practice

Tina Escobedo, DNP
The Identification of Factors that Contribute to a Meaningful Clinical Experience for the Family Nurse Practitioner Student

Sylvia Estrada, DNP
Systematic Review of Acceptability and Feasibility of the Use of Computer Driven Assessment for Psychosocial Needs of Adult Cancer Patients

Michael Faraci, DNP
The Effects of High-Fidelity Simulation on Nurses’ Self-Efficacy to Perform Pediatric Life Support in the Neonatal Intensive Care Unit

Linda Goldman, DNP
A Multifaceted Approach to Improving Breastfeeding Rates in Los Angeles County

Terrance Ito, DNP
Portfolio: Implementing Pneumonia Care Improvement Process at a Los Angeles County Hospital

Louann Janicki, DNP
A Community of Practice: Utilizing Nurse Practitioners to Improve Primary Care Access to Marginalized Individuals with HIV/Hepatitis C

Susan Jetton (Nelson), DNP
Student-Led High-Risk Scenarios: An Evaluation of an Innovative Teaching Project
Jose John, DNP
Case Study of Congestive Heart Failure, Home Health and Hospital Readmission

Amritpal Kamboj, DNP
Nurse Residency: An Answer to Improve New Graduate Nurse Competency

Candace Malson, DNP
Nurse Practitioners Satisfaction with Electronic Medical Records

Tamra Maurizi, DNP
Policy Change: Applying Skin-to-Skin Approaches and Enhancing Early Initiation of Breastfeeding for Women Having Cesarean Section Deliveries While in the Recovery Period

Patti McCluskey-Andre, DNP
A Nurse Practitioner’s Collaborative Role in the Prevention, Monitoring and Treatment of the Cardiometabolic Effects of Second Generation Antipsychotic Medications in a Vulnerable Population

Gina Nguyen, DNP
A Modified Flushing Protocol to Maintain Patenty of the SOLO Peripheral Inserted Central Catheter with Vancomycin Infusion: A Proposal for a Practice Dissertation Portfolio

Ezije Ebele Onyeachonam, DNP
Adherence to Heart Failure Self-Care Among Hispanic Population in a Southern California Private Cardiology

Kathleen Rindahl, DNP
Clinical Practice Change: Increase School Nurses Awareness and Ability to Screen for Eating Disorders

Luanne Sanderson, DNP
Improving Civility in the Mental Health Nursing Workplace Through Assertiveness Training with Role-Play

Mitchelle Wade Schroader, DNP
Portfolio: Prevention of Osteoporosis in Estrogen-Sensitive Breast Cancer Post-Menopausal Women Receiving Aromatase Inhibitor Therapy

Richard Staggs, DNP
Risk Awareness of Ultraviolet Exposure in Youth: A Practice Dissertation Portfolio

Priscilla Taylor, DNP
Improving Self-management/Efficacy of Foot Care Among Homeless Men: A DNP Case Study Project

Jamie Vik, DNP
Improving Patient-Focused Customer Service Through Simulation

Rosalei Villora, DNP
Integrative Review of the Current Educational Strategies for Teaching Pediatric Nursing in the Pre-Licensure Nursing Program

Carolyn Washington, DNP
The Effect of a Skills Laboratory Course Utilizing Simulation on Knowledge Acquisition Among First Semester Students in an Associate Degree Nursing Program: A Pilot Study

Nina Wells, DNP

Lindsay Young, DNP
Clinical Practice Change: Rapid Medical Exam (RME) in Emergency Department at Centinel Hospital Medical Center
MSN-E Pinning Ceremony

Many schools of nursing across the country no longer hold pinning ceremonies, claiming that pinning is an outdated ritual that is no longer necessary. Here at CGN, however, we feel that the symbolic nature of the pinning ceremony remains highly significant. The ceremony is more than simply acknowledging the students as they enter into the profession and it is more than just an opportunity to acknowledge the students’ accomplishments over the past four semesters. Rather, the ceremony is a lasting tribute in honor of those millions of nurses who came before us and for those that will follow.

Getting through the rigors of the pre-licensure section of the Masters of Nursing program is not an easy task. At the 2014 pinning ceremony Assistant Professor Tuason, RN, FNP-BC likened it to climbing a mountain and talked about the strength needed to make it to the top.

The pinning ceremony gives students a chance to look back, to acknowledge the small accomplishments and the large, because the smallest of accomplishments contributes to the building of a foundation for something even bigger. As we reflect on the history of nursing, it’s hard to forget about those who came before us and how the profession of nursing started. With its earliest roots in the military, closely followed through roots in religious organizations, nursing has grown into one of the most important healthcare professions in the world. The pinning of a new nurse represents the impact the individual will have on healthcare and in their communities at large.

“The is not the end of the climb; this is simply a quick stop. In the journey of nursing there is no downhill...you shouldn’t go downhill...you should continue to climb to reach the next peak...because it will be simply more beautiful when you reach the higher peak and even more rewarding.”

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“Once you reach the peak it will be worth it...once you reach the peak...take a moment and enjoy the beauty and then climb again...never go down...always reach for the higher peak...”

The pinning ceremony is symbolic. It’s a reminder of the climb, with the nursing lamp lighting the way. It’s a reminder to carry forward the values, goals and knowledge passed down from all of the nursing “Sherpa’s” that have climbed the mountain before and laid the path for nurses to reach the highest peak.
Cecelia Crawford, DNP, RN

Dr. Crawford provided me with an amazing clinical experience. She is undisputedly an expert in nursing research and evidence-based practice. Dr. Crawford is visibly passionate about her work and freely shared her knowledge and expertise. Most importantly, I believe she took a deep, personal, and genuine interest in my progress and success.

Dr. Crawford formally assessed the needs and expectations from both sides by utilizing a screening questionnaire. This was a very useful tool that helped me to develop a plan for success in my coursework and optimized my clinical experience. Her willingness to share and help others was evidenced by her providing this tool, as a resource, to all of the DNP students at Western University of Health Sciences. In addition, her devotion to mentoring DNP students was confirmed by her organized, professional, and flawless presentation to the DNP 8030 class on Seminar weekend.

Dr. Crawford stretched my capacity and belief in myself. She was insightful and provided the exact amount of guidance I needed. She understood my limitations, yet challenged me whenever possible. When I expressed self-doubt, she encouraged me and supported me. I felt uplifted when she refused to hear me say that I didn’t feel equipped to perform a particular skill. She promptly stated, “You know more than you think. I know you can do it.” Her assertion and confidence in me was transformational. Having been a doctoral student at WesternU herself, she truly understood the challenges I faced and the rigors and commitment necessary for success in the program. She was the perfect mix of personal and professional. I enjoyed her passion for running and cheered her on, as I am an ex-runner myself. She always listened attentively to my concerns, served as a sounding board when I needed it, and gave great advice.

Dr. Crawford always had my success in mind, made herself available, and went beyond what was expected of her by sharing and sending useful information, articles, and tools my way. I would only hope that every student pursuing his or her doctoral degree in nursing has a mentorship experience as optimal as mine with Dr. Crawford.

Russell Rapoza, MD and Happy Khanna, MD

Dr. Russell Rapoza, a Southern California native, graduated from Georgetown School of Medicine in 1990. Dr. Rapoza practices as an OB/GYN in Fountain Valley, California. Dr. Rapoza has helped prepare more than twenty students from the Family Nurse Practitioner (FNP) program by providing students with more than twelve hundred hours of clinical experience. Students have described Dr. Rapoza as “friendly, patient and happy to teach students.” The FNP Program values Dr. Rapoza’s willingness to serve as a preceptor to the FNP students.

Dr. Happy Khanna has provided more than fourteen hundred hours to over forty FNP students at WesternU. Dr. Khanna practices as a pediatrician in Glendale, California. Dr. Khanna is described as “very caring to all of her patients” by students and provides a thorough experience with the pediatric population. Dr. Khanna’s willingness to serve as a preceptor to the FNP students is extremely valuable.
HSL Preceptor of the Year
Marilynn Truitt, RN

Ms. Truitt is a knowledgeable and passionate nurse who always takes the time to teach, explain, and guide nursing students during the Community Health clinical experience. She finds a great balance between encouraging independence while overseeing the actions of her students. Mrs. Truitt went above and beyond as a preceptor, always willing to help students whether she precepted them or not. For example, Mrs. Truitt created several opportunities for students to gain experience teaching elementary school children and the opportunity to perform hearing and vision screening in over 5 schools within the Pomona Unified School District. While working under Mrs. Truitt, you learned the importance of organization, time management, performing health screenings, and gained experience communicating with physicians and parents of children within the school and community setting.

Shelbi Smith, MSN Student

“I am grateful to have had the opportunity to work with Mrs. Truitt and learn how to become a more positive, genuine, and hardworking nurse and individual.”

Nicole Tse, MSN Student

During my 4th semester through the RN Transition Program, I had the privilege of precepting with Rebecca and it was such a valuable learning experience that I have continued to use the clinical skills and knowledge from my time with her as I practice as an RN today. I thoroughly enjoyed my clinical rotations because she was a great teacher, enriching my experience from making herself available for any questions to creating a friendly learning environment to encouraging me to be proactive and seek out multiple opportunities to hone my skills. Rebecca is a wonderful friend, teacher, and nurse and well deserved of the Preceptor of the Year award. I am thankful to have precepted with her and am happy that she is being recognized for her hard work and superb teaching. Thank you Rebecca.”

MSN-E Preceptor of the Year
Rebecca Wahinehookae, BSN, RN

Rebecca began her career as a new graduate on the Neuroscience Medical Surgical Floor of Queen of the Valley Hospital (QVH). Following successful licensure as a Registered Nurse, Rebecca quickly demonstrated competency in providing excellent patient care. Early in her career she was identified as having characteristics of being a quality preceptor. CGN has been fortunate to have Rebecca precept students for the past three years for both the RN Transition Program and fourth semester pre-licensure students.

How did Rebecca develop the knowledge, skills, and abilities to be a preceptor? As a first year nursing student, Rebecca witnessed a situation where an experienced RN received negative feedback. Rebecca found that the experience was intimidating and demeaning and she knew that this was something that a student or other colleague should not experience. This was the start of her commitment to teach, mentor, guide, and coach future nursing students. She believes that all nurses, whether new or experienced, should be given the resources and the tools to support personal and professional growth. The environment should be supportive and engaging in order to create an opportunity for learning and improvement.

Communication between a student and preceptor is essential for success and sets the stage for learning. Rebecca starts her day by setting goals with the students she precepts. Together, they plan the day to ensure that the goals can be met. She believes in the importance of not only knowing and following the policies and procedures but also the importance that each student knows and follows the policies and procedures as well. She goes the extra step to broaden the student’s clinical experience by actively seeking additional learning opportunities, be the opportunity as simple as starting an IV line or helping bath a patient, or as complex as responding to an emergency situation (code blue) in another unit. Regardless of the situation, she will always mentor the student and guide him/her throughout the process.

One characteristic of serving as a preceptor that Rebecca enjoys the most is the students’ receptiveness. Students welcome collegial communication, constructive feedback, and the opportunity for real world learning. Reflecting back to her previous experiences as a preceptor, her greatest rewards are seeing her students connect and genuinely show concern and compassion to the patients and families. In addition, she takes pride when her students see the “big picture” and the ability to “connect the dots” when caring for the patients. By serving as a preceptor, she directly advocates for patients, families and students. Rebecca socializes students to the nursing profession and the unit culture. She helps and encourages the students she precepts to network and build relationships among colleagues. She has also helped many students apply for nursing positions in QVH. She has her Associate degree in nursing, Bachelors of Science in Nursing (2012) and is currently working part-time at QVH while attending California State University, Los Angeles to complete her Master of Science in Nursing degree.

Nicole Tse, RN, who is currently enrolled in the CGN MSN program and an RN in QVH ER Department states:

“During my 4th semester through the RN Transition Program, I had the privilege of precepting with Rebecca and it was such a valuable learning experience that I have continued to use the clinical skills and knowledge from my time with her as I practice as an RN today. I thoroughly enjoyed my clinical rotations because she was a great teacher, enriching my experience from making herself available for any questions to creating a friendly learning environment to encouraging me to be proactive and seek out multiple opportunities to hone my skills. Rebecca is a wonderful friend, teacher, and nurse and well deserved of the Preceptor of the Year award. I am thankful to have precepted with her and am happy that she is being recognized for her hard work and superb teaching. Thank you Rebecca.”
VOLUNTEERISM
Several new and exciting additions have been made in the College of Graduate Nursing Simulation Center over the last year. The aim of each addition is to increase the fidelity or “realism” of the exercises experienced by the students. The addition of these new devices will assist with the development of the knowledge, skills and attitudes necessary to ensure quality and safety of the health care systems in which our graduates will work.

The first additions to the Simulation Center were directed towards safe and effective administration of medications. An automated medication administration system requiring a two-step patient identification and medication confirmation process was installed in October of 2013 and brought on-line for student use in the Spring Semester of 2014. In addition to the unit-dose medication dispensing system, the Alaris 8000 Medley™ “smart” IV pumps with pre-programmed IV medication and infusion calculations were integrated into the skills lab. Each of these devices is used extensively in clinical areas and has been shown to add an extra layer of safety, reducing the incidence of medication-related errors.

Changes in the physical simulation space have occurred with the inclusion of a high-fidelity patient simulation suite.

This “life-like” patient care area allows the student to be completely immersed in the patient care process. Installation of a new audio-visual system has provided faculty with the ability to control the condition of the patient simulator and sequence of clinical events from inside an adjacent control room. A 60-inch monitor placed in the central instruction area allows the students not involved in the scenario the ability to view patient care and team interactions occurring in the patient room.

Overhead microphone and speaker systems augment the realism by replicating alarms and announcements experienced in the hospital environment as well as a dedicated telephone line to communicate with “health care providers” and signal the need for assistance such as calling a “code blue” or “rapid response team.”

The purchase of a new Zoll® Biphasic Defibrillator/External Pacemaker device has expanded the opportunities to educate students in the care of patients with cardiac dysrhythmias as well as those suffering from cardiac arrest. The defibrillator unit is compatible with the high-fidelity i-Stan Human Simulators using very low voltage and a “hands-free” cable connection. This addition allows students the opportunity to practice this low frequency/high risk skill before encountering in the clinical area.

In order to streamline the ordering of supplies necessary for the day to day operation of the skills and simulation lab, a new electronic bar-coding inventory control system is scheduled to begin use in May 2014. This system will allow for earlier notification when supplies are in need of re-order and for easier check-out of equipment utilized in community projects, and the tracking of warranty data related to our high fidelity equipment.

This is an exciting time in the Nursing Simulation Center with more improvements planned for 2015-2016. These improvements include the replacement of the current birthing simulator, the addition of two multisystem adult skills training patient simulators, and the addition of a simulated Electronic Health Record (EHR). The response to the changes has been overwhelmingly positive thus far – stay tuned!

Updates in the College of Graduate Nursing Simulation Center

Suzette Bosveld, DNP, RN, CNE, CCNS, NP-C
DNP Student Research: Honoring the Three P’s

For much of graduate level nursing, just mentioning the “3 P’s” conjures up images of pathophysiology, pharmacology, and (advanced) physical assessment. The 3 P’s advance patient care and represent a core aspect of graduate nursing however. The College of Graduate Nursing’s DNP program has a different version of the 3 P’s: publications, podium presentation, and poster presentations, and, in this spirit, there is advancement of nursing knowledge. CGN values scholarship and dissemination as part of the DNP journey. In the last year, many DNP students and alumni have contributed through scholarly activities to the art and science of nursing.

Publications


Publications

Podium Presentations

Dr. Scott M. McCluskey-Andre
The BP role in cardiovascular effects of second generation antipsychotic medications. The American Association of Nurse Practitioners Conference

Dr. Jennifer Ballard-Hernandez
Nurse practitioners directed heart failure care across the continuum: From initial diagnosis to end of life care. The American Association of Nurse Practitioners Conference

Dr. Pat Gallant
Using online activities to develop and promote leadership and collaboration in teams. Collaborating Across Borders IV: Transformative Change from the Classroom to Practice

Student perceptions of inter-professional collaboration and practice. Magic in Teaching Conference (Panel with Dentel Schilling and Jasmine Yumori). Advancing Transition from Academic to Collaborative Practice Magic in Teaching Conference

Dr. Cecilia Crawford
To aspire or not to aspire – that is the question: An integrative review of the evidence. Evidence-based nursing forum. (Co-presented with Johnson, J.)

Translational research: From bench to bedside and beyond! California State University, Los Angeles; Student Nurses Association; Sigma Theta Tau International/Rocha Ma Chapter

Dr. Lillian Golden
Meditations in breastfeeding for primary care NPs. California Association for Nurse Practitioners Annual Conference

Dr. Donald Hoekstra
Systematic review of psychosocial interventions for anxiety in adults with cancer. Oncology Nursing Society’s annual conference: Advancing care through science

Marc Laursen-Heremans, BSN, RN, CRNP
Cultivating collaborative partnerships: QSEN as Catalyst. Quality and Safety Education for Nurses (QSEN) National Conference

Dr. Michelle Jocson
Improving classroom function after cardiac arrest through therapeutic hypothermia. American Organization of Nurse Executives

Poster Presentations

Dr. Jennifer Ballard-Hernandez
Learning a BP nursing team to improve civility through assertiveness training with role-play. American Association of Nurse Executives

Dr. Devina Khan
New BP transition-to-practice residency in an HMD Setting. Texas Sigma Tau Omega Conference

Dr. Devina Khan
A thematic analysis of clinical nurse educators’ safety concerns. Sigma Theta Tau Omega Conference

Dr. Laura Morris
Will Internet-based education/reminders reach uninsured Hispanic women? CSU Channel Islands/SAGE Publications Research

Dr. Sara Salazar
Systematic review of psychosocial interventions for anxiety in adults with cancer. Oncology Nursing Society’s annual conference: Advancing care through science

Marc Laursen-Heremans, BSN, RN, CRNP
Cultivating collaborative partnerships: QSEN as Catalyst. Quality and Safety Education for Nurses (QSEN) National Conference

Dr. Michelle Jaworski
Intervention completion significantly reduces door-to-needle time: Results from Adria’s national stroke forum door-to-needle time challenge process improvement project. International Stroke Conference

Dr. John J. John
Home Health CHF Hospitals Re-Admission. Kaiser Permanente Annual Quality Conference

Michele Re-release, DNP
Patient satisfaction associated with use of fentanyl sublingual spray for the management of breakthrough pain in patients with cancer of different types and stages. PainWeek

Dr. Laura E. Sommerson
Improving civility in the mental health nursing workforce: A study of leadership strategies. Doctors of Nursing Practice Conference

Dr. Kristy Zhao
Understanding and Preventive Practices Among Chinese American Immigrants in Southern California. The American Association of Nurse Practitioners Conference

Dr. Luleyna A. Davis
The effects of cardiovascular education on knowledge and perceptions of self-efficacy to implement behavior change among African Americans. Health Wellness and Society Conference

Dr. Tina Escobedo
The clinical education of the family nurse practitioner student: What we know, what are the gaps, and where do we go from here? Doctors of Nursing Practice Conference

Dr. Luleyna A. Davis
The effects of cardiovascular education on knowledge and perceptions of self-efficacy to implement behavior change among African Americans in a church setting. Doctors of Nursing Practice Conference

Dr. Ann Rother Franz
Use of live audio in nursing simulations. Sigma Theta Tau Omega Conference

Lyledipa, DNP
Improving neurologic function after cardiac arrest through therapeutic hypothermia. National Association of Clinical Nurse Specialist Practitioners

Dr. Cora Caballero
Intramural competition significantly reduces door-to-needle time: Results from Adria’s national stroke forum door-to-needle time challenge process improvement project. International Stroke Conference

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Improving civility in the mental health nursing workforce: A study of leadership strategies. Doctors of Nursing Practice Conference

Dr. Kristy Zhao
Understanding and Preventive Practices Among Chinese American Immigrants in Southern California. The American Association of Nurse Practitioners Conference

Dr. Luleyna A. Davis
The effects of cardiovascular education on knowledge and perceptions of self-
Nursing careers span three generations in my family, from my mother, to her daughter (me) and now to my son. I became a nurse because my mother wanted me to be a nurse and she did not initially have the opportunity. Back then, moms with four kids did not go back to school for professional degrees.

While her kids were at school, my mom received an associate degree in Art. As we children grew older, mom started the prerequisites for nursing school, one at a time. I even took a few classes with my mom while I was working on my prerequisites. She was a difficult classmate as she read all assignments and studied for many hours every day. I remember fondly, in a chemistry lab, our experiment did not end as it should have. My mom insisted we do it over and over until we got the known result. I switched lab partners because I knew what was supposed to happen, but she had to see it happen. She abhorred the statistics class and I caught her more than once hanging her calculator on her desk.

When my youngest brother was a senior in high school, my dad was informed that he was under the recommended requirements for nursing school. My mom and I graduated the same year from different colleges. My mom was 50 years old. She worked full time for many years and then went on to obtain her Bachelor’s degree. When my children went to college, I told them “pursue your passion.” My son, with a knack of writing and a love of politics, went into journalism while I switched lab partners because I knew what was supposed to happen, but she had to see it happen. She abhorred the statistics class and I caught her more than once hanging her calculator on her desk.

Ultimately, I decided to get my RN for all the reasons my mom had ingrained in my head over the years. She would say, “You can support yourself and do something good for someone else.” It has been a quite a journey as I went on to obtain my Bachelors of Science, Masters of Science in Nursing (MSN), and Family Nurse Practitioner (FNP) certification. And just last year I received my Doctor of Nursing Practice (DNP) degree at WesternU. I love being a nurse and nurse practitioner. My nursing career has encompassed working in intensive care units, cardiac surgery suites, as well as missionary work in India and providing medical care within a forensic psychiatric facility. Currently, I am an FNP faculty member at WesternU. I would not change my career choice even if I could go back in time to do so. Streamlining my education would be a consideration, however, taking a step-by-step approach to my nursing education has equipped me with the insight to mentor and assist MSN and DNP students at WesternU with their educational goals.

When my children went to college, I told them “pursue your passion.” My son, with a knack of writing and a love of politics, went into journalism and political science. He received a degree but could not find a job to utilize his education. As many of my friends’ children asked me about nursing, he listened and decided to become a nurse. No one was more shocked than I. After all, he could not clean up the dog poop and did not like science, so I thought.

As I watched him excel in microbiology and other prerequisites, I began to understand that my son was smart but also wanted to make the experiments work. He is a combination of both my and my mom’s approach to learning. He understands that my son was smart but also wanted to make the experiments work.

The experience of working with the families of the Laurel Apartment Complex has been a transformational experience for the MSN-E students, as Tara Ploof explains “This opened my eyes to the human interaction component of nursing and that the teaching part of nursing can happen in a low-key environment.” Margie Chilin shares “I always had an interest in underserved populations, but now it is stronger than ever. The major take away from this experience is that one person can make a difference.”
In Memoriam

Earlier this year the College of Graduate Nursing experienced great loss, with the passing of one of its students and one of its faculty. Andreas Glas was an extremely bright student with a heart of gold who always went out of his way to contribute to the positive growth of the college. Pati Hagen was a long time beloved member of our adjunct clinical faculty team, teaching and molding young minds into becoming great nurses. Both will be greatly missed by peers, colleagues, family and friends.

This piece started as a memorial to those members of the college that were lost this year, but in thinking about them we can’t help but to be reminded of others that we have lost along the way in years past. Each one of them left their mark in our minds like a hologram encapsulating a memory. They left unexpectedly, leaving behind a trail of remembrances in small bits and pieces scattered through our collective memories. Remembering them makes us realize that we are not just students registered for a program, or faculty expounding great wealths of knowledge, or even just staff working hard to earn a paycheck. We are each a part of the greater collective. We are members of a family. We give what we can to change whatever we touch for the better to better ourselves, to improve a course, to strengthen the college to contribute to the university, to save lives to make the world a safer, healthier and better place. The College of Graduate Nursing has been changed by each person passing through it. We contribute what we can in hopes of leaving something of ourselves behind. Like bread crumbs trails to remind others that we were here and we made a difference, just as those who recently left us did.

In Memoriam

The College of Graduate Nursing would like to recognize the following individuals and organizations for their contribution to the support and success of our college over the past five years.

Dean’s Circle ($5,000+)
- The Fletcher Jones Foundation
- Johnson & Johnson
- Hoag Hospital

Director’s Guild ($2,000 - $4,999)
- Advanced Practice Education Associates
- Jan Boller
- Keith Johnson

Partners ($500 – $1,999)
- Richard Staggs
- Heather Domini
- Sigma Theta Tau Phi Alpha Chapter
- Karen Hardford
- Manuel Frizzell
- Lawrence Mönchep
- Dressy Con
- Neimel Pharmaceuticals, Inc.
- Rodney Hicks
- Diamond Bar Woman’s Club

Contributors ($250 - $499)
- Judith Siegfried
- Ruth Paster
- Christine Citron
- Kathleen Takanishi
- Kevin Shaw
- Marie Podboy

Friends of CGN ($25 - $249)
- James White
- Jacqueline Birge
- Susan Watkins
- Laurene Potranowski
- Joy Edwards-Beckett
- Dorothy Robertson
- Lisa Roberts
- Alan Ye
- Usha Sivanakumar
- Teresa Ortiz
- Claudia Maldonado
- Karen Young
- Kathleen Mahon
- Thomas Fox
- Cynthia Betzam
- Byron Tellfold

Thank You

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