



THE
pulse
MAGAZINE

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A PET PROJECT GOES GLOBAL
RIVERVIEW GRADUATES ACHIEVE 100 PERCENT
NURSE EDUCATORS ARE NEEDED STAT

SPECIAL FEATURE

**Nursing Graduate
Programs**

Mastering the art of a nursing career



**OU's School of Nursing
provides a graduate
program with many
options of study**



MESSAGE FROM THE INTERIM DEAN

Nursing is a demanding yet rewarding career, but many nurses are interested in stepping out of traditional practices at the bedside and into advanced positions where they can impact policies and procedures and lead effective change from an administrative level.

Advanced degrees including master's and doctoral programs have curricula that focus on strategic planning, research, evidence-based practice, business concepts and leadership. Nurses with graduate degrees can become nurse practitioners, midwives, nurse anesthetists, nurse educators or clinical nurse specialists.

This issue of *The Pulse* focuses on not only the importance of moving the profession forward by training more advanced practice nurses, but also on the impact that Oakland's master's- and doctoral-prepared nurses are making in the community including educating future nurses, conducting research and maintaining the safety of patients in hospitals.

The need for nurses with advanced skills is critical. More than 1.7 million Americans are dying each year from chronic and often treatable diseases. When we consider the aging baby boomer generation, and the chronic disease management and long-term care that will be required to maintain their health, it is easy to see where more education is necessary. The technology and pervasive health conditions that affect the young and old, male and female, will continue to evolve. Gaining an advanced practical nursing education is crucial to advancing the profession and improving the quality of life of the patients and families in our care.

I am excited about the opportunities that await our graduates and even more excited to be a part of the education process.

Best wishes,

Darlene Schott-Baer
Interim Dean of the School of Nursing



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Online RN to BSN program available to all



OU's online RN to BSN program provides RNs the opportunity to earn a BSN through an affordable, convenient program. The program offers all required completion sequence, non-nursing and general

education degree courses for RNs online at in-state tuition rates.

This degree completion course sequence recognizes the RN's prior education and experience. Courses add value to this base and promote continued advancement in the profession. Because RNs are licensed and practicing in their field, the nursing course sequence includes only one non-traditional clinical course.

All required nursing courses are offered online each fall and winter term, while one course is offered each summer term. Non-nursing and general education required courses are offered online throughout the academic year.

Since students can set their own pace, the time to complete the program varies. However, the minimum time needed is two years, excluding summer. There is no mandatory time limit for degree completion.



For more information about admission requirements and transfer credits, review the RN/BSN degree completion sequence booklet available on the OU SON website at oakland.edu/nursing and click on Academic Programs.



The Pulse Magazine

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Consider a gift that gives back

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

Please consider a gift to the School of Nursing. For more information about gift opportunities to the School of Nursing, please contact Colette O'Connor at (248) 370-4070 or occonnor@oakland.edu.



‘Mastering’ a nursing career

Graduate degrees increasingly important as nursing field progresses

By Ann Marie Aliotta

The nursing profession has changed dramatically since the first students began nursing classes at Oakland University in the mid-1970s, and the School of Nursing has been changing and growing right along with it. Today’s nurses are no longer simply care providers who assist physicians, but medical professionals who diagnose, treat and develop care plans. A key element of this new direction is education, and graduate degrees in nursing are becoming vital, significant elements of career preparation as the profession evolves.

Oakland University currently offers one Doctor of Nursing Practice degree program and six Master of Science in Nursing degree programs, each with a post-master’s certificate option (see sidebar). Enrollment in these programs continues to grow as nurses recognize the value of furthering their learning.

“The demands of patient care, increased technology and changes in society require a higher level of clinical skills, leadership and technological capability than what students learn at the Bachelor of Science in Nursing level,” said Frances Jackson, associate professor of nursing and director of the Doctor of Nursing Practice degree program. “A graduate degree in nursing allows one to practice at the maximum level allowed by the Public Health Code. It is exciting, challenging and rewarding on many levels.”

Assistant Professor Claudia Grobbel, who recently received her DNP at Oakland, expands on this idea. “Health care continuously changes — new treatments, new care strategies. The professional nurse is always learning to maintain competence,” she said. “But why a degree? In order to move



“Nurses gain critical knowledge and learn leadership skills which ultimately result in better and improved nursing care for patients.”

Nancy Susick

SON programs are designed to provide students many of the options a graduate student will need to succeed in the market place



ahead in a career or have other opportunities, an advanced degree becomes essential. Advanced nursing roles such as nurse practitioner, nurse educator and clinical nurse all require graduate degrees.”

Nancy Susick, vice president and chief nursing officer and chief operating officer at Beaumont Hospital in Troy, received her Master of Science in Nursing from Oakland University in 1997. She believes there is no question that a graduate degree is an advantage professionally. “Having a master’s helped to advance my career,” she said. “The learning throughout my educational experience helped to prepare me for various jobs. Specific areas included: strategic planning, research, evidence-based practice, business concepts and leadership.

“In addition, a variety of career opportunities opened once I had the degree,” she said.

Not only has Susick held progressive leadership positions at Beaumont over the past 24 years, she has held numerous clinical and management positions with the United States Navy, where she is a captain. In her 23 years of service, her roles have included administrative officer, training officer, executive officer and commanding officer.

“I do see more nurses pursuing advanced degrees. This is definitely a benefit to the profession,” she said. “Nurses gain critical knowledge and learn leadership skills which ultimately result in better and improved nursing care for patients. Nurses with advanced degrees have so many different choices available to them, from leadership to teaching, or research in many different settings.”

Federal health care policies are also affecting the push to earn advanced nursing degrees, according to Jackson. “The implementation of national health care insurance is a driving force behind increased interest in graduate nursing programs, particularly the Family Nurse Practitioner (FNP) program,” she said. “The federal government plans for much of the primary care to be delivered by FNPs and the job market for FNPs has increased in recent years.”

The American Association of Colleges of Nursing (AACN) is proposing the Doctorate in Nursing Practice for the nurse practitioner, according to Grobbel, which will also increase the number of nurses seeking advanced degrees. “There are still some legal issues to work through in regards to prescriptive authority, but it will get done,” she said. “The DNP program has been wildly popular. I do believe this trend will continue.”

Most of the master’s degree programs classes are taught at Oakland University’s Rochester campus, but the majority of the Nursing Education program and the doctoral degree program courses are online. But, no matter where students take their classes, “I think the atmosphere at Oakland University’s School of Nursing is exciting, promotes personal and professional growth and encourages students to stretch beyond their comfort zone,” said Jackson.

Susick concurs. “I found the learning environment to be excellent. The resources in terms of professors, classrooms and labs, were tremendous,” she said. “The flexibility in terms of class offerings worked well for me along with working full time.” ■

Ann Marie Aliotta is a freelance writer from Grosse Pointe Farms, Mich.

Graduate Degree Programs at the OU School of Nursing

MASTER OF SCIENCE IN NURSING PROGRAMS

Please note all master's degree specialties have post-master's certificate programs.

The **Adult/Gerontological Nurse Practitioner** program prepares the advanced practice nurse as a primary care provider for adult, older adult and frail elder clients in a variety of settings. The curriculum focuses on culturally sensitive care, incorporating health promotion and management of acute and chronic health problems. The graduate is prepared to apply nursing theory, principles of advanced practice nursing and the research process in the design and delivery of primary care.

The **Adult Health Clinical Nurse Specialist (CNS)** program prepares the advanced practice nurse for the role of clinical nurse specialist in acute care. The curriculum focuses on preparing advanced practice nurses to apply nursing theory, principles of advanced nursing practice and the research process in designing systems to care for adults in hospital-based settings.

The **Clinical Nurse Leadership (CNL)** program prepares the nurse for the role of clinical nurse leader in a variety of care settings. Clinical nurse leaders provide lateral integration at the point of care and combine evidence-based practice with advocacy, centralized care coordination, outcomes measurement, risk assessment, quality improvement and inter-professional communication. The curriculum focuses on patient outcomes, patient safety, assessment of risks and supervision/leadership.

The **Family Nurse Practitioner (FNP)** program prepares the advanced practice nurse as a primary care provider for clients across their lifespan in a variety of settings. The curriculum focuses on culturally sensitive care, incorporating health promotion and management of acute and chronic health problems.

The **Nurse Anesthesia (NA)** program prepares nurses as specialists in anesthesia care. Oakland's School of Nursing, in collaboration with nationally renowned Beaumont Hospitals, has the only accredited nurse anesthesia program in Oakland County. Nursing courses and clinical internships provide the opportunity for students to gain experience in nurse anesthesia practice in all specialty areas. Students study physiology, pathophysiology, pharmacology and anatomy in cognate courses.

The **Nursing Education** program prepares nurses to teach in both classroom and clinical settings. The curriculum focuses on curriculum and instruction, program and course design,



development and evaluation. Students study learning styles, teaching methods and evaluation strategies. A field experience, which will occur in an academic setting, provides students with the opportunity to apply these skills in actual classroom and clinical environments under the guidance of expert School of Nursing faculty.

DOCTOR OF NURSING PRACTICE PROGRAM

The **Doctor of Nursing Practice** is the highest degree for clinical nursing practice. Students who had a clinical focus in their master's degree program take the required 32 credits of DNP coursework. This is a majority online program that can be completed in two years of full-time study. ■



Take your career to the next level **DOCTOR OF NURSING PRACTICE**

MEETING A CRITICAL HEALTH CARE NEED

Landmark findings from the Institute of Medicine (IOM) indicate that expanding the role of nurses in the U.S. health care system will help meet the growing demand for health care services.

Through its Doctor of Nursing Practice (DNP) degree program, Oakland University is addressing the critical needs of the changing health care system. The DNP is the highest level of preparation for clinical practice. The DNP can help you sharpen your leadership skills to advance the profession.

Guidelines for doctoral education encompass:

- technological and pharmaceutical advances
- informatics
- evidence-based practice
- systems approaches to quality improvement

NOTE: This program is accredited by the CCNE and not accredited by the COA.

ABOUT THE DNP

The 32-credit post-master's Doctor of Nursing Practice (DNP) degree program can be completed in either full- or part-time plans of study. The DNP builds upon master's-level content while providing doctoral-level courses in advanced research methods, theory, leadership, systems management and nursing informatics.

The program is offered in online formats using e-learning technology with occasional face-to-face sessions. Students are notified at least a semester in advance of any on-site class activities. One course offers the option of an intensive session in Washington, D.C. The online availability of course content allows out-of-state students to pay in-state tuition.

CONTACT US

For more information on the DNP, contact nrsinfo@oakland.edu, call (248) 370-4253, or visit oakland.edu/nursing.



Estella Nicholson, coordinator of OU's Nursing Academic Services, helps nursing students discover the opportunities available within a teaching career.

The nurse fix

Nurse educators are needed STAT – to prep nurses for a new era of health care

By Mary Gunderson-Switzer

As the demand for nurses increases and the scope of their role expands, a nursing career in the 21st century is an exciting prospect. But as potential nursing students come knocking at the door of college admissions, there's growing concern on the other side of that door: who will teach them?

While qualified applicants to baccalaureate and graduate nursing schools rise, thousands are being turned away because of a shortage of both faculty and clinical nurse educators.

The U.S. Bureau of Health Professionals reports that by 2020, the nursing shortage will be more than 800,000 nurses.

Today's nurse not only assists in carrying out physician orders, but is increasingly being called on to diagnose, treat and develop care plans. Oakland's School of Nursing (SON) programs prepare today's nurses through the latest technology, care philosophies and leadership skills — but there must be enough educators to deliver these programs.

The SON is forward-thinking in providing degree opportunities that make it easier for registered nurses to obtain the credentials necessary to teach the next generation of nurses.

HELP WANTED

Registered nurses are well-suited to be educators. They're already on-the-job teachers in a myriad of ways – explaining physician directives to patients; taking patient phone calls to address follow-up concerns; and instructing patients and their families how to manage illnesses and injuries post-treatment and post-hospital stays.

To shift from educating patients to training nurses, an advanced degree is often the only missing ingredient.

The minimum requirement to become a clinical nurse educator is a Bachelor of Science in Nursing (BSN), with a minimum of 3-4 years of practical experience. However, a master's degree is preferred, and in specialty areas such as pediatrics and OB/GYN, additional experience is required. On

the faculty side of teaching, a master's degree is the minimum requirement, along with advanced clinical training.

"A lot of nurses aren't aware of the wonderful opportunities to teach," says Estella Nicholson, coordinator of OU's Nursing Academic Services. "Whenever I ask our nursing students if they've considered teaching as an option, they want to hear more about it. We also must get the word out to RNs who have years of valuable experience serving patients."

One of the ways OU helps RNs transition into teaching is by providing innovative advanced degree options that allow nurses to continue their education without leaving their jobs.

PAVING THE WAY

Oakland offers an RN-to-BSN degree program that's entirely online. Registered nurses can fit a BSN degree into their busy schedules, making it ideal for those balancing nursing jobs and family responsibilities.

In addition, a BSN accelerated second degree program can be completed in just one year. This fully accredited program is for students who have a baccalaureate degree in another field; in today's tough economy, nursing as a second career choice is an attractive option.

Another online program, the Master of Science in Nursing Education (MSN), prepares nurses to teach in classroom and clinical settings. The clinical experience is arranged in the student's local community.

Finally, the Doctor of Nursing Practice is the highest degree for clinical nursing practice and uses a combination of distance learning technology and limited classroom formats, which may require up to two face-to-face sessions during each semester.



Lynda Poly-Droulard is a nurse who trumpets the value of continually moving forward with education. Already armed with a master's degree in education, she went back to OU to get her MSN. She's thrilled with the results.

A PASSION TO MENTOR

"The [MSN] program is inspiring," Poly-Droulard says. "Keeping myself current has made me a better instructor. I absolutely love what I do, and I can't wait to spend time with the students."

Whether blowing up a balloon to demonstrate cardiac output or doing the "wave" to demonstrate electrical conduction, Poly-Droulard uses whatever it takes to make it click for students.

"I love seeing the 'oh, I get it!' looks on their faces," she says.

Poly-Droulard says that OU's focus on high-tech/high-touch interactive learning is of great benefit to the students. The SON's acute simulation, multi-media and practice labs house state-of-the-art equipment to enhance a student's ability to be fully prepared for their on-the-job clinical experiences.

"Technology is affecting every aspect of care today, including even the basic task of documenting patient care," Poly-Droulard says. "Our students remain up-to-speed."

But the latest information and greatest technology aren't enough. The most crucial element to understanding what it means to be a nurse lies in caring teachers – teachers dedicated to ensuring that high-quality nursing care continues.

"I'll never forget my nursing instructors; they helped define the nurse I've become," says Poly-Droulard. "This is my chance to help the next generation of nurses blaze their trail. This is a wonderful opportunity for me to give back." ■

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

Plugged into teaching

Online nurse educator logs in from Chicago



Sally O'Meara

Sally O'Meara thought she had a lunch rendezvous — but it was really a rendezvous with destiny.

She was a junior in high school when she accompanied her boyfriend to a local nursing home to pick up his paycheck.

"I actually came along because he promised to take me out to lunch," she laughs.

While waiting for him in the nursing home, a 90-year-old resident came up to O'Meara and implored her: "take me home!" The director of nursing watched O'Meara's compassionate interaction with the resident — and hired her on the spot as a nursing assistant.

"I developed such a love for nursing, and that was it for me," O'Meara says.

After getting her BSN in 1991, O'Meara worked on medical-surgical, oncology and physical rehabilitation units at area hospitals. She had a knack for effectively communicating discharge information to patients and families, and in teaching students working as nursing assistants.

Encouraged by colleagues, O'Meara headed back to OU to get her MSN. While completing her degree, she worked at OU's Nursing Laboratory Skills Center. Her interactions with students solidified that teaching was her calling.

That calling was interrupted when her husband's job required a move to Chicago in 2006. Resettled in the Windy City, O'Meara sorely missed her alma mater — until she found the perfect way to stay connected.

"Who'd think I'd be able to teach OU students while living 350 miles away from campus?" marvels Sally O'Meara.

O'Meara has been an online nurse educator for OU's traditional and second degree accelerated RN-to-BSN programs since the fall of 2006. Students have reading and discussion-question research assignments, which are reinforced by O'Meara's PowerPoint presentations, with fun touches including stories and cartoons.

At the beginning of each course, O'Meara gives students a syllabus and online quiz deadlines. She expects them to manage their workload.

"A doctor doesn't check to make sure the nurse gave the patient the antibiotic on time," O'Meara says, "so likewise, I expect the students to keep themselves on track."

But O'Meara also has the heart and practicality of a nurse.

"Crises happen in life, and my students know they can contact me and we'll work difficulties out together," she says. "I'm always available by phone, and I answer student emails within just a few hours of receiving them."

O'Meara says this mode of learning is ideal in allowing students to blend their degree into their busy lives.

The situation is also ideal for O'Meara. In addition to being an educator for her favorite school, she's a lab instructor for a Chicago-area hospital; she parlays those experiences into keeping her online teaching fresh.

In just a few years, O'Meara may have one more important connection to Oakland.

Following in the footsteps of his parents and grandparents who graduated from OU, O'Meara's son plans to go there too.

"We just can't seem to stay away," she laughs. ■

Advancing knowledge, improving care
The Oakland University Human Health Building

The new home of the Schools of Nursing and Health Sciences will be open Fall 2012.

For additional updates or for up-to-date video feed on the building's progress, please visit oakland.edu.

For more information, contact Colette O'Connor at (248) 370-4070.



Student-led simulations

A creative method for teaching nursing quality and safety competencies

By Michele Jasukaitis

When Ron Piscotty, MS, RN-BC and nursing instructor at Oakland University, learned that 44,000 – 98,000 preventable deaths a year across the country resulted from human errors made in hospitals, he like everyone else in the healthcare industry was shocked.

A 2000 Institute of Medicine study indicated that many factors contributed to the deaths ranging from improper dosing of medication to poor surveillance of hospital patients. These findings inspired Piscotty to reinforce with his students the extreme importance of quality and safety competencies. He enlisted his colleague, Claudia Grobbel, DNP, RN, assistant professor at OU, to join him in researching the effectiveness of integrating quality and safety competencies into undergraduate nursing courses through student-led simulations.

Piscotty and Grobbel asked students enrolled in their fall 2009 leadership and management courses to participate. One class consisted of students who were in their last semester of the accelerated program and the other class was comprised of junior-year students in their second semester of nursing school. To gain a baseline on all of the students' perceived abilities to perform the Quality and Safety Education for Nurses (QSEN) competencies, the instructors gave them a pre-test. Then, the undergraduate nursing students — 141 of them — randomly formed teams of five and six. Each team received a hospital scenario to simulate such as a "medication error" or "shift-to-shift report." They wrote dialog and developed characters while incorporating their knowledge, skills and attitudes of the six QSEN competencies which are: patient-centered care, teamwork and collaboration, evidenced-based nursing practice, safety, quality improvement and informatics.

"We wanted to show — in a creative way — how the care management principals played out in the real world," says Piscotty, who is an expert in nursing informatics.

The instructors also wanted to see if the differences in experience between the two classes had any bearing on the outcome.

The students' role played the parts of an attending physician, the registered nurse in charge of a group of patients, a unit clerk, a pharmacist and even a patient. During a "shift-to-shift report," they demonstrated that distractions alter how a patient's chart is reviewed. The scene called for nurses who were busy texting or posting comments on Facebook. Some groups had doctors interrupt the process or they introduced a new patient. In "medication errors" students interspersed hospital emergencies with story lines involving bar-coding mishaps and computer system crashes.

"We monitored, guided them and evaluated their scripts," says Grobbel. "But the students pulled in other experiences and applied concepts that they learned, working together to produce a deliverable."

Grobbel described the teams as an intentional group process that forced students to think about how to structure their team and accomplish the task; not just call themselves a team, but really work as one.

Piscotty and Grobbel concluded that both classes gained a greater confidence in their abilities and improved their knowledge of the quality and safety competencies. They concur that student-led simulations enhance the teaching process in relation to the context of the subject but still believe that traditional teaching methods are necessary to deliver its content.

Both instructors continue to use student-led simulations in their classrooms although not for research purposes. They often share their 2009 findings through publications such as *Journal of Nursing Education* and presentations at industry-related seminars.

Bottom line, OU's School of Nursing can be proud that its faculty is actively preparing future nurses to enforce the six QSEN competencies so those shocking, preventable death toll numbers will take a tumble. ■

Michele Jasukaitis is an Oakland University staff writer.

Ron Piscotty and Claudia Grobbel are researching ways to increase safety in patient care.



Sweet sounds

Music-based study positively impacts dementia patients

By Michele Jasukaitis

Faculty members of OU's School of Nursing highly encourage students to pursue evidence-based research. Recently, associate professors, Karen Dunn and Cheryl Riley-Doucet studied the affects of music on elderly people suffering from dementia with the assistance of a few students who were pursuing a master's in nursing.

Over the course of four weeks, the researchers observed eight adults ranging in age from 77 to 88 whose levels of cognition measured at moderate to severely impaired. The patients listened to two different types of music, religious and non-religious, from Dean Martin and Jim Nabors, popular singers at the time when these patients were youths. The music played continuously for 20 minutes during each session while the researchers looked for signs of decreased agitation and determined whether or not the type of music improved a patient's mood and ability to communicate.

According to Dunn, all of the patients enjoyed both types of music as they sang, hummed, swayed, finger-tapped and even danced.

"We noted that when participants remembered a song's words, it would trigger memories from their past, and they

would talk to us about them," says Dunn.

As for the differences in music, the researchers described participants as being calmer and more pensive when they listened to the Jim Nabors' religious-themed music.

"It was exciting to observe that the music decreased the agitated behaviors in the participants. It brought them joy, a sense of peacefulness and prompted memories that may have been buried because of their disease," says Dunn.

Kristen Munyon was a nursing student pursuing her master's last fall when she acted as a participant observer. Her involvement with this particular non-invasive study strengthened her positive perception for evidence-based nursing research as it promotes quality of life for patients with dementia.

"I believe that (nursing research) is immensely valuable and offers a unique complement to medical research," says Munyon. ■

Michele Jasukaitis is an Oakland University staff writer.



Cheryl Riley-Doucet (left) and Karen Dunn say music has positive effects on people suffering from dementia.

Your nursing degree

Your schedule

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Oakland University's School of Nursing offers nurses seeking to earn another degree convenient, flexible degree programs — available almost entirely online. That way, you can complete your degree in your preferred time, in your own place, at your pace, from a renowned, respected, innovative and progressive nursing school.

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■ **Master of Science in Nursing Education** – With all the foundation courses available online, this program prepares nurses to teach in the classroom and clinical settings. The clinical experience is arranged in the student's local community.

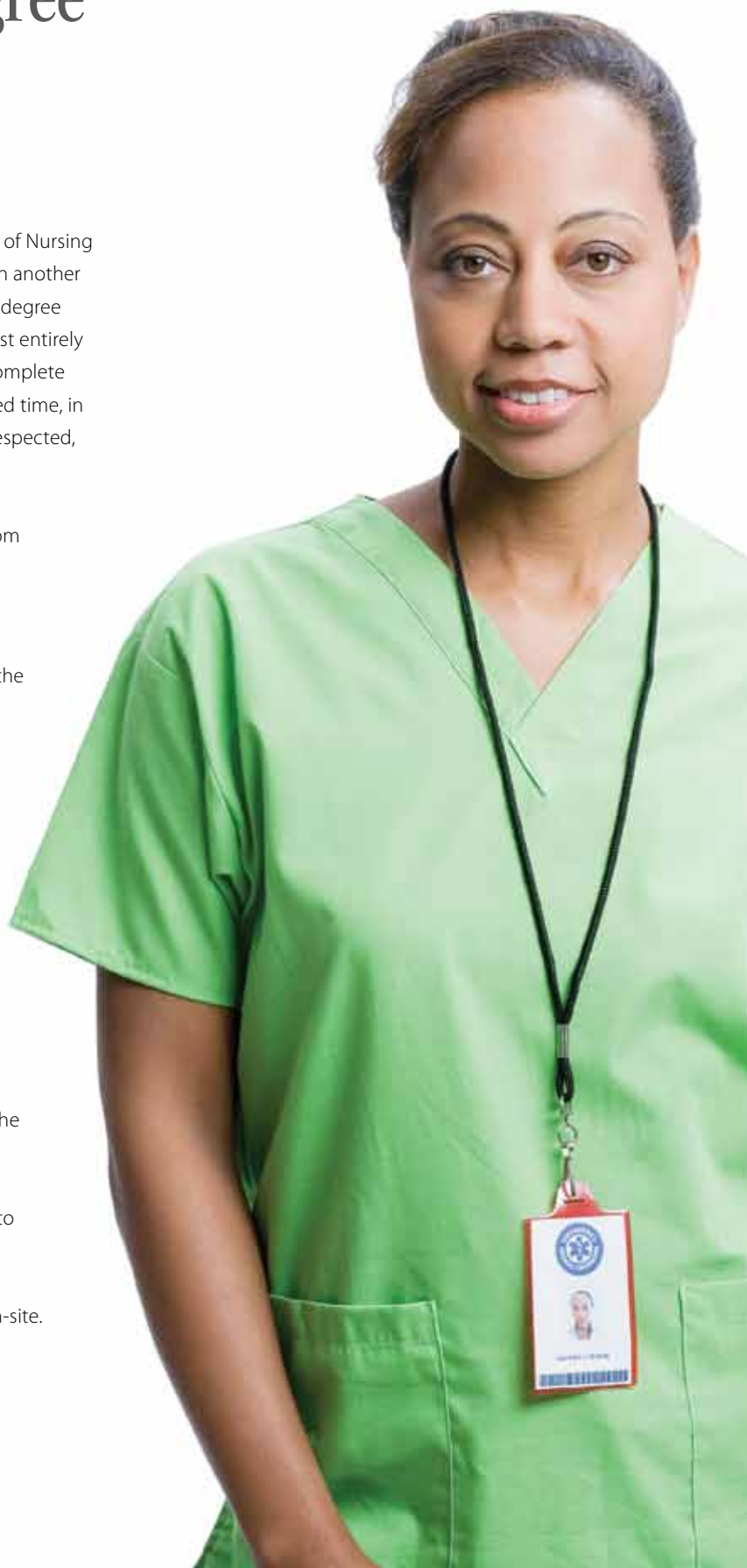
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oakland.edu/nursing



A pet project goes global

By Rene Wisely

An Oakland University program that enlists companion pets to enhance therapy has tails wagging around the globe.

The Animal Assisted Therapy Certificate, offered online through OU's School of Nursing since 2008, currently has 11 students, including one student from South Africa and another from Israel.

"We've had 500 people express an interest in the program since it began," explains Amy Johnson, a SON special projects coordinator who founded and developed the program. "We've heard from all 50 states as well as had queries from Brazil, Russia, Ukraine, South Korea, Mexico, Japan, United Kingdom and Spain, among others."

"We decided to make this certification an online program because we wanted an opportunity to reach a lot of people," Johnson says. "The program attracts people because it's considered professional development, meaning students do not have to enroll at OU to enter."

The program aims to help established professionals better understand the human-animal bond and show the healing implications companion pets can provide with vulnerable populations, including at-risk children and adolescents, the elderly and special-needs individuals. It also addresses the increased need for alternative, holistic practices. After completing the program's five 8-week modules, students are more than ready to incorporate pets into their work lives, Johnson says.

Current student Naomi Holdt, a child/educational psychologist from Pietermaritzburg, KwaZulu-Natal, South Africa, is already using her dog, Sadie, a whippet and greyhound mix, in her practice.

"The right therapy animal is like a magical and untapped therapy resource," Holdt explains. "I have seen incredible results using animals in my therapy with children. Animals provide a calming, relaxing environment, in which children are not afraid to open up and even talk about the most horrific and traumatic experiences. Animals always listen,



Amy Johnson with Troy

offer unconditional acceptance and do not judge, and thus assist in creating an ideal therapeutic environment."

Holdt also wants to introduce therapy animals to South Africa's youth to help combat animal cruelty common in the country's culture. "I would like to make an impact in children's homes around the country by educating kids from a young age about animal temperaments," she says.

"Many children are very scared of animals due to a lack of exposure to them, and thus end up abusing them, such as throwing stones and kicking at cats and dogs. By empowering children with this knowledge, and by working with animals in these settings, my hope is to have a far-reaching impact on both children and animals."

Similarly, Ayelet Ungar-Sargon, of Chicago, is eager to take back what she's learned to her native Israel. Her goal is to do prisoner rehabilitation with horses. "Animal assisted therapy exists in Israel but it's limited, especially where horses are concerned," she explains. "I'm looking to break through in that area and bring this kind of rehabilitation to Israel."

The use of animal assisted therapy dates back hundreds of years, Johnson explains. Famed nurse Florence Nightingale saw the value in animal assisted therapy, as did the York Retreat in London in the 1700s to help infirmed patients. Even Sigmund Freud used his Chinese chow, Jofi, with difficult patients, she notes.

And Oakland University is helping bring it to the rest of the world. ■

Rene Wisely is a freelance writer from West Bloomfield, Mich.



Famed nurse Florence Nightingale saw the value in animal assisted therapy

“The right therapy animal is like a magical and untapped therapy resource.”

Naomi Holdt



Naomi Holdt uses animals in her pediatric therapy practice. Early stage interaction with children is designed to educate and create awareness of animals.



Front and center

SON grad goes to the head of the class at adult day care center

By Rene Wisely

Lots of nurses catch bugs from their patients, but Sara Follebout's (SON '96) bug was the entrepreneurial strand.

Follebout, RN, BSN, is executive director and owner of SarahCare Adult Day Care Center— Lakeside in Sterling Heights, Mich. She opened the franchise, which by coincidence carries her name, nearly three years ago after working in both hospitals and nursing homes.

"I have a soft spot for seniors," she explains. "My dad is a World War II vet and my mom has a large family, so I was always hearing stories growing up about that generation."

As an adult day care center, SarahCare helps home-bound adults remain active and safe in an upscale homelike environment. Open for 11 hours a day, the center serves them lunch and snacks, as well as plans crafts, games, exercise class and other activities. Based on a medical model, there are nurses who administer medication (including insulin) and monitor chronic illness. Visitors with minimal medical needs and those with impairments, such as dementia, incontinence and Parkinson's, are welcome.

"We try to make life easier on the caregivers, too," Follebout explains. "We know there are a lot of errands that go with care giving, so we have a driver on staff who can take a participant to a doctor's appointment. Or we work with primary care physicians and have physical therapy here or have a podiatrist visit. We also have a hair salon on site so participants can have that errand done while their family member is at work. It's affordable, too. Our 11-hour day costs as much as four hours of in-home nursing care."

She credits Oakland University with helping plant the day care idea.



TOP: Sara Follebout

BOTTOM: SarahCare Adult Day Care Center

"One of my favorite classes was Community Health Nursing," Follebout admits. She toured many facilities, including St. Vincent and Sarah Fisher Center in Farmington Hills, COTS Detroit and two senior homes. "They made an impression on me and about 11 years later I finally got to follow up on that initial interest."

Follebout enrolled at OU because of its reputation and its smaller class sizes, which meant more personal attention. "I really did enjoy my time at Oakland and found the instructors very knowledgeable and helpful," she says. "Much of my education had a practical application that was useful right away; some I was able to apply at a future date."

Follebout has made her OU instructors proud, says SON Associate Professor Karen S. Dunn, who conducted a study with Assistant Professor Cheryl Riley-Doucet at SarahCare last fall. The four-week study, Comparative Analysis of Two Musical Genres within a Multisensory Environment Intervention, gave her unique perspective on Follebout.

"Sara's leadership exemplifies the 'care' at SarahCare," Dunn says. "Her warm, soft spoken approach to care recipients and staff is welcoming and therapeutic. I have observed her gentleness, patience, kindness and smiles minimize agitation frequently seen in persons' with dementia. These qualities are necessary

when caring for older adults with cognitive impairments. Overall, SarahCare provides a safe, home-like environment that includes activities congruent with the care recipients' level of cognition providing families with peace of mind when they are away from their loved one." ■

Rene Wisely is a freelance writer from West Bloomfield, Mich.

Sara Follabout's "soft spot for seniors" is evident in her work at Sarah's Adult Day Care Center.



Riverview Institute starts strong

To date, graduates achieve 100 percent exam pass rate and job placement

By Amy Lynn Smith



The Riverview Institute of Oakland University may still be in its infancy, but the School of Nursing (SON) satellite location is already achieving academic excellence.

Located in the former Detroit Riverview Hospital, Riverview Institute currently has approximately 300 students and offers a variety of

educational programs and initiatives. These include Certified Nursing Assistant (CNA) and Patient Care Technician (PCT) programs, and Licensed Practical Nurse (LPN) certification. There's also an accelerated second-degree Bachelor of Science in Nursing (BSN) program.

With faculty from OU who are master's degree-prepared — and also include doctorate-prepared instructors — students are getting an outstanding educational experience.

"We have a strong focus on clinical expertise and our programs include extensive clinical hours," says Barbara Penprase, Ph.D., RN, executive director, Riverview Institute and Workforce Development, and an associate professor at SON. "But we also have a strong focus on the theoretical content. The strong theory and clinical orientations have given our programs a good reputation in the community because of the excellent students we graduate."

This level of excellence is paying off, just a little more than a year after the official opening of Riverview Institute. To date, LPN program graduates have a 100 percent pass rate on the NCLEX exam administered by the State Board of Nursing. PCT program graduates also have a 100 percent pass rate on their national certification exam.

"It's hard to get 100 percent," says Penprase. "That means the content being covered is thorough and the caliber of students is excellent."

In addition, all of Riverview Institute's LPN students take the NATNES exam for pharmaceutical administration. "Most LPN programs don't offer that as part of their program but employers require it," says Jacqueline Glover, director of operations for Riverview. "You need that certification to get a job, and we provide it."

Employment placement is another strong suit for Riverview Institute. According to Dr. Penprase, 100 percent of the first graduating class has been hired.

"Riverview offers you many different avenues for when you're done with your course, putting you in touch with different people and trying to obtain employment in your field," says Linda Torbert, CNA, PCT, who plans to graduate the LPN program in October. "I've been fortunate to be part of this program."

Riverview Institute also works closely with the Detroit Workforce Development Department and has initiated some related projects through partnerships and grant funding. In addition, Riverview intends to extend its reach, with new partnerships and programs, including expanded class hours and online courses to assist working students.

"I think we're going to see our enrollment numbers really expanding," says Dr. Penprase. "We have made OU known outside Oakland County and established a presence here, and I know our programs will just continue to grow." ■

Amy Lynn Smith is a freelance writer from Birmingham, Mich.



Student prepares to share knowledge with others

His goal is to serve those in greatest need

By Amy Lynn Smith

Chris Jozwick is a man with a mission. Like many nursing students, his ultimate goal is to help others. But his desire runs especially deep, rooted in faith and a motivation to succeed.

Jozwick is in the second part of his junior year at the Oakland University School of Nursing, and plans to earn his Bachelor of Science in Nursing degree in May 2012. With this degree, he might want to be a flight nurse or work in an ER or in pediatrics. But Jozwick also intends to continue his studies to earn a Nurse Practitioner master's or doctorat degree.

"I want to have the autonomy to do what's needed without waiting for someone to tell me what has to be done," he explains. "I can just do it myself and give guidance to others."

Jozwick is driven by a desire to go wherever help is needed most, which could be working in a hospital, running a clinic or providing health care services in a developing country. Whatever he decides, Jozwick says it will be determined by his faith. "I'm going to do what the Lord is calling me to do," he says.

This could take him to impoverished areas of the United States or to other countries in need. Jozwick has already experienced the immense fulfillment that comes from serving on a mission trip. He traveled to Mexico in high school to help his church build homes and run a vacation bible school.

More recently, he was one of two leaders on a mission trip to Peru, where they worked alongside a local church to establish a vacation bible school. Even more important, they led by

example so the church could run their own school in the future.

"It was amazing — I learned so much that summer," he says. "There's a lot of basic knowledge that we take for granted that people in places like Peru don't know about. Taking medical knowledge to places like that is one of the reasons I'd like to become a nurse practitioner."

As he continues his education, Jozwick has worked on some research projects at OU and is preparing to start on another, studying obesity and childhood obesity in Detroit and the surrounding areas.

He's in the Honors College and has already served as president of the Honors College Student Association. Like his mission trips, this endeavor taught him leadership skills he can use in any future endeavor he chooses.

Whether Jozwick decides his calling is to work with people half a world away or in the local community, such as the homeless population, he knows he wants to contribute wherever he can do the most good.

"I want to acquire as much knowledge as possible, so no matter how far I'm supposed to go I'll be able to spread that knowledge to people who don't have access to it," says Jozwick. "I want to work where the Lord is calling me to work, and to use the education He has given me to make a positive impact." ■

Amy Lynn Smith is a freelance writer from Birmingham, Mich.



Chris Jozwick's OU education will have a far-reaching impact as he continues to work with people in need.





White knights

School of Nursing donors come to the rescue

By Susan Thwing

The shaky Michigan economy is affecting all aspects of life, and higher education is no exception. However, donors to the School of Nursing are coming to the rescue by playing an important role in making sure students can cover tuition costs as they work toward successful careers.

With a 29 percent downturn in state appropriations per student in Michigan since 2001, and another 15 percent cut proposed by Gov. Rick Snyder, outside support is essential to help students afford to pay the cost of their degrees, says Colette O'Connor, director of Development for the School of Nursing. Alumni donors have been coming through for the students, she says.

"Alumni giving has a direct, positive impact on the students," O'Connor says. "Never before have we had such strong support designated to scholarships. We are hoping for this to be an annual occurrence."

Each year, the School of Nursing makes numerous scholarships available to students. In 2010, 47 awards were presented to nursing students, thanks to the generosity of donors. These are made possible by alumni giving, designated endowment funds, Board of Visitors fundraising through the Nightingale Award for Nursing Excellence®, and gifts from outside organizations such as Crittenton Hospital Medical Center and Providence Hospital.

"We celebrated the scholarship recipients at the annual Scholarship Recognition Reception in October. Donors and

students were able to mix and mingle at Meadow Brook Hall," O'Connor explains. "The donors are always very pleased to meet the students who they support and the students are always genuinely grateful to learn more about the donors and their motivation for making the gifts."

Claire Armstong Chirillo, a recent scholarship recipient, is pursuing a BSN degree in the Accelerated Second Degree Program. She already holds a bachelor's degree in physiology from Michigan State University and will graduate from OU in April. Chirillo, who also works as a nursing assistant at Beaumont Hospital, Troy, and volunteers with Special Olympics, says the scholarship funds allow her to focus on her studies.

"It's a lot to balance – work, school – so this is wonderful support to receive," she says. "It is also an honor to receive a scholarship and be appreciated for your work."

Once she graduates, Chirillo plans to work in an ICU or SICU, and eventually return to OU to obtain a Doctor of Nursing practice degree.

SON scholarship award recipients are selected based on academic achievement and financial need. For more information on the awards or to donate, contact Colette O'Connor at occonnor@oakland.edu or (248) 370-4070. ■

Susan Thwing is an Oakland University staff writer.



SON scholarship recipients Clair Chirillo, Hannah Walmsley, Lisa Polley, Andrea Edelhauser and Kayla Werner at the annual Scholarship Recognition Reception.



Scholarship recipient Brittany White and OU Associate Professor of Nursing Barbara Harrison.

One of 47 awardees in 2010, Claire Chirillo, SON BSN student, addresses guests at the Recognition Reception.



“It’s important to have someone at this level who is going to be at the bedside, and who is educated in the



leadership role, to help facilitate outcomes and patient care delivery in a more efficient and effective way.”

Ruby L. Wesley Shadow, Ph.D., RN, associate chief of Nursing, Education and Research at the VA Medical Center in Washington, D.C.

OU's Clinical Nurse Leader program gains momentum

VA Medical Centers are implementing the CNL role by 2016

By Amy Lynn Smith

In January 2011, Oakland University's School of Nursing officially launched its new Clinical Nurse Leader (CNL) program, giving nurses an opportunity to develop advanced skills and leadership expertise.

The new program, which can be completed almost entirely online, offers two paths for certification: the Master of Science in Nursing, Clinical Nurse Leadership track, and the Post-MSN Certificate in Clinical Nurse Leadership. The curriculum focuses on patient outcomes, patient safety, assessment of risks and supervision/leadership in practice.

Oakland University began working on the program last year, in conjunction with the Department of Veteran Affairs (VA) Medical Center in Washington, D.C. All VA Medical Centers are being encouraged to implement the CNL role by 2016.



Ruby Wesley Shadow

"This is the newest role in nursing in the last 20 years," says Ruby L. Wesley Shadow, Ph.D., RN, associate chief of Nursing, Education and Research at the VA Medical Center in Washington, D.C. "We feel it's important to have someone at this level who is going to be at the bedside, and who is educated in the leadership role, to help facilitate outcomes and patient care delivery in a more efficient and effective way."

Oakland University's CNL program is one of the few in the country — and the only one in Michigan — that can be taken completely online, says Marisa Ferrari, DNP, RN, OU assistant professor of Nursing and director for the MSN Clinical Nurse Leadership Program.

"That's really one of the strengths of our program," she explains. "Many of the nurses taking this program have full-time jobs, so they need a program that they can do at their convenience. A traditional class doesn't necessarily work for this type of learner."

Wesley Shadow commends Oakland University's leadership in online education, and recommended the CNL program to other VA Medical Centers after five members of her staff completed OU's CNL pilot program last year.

"Clinical Nurse Leaders here are focused on performance measures and helping us make sure we achieve outcomes at the level we've identified in terms of benchmarks," says Wesley Shadow. "Our entire aim is to improve the quality of care veterans receive."

According to Ferrari, interest in the CNL program is growing. Oakland University was one of the sponsors of the CNL Summit hosted by the American Association of Colleges of Nursing in January, which helped increase visibility. The five VA nurses who earned their CNL certification through OU gave a presentation during the conference.

"We hope to have a full class enrolled in the fall," she says. "We also expect growth with other affiliate hospitals. We're starting to build partnerships in Michigan and around the country."

What's more, Oakland University plans to add a BSN-to-CNL track next year, because the School of Nursing will be offering a BSN to master's for all of its programs.

"The student needs to transition from a novice nurse to a leader at some point within their education or thereafter," says Ferrari. "So we want to give them that opportunity to transition into the CNL role." ■

Amy Lynn Smith is a freelance writer from Birmingham, Mich.

in brief ...

Outstanding nurses to be honored at 2011 Nightingale Awards

23rd Annual Nightingale Awards for Nursing®

Oakland University will recognize 18 exemplary nurses from across the state at the 23rd Annual Nightingale Awards for Nursing Excellence® on May 5, 2011, at the San Marino Club in Troy, Mich. The award is presented each year in honor of Florence Nightingale, who in the 1800s created the nursing profession.

All winning recipients of the nine award categories will receive a bronze statue of Florence Nightingale, a pin and \$1,000. Runner-ups receive a plaque and a pin.

RECIPIENTS AT THE 2011 EVENT WILL BE:

NURSING ADMINISTRATION

Winner Bette Fitz, Vice president of Patient Care Services, Huron Valley Sinai Hospital

Runner-up John Davanzo, Service Delivery Leader and Director Emergency Services, St. Joseph Mercy Livingston (Howell) and St. Joseph Mercy Brighton hospitals

ADVANCED NURSE PRACTICE

Winner Janet Bush, Manager of Orthopedic Services, Oakwood Southshore Medical Center

Runner-up Kathleen McLaughlin, Clinical Nurse Specialist, Hutzel Women's Hospital

EDUCATION AND RESEARCH

Winner Margaret Campbell, Director of Nursing Research, Detroit Receiving Hospital; Assistant Professor-Research, Wayne State University College of Nursing

Runner-up Sandy Schmitt, Manager of Nursing Development, Oakwood Healthcare

LONG TERM CARE/REHABILITATION

Winner Kimberly Ayler, Staff Nurse and Administrative Supervisor, Rehabilitation Institute of Michigan

Runner-up Gail Regener, Manager of Rehabilitation Services, St. John Hospital and Medical Center

NURSING IN THE COMMUNITY

Winner Kathy Stever, RN Educator/Mentor and Palliative Care Nurse Practitioner, Beaumont Hospice

Runner-up Diane Landosky, Nursing Supervisor, Beaumont Family Medicine Center

OAKLAND UNIVERSITY DISTINGUISHED ALUMNI

Winner Caroline Medcoff, Clinical Nurse Specialist, Beaumont Hospital, Royal Oak

Runner-up Catherine Barwick, Administrative Director of Nursing, St. John Macomb/Oakland Hospital

STAFF NURSE PRACTICE

Winner Karen Gerich, Staff Nurse, Beaumont Hospital, Troy

Winner Colleen Joseph, Education Specialist, Beaumont Hospital, Troy

Runner-up Patricia Barrowcliff, Staff Nurse, Huron Valley Sinai Hospital

Runner-up Jai Georgy, Staff Nurse on CPCU, Beaumont Hospital, Troy

PEOPLE'S CHOICE

Winner Kathleen Cotant, Retired Nurse, Volunteer at Oakwood Healthcare

Runner-up Jacquelyn Smiertka, Bloomfield Bariatrics and Quality of Life Center





Student bloggers share the ins and outs of Oakland's nursing program

Who knows the undergraduate nursing experience better than nursing students going through the program? After students expressed interest in creating a blog and the academic advisers identified a need for sharing

information about Oakland's nursing program to potential and future nursing students, five undergraduate students from the Dean's Circle stepped up and began espousing their opinions, advice and lessons learned to share with readers on campus and off.

Assistant dean and facilitator of the Dean's Circle, Pam Marin, is an advocate for identifying ways for students to share with other students. She believes that students can offer a true reflection of the school and what it means to be a nursing student.

Marin commented on the blog project, "I wanted to provide prospective and newly enrolled nursing student some insight into the academic and extracurricular activities from the

point of view of current nursing students." She embraced the student blog as an optimal way to deliver the nursing student messages. Readers of the blog have the opportunity to comment, respond or ask questions of their own.

Senior student and blogger Lyndsey Dombrowski decided to participate in this blog project because she thought "it would give perspective students a sincere insight into the thoughts and feelings of current nursing students."

Similarly, blogger Whitney Myers joined the project because she wanted to share her own experiences and offer hints or tips to other prospective or current students. She said, "The blog is a great way to communicate with other people and is a more personal way to inform them of the School of Nursing at Oakland University."

The blog has been linked to several pages within the SON website for prospective and current students to easily locate. If you're interested in reading what these bright students have to say, please visit the blog at oaklandnursing.wordpress.com.

Envision Conference promotes caring practice

The 2010 Envision Conference, Nursing: The Art & Science of Caring, was held on September 24, 2010 at the Royal Park Hotel in Rochester, Mich., where presenters and attendees shared in creative, forward thinking and holistic solutions for improving the quality of care.

Participants at the conference gained knowledge from caring experts regarding the state of caring practice as well as discussed and discovered how educators, researchers, clinicians and nurse leaders can promote a caring practice within any health care environment.

The conference featured internationally renowned speakers including keynote speaker, Dr. Jean Watson, scholar in human caring and the founder of the Center for Human Caring in Colorado. She inspired the audience with her eloquent discussion on defining a new vision for a new decade.

The remainder of the morning shed light on the impact of caring, specifically, how it impacts two major health care systems in southeast Michigan. The information was presented by widely published author, Ruth Hansten, and Colleen Person, vice president of Creative Health Care Management, discussing "Relationship and

Results-Oriented Health Care and Relationship Based-Care Model."

The panel discussion, "A Conversation with Caring Leaders" was a highlight of the event that brought together distinguished caring leaders to discuss key issues, challenges and future opportunities for nursing and health care.



Dr. Jean Watson, Claudia Grobbel

Wrapping up the event, Kristen Swanson, dean of the University of North Carolina at Chapel Hill School of Nursing described how caring environments can improve quality nursing care to better serve our patients, families and communities.

Attendees left the day's event feeling inspired and motivated to change the way they perceive and do things, according to organizers. Plans are already underway for the 2011 Envision Conference. Please visit oakland.edu/nursing for details.

◆ RESEARCH AND RELATED ACTIVITY

Claudia Grobbel, Ron Piscotty and **Carrie Abele** received the Sigma Theta Tau International Small Grant award for \$5,000 for the research they will conduct with undergraduate students involving "The Caring Studio Experience: An Emerging Educational Methodology to Engage Nursing Students in Learning Caring Practice" which is an innovative educational method to engage students in learning about caring practice.

Grobbel, Piscotty and **Abele** also received a grant from the Sigma Theta Tau Theta Psi Chapter for \$1500 for the same research. The three researchers will present a poster at the Midwest Nursing Research Society (MNRS) titled "Evaluation of Leadership Values in Undergraduate Nursing Education: A Pilot Study."

Grobbel, Piscotty and **Abele** also received a \$1,506 grant from the University Research Committee for the Faculty Research Grant for "The Caring Studio Experience."

Marissa Ferrari, Barbara Harrison, Michael Maddens, Osamah Rawashdeh, and **R.L. Hammond** submitted a 2011 grant application for \$75,000 to Blue Cross Blue Shield to study "Hospitalized Older Adults at High Risk for Falling: Testing the Validity of a Motion Detection System as an Early Warning System."

Barbara Penprase, Barbara Oakley, J. Topacio, Mark Tanner, Avina Konkani and **S. Noel Simpson** received a \$15,000 OU-Beaumont Multidisciplinary Research Award in 2011 for their study "Reduction of Noise Levels in the Pediatric Intensive Care Unit (PICU) of Beaumont Hospital."

◆ AWARDS AND RECOGNITION

Helen Stewart, clinical faculty and OU alumni, received the Neighborhood Excellence Initiative Award from Bank of America, 2010 Local Hero Award for her work with the Pontiac Osteopathic Hospital's (POH) Children's Clinic.

◆ PUBLICATIONS

Ferrari, Dorosea Lewis, Harrison and **Ann Whall** published "The Risk Factors for Impulsivity Related Falls Among Hospitalized Older Adults" in *Rehabilitation Nursing* in 2011.

Suha Kridli, V. Kondziolka and **K. Burkland** will publish "Community and School-Based Childhood Obesity Prevention Programs: A Literature Review" in *Dirasat* in 2011.

Shelena Pittman and **Kridli** will publish "Music Intervention and Preoperative Anxiety: An Integrative Review" in *International Nursing Review* in 2011.

Kridli also will publish "Health Beliefs and Practices of Muslim Women During Ramadan" in *The American Journal of Maternal Child Nursing*.

Margaret Harris will publish "Simulation Enhanced Pediatric Clinical Orientation" in the *Journal of Nursing Education*.

Sarah Newton, Gary Moore, Harris and **Laura Pittiglio** published "The Effect of Context on Nursing Student Math Aptitude" in the *Journal of Professional Nursing*.

Pittiglio, Harris and **Fatma Mili** will publish "Development and Evaluation of a 3-D Virtual Hospital Unit: VI-MED" in *CIN: Computers, Informatics, Nursing*.

Piscotty, Grobbel, and **Huey-ming Tzeng** will publish "Effectiveness of Integrating Quality and Safety Competencies into Undergraduate Nursing Curricula Using Student Led Simulation" in the *Journal of Nursing Education*.

Piscotty and **Tzeng** will publish "Exploring the Clinical Information System Implementation Readiness Activities to Support Nursing in Hospital Settings" in *Computers, Informatics, Nursing*.

◆ PRESENTATIONS

Penprase and **Abele**, assistant professor, have a presentation coming up at the Midwest Nursing research Society (MNRS) titled "Academic Probation, Attrition, and NCLEX Passage: How do they relate to students' success in a BSN program?"

Sally O'Meara presented her research project "Undergraduate Nursing Students in ACLS Mock Codes: Collaboration for Enhanced Learning" at the Nurse Expo in Rockford, Illinois on March 23, and will present it at the National League of Nursing 2011 Education Summit in Orlando Florida on September 21-24.

Whall presented the commencement address at University College, Cork, School of Nursing, Republic of Ireland in December 2010.

Harrison, Ferrari, Deborah Allison, Claire Stewart, and **Tracey Carey** presented "Testing the Acceptance of a Five-sensor Motion Detection System for Fall Prevention in Hospitalized Older Adults" at the 35th Annual Midwest Nursing Research Society Conference in Columbus, Ohio in March 2011.

Kridli presented "When East meets West: Building Collaborative relationships" at the International Nursing Forum: Global Partnership in Nursing in Amman-Jordan.

Kridli and **Olufunke Mobolanle Ilori** will present "Reproductive Health Beliefs and Practices of College Age Qatari Women: A Qualitative Study" at the Association of Women's Health, Obstetrics and Neonatal Nurses (AWHONN) in Colorado in April.

Newton, Harris, Pittiglio and **Moore** will present "Simulation Technology, Medication Calculation, and Theory Development" at the Guaranteed Symposium at Midwest Nursing Research Society (MNRS) in Columbus, Ohio.

Harris, Pittiglio, Newton and **Moore** also presented "Medication Administration Exam: Simulation as a New Tool," at the Fourth Annual Conference on Teaching and Learning: Student Engagement at Oakland University.

Grobbel and **Joyce Fitzpatrick** will present "Problem Solving for Better Health Nursing: Application in Undergraduate Education" at the 11th Annual International Council of Nursing Conference in La Valeta, Malta. They will also present the topic at the American Association of Colleges of Nursing in Orlando, Florida.

Abele and **Grobbel** will present "Evaluation of Leadership Values in Undergraduate Nursing Curricula: A Pilot Study" at the Midwest Nursing Research Society Conference in Columbus, Ohio.

Piscotty, Grobbel and **Tzeng** will present "Effectiveness of Integrating Quality and Safety Competencies into Undergraduate Nursing Curricula via Student Led Simulation" at the 11th Annual International Council of Nursing Conference in La Valeta, Malta. They also will present the topic at the 35th Annual Research Conference of the Midwest Nursing Research Society in Columbus, Ohio. They will present "The Use of Simulation to Integrate the Quality and Safety Education in Nursing Competencies into Undergraduate Nursing Curricula" at the American Association of Colleges of Nursing 2011 Hot Issues Conference in Baltimore, Maryland.

Kridli was also invited to participate on a panel discussion on International Perspective on Nursing Education at the 6th International Conference on Health Issues in Arab Communities in Aleppo, Syria.

Kridli and **Ilori** presented "Health Beliefs and Practices of Qatari Women: A Qualitative Study" at the Qatar Health 2010: International Health Care and Exhibition in Doha, Qatar.



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Photo story: CODE BLUE!

Senior students in NRS 471 ended their clinical course with a Code Blue simulation in the School of Nursing's lab in O'Dowd Hall. The purpose was to prepare student nurses to intervene before and during a cardiac or respiratory arrest.



Ronald Baggayan assesses the responsiveness of the patient.

Specific objectives of the simulation included: initiating a Code Blue, administering CPR and rescue breathing, defibrillation of the patient, administration of emergency resuscitation medications, demonstrating appropriate communication skills, documentation during a code blue, and understanding the use

of rapid response teams. The students also reviewed topics such as how to handle the family's presence during a code, therapeutic hypothermia and post-code stress.

The simulations were followed by a post test and evaluation period.



After the simulation, Clinical Instructor Ellen Gajewski debriefs nursing student student Katie Schmid.



Student Sean Koerber responds to the Code Blue by getting the crash cart, as student Lourine Garcia assists.



Students Vincent Casadei, Krystal Gorges, and Sean Koerber check the cardiac rhythm on the patient between cardiac compressions.



SON student Lourine Garcia draws medication during the Code Blue.



SON students Lourine Garcia, Vincent Casadei, Sean Koerber, and Katie Schmid participated in the Code Blue.

*Are you ready for the next step in your nursing career?
Are you ready to become a leader in your profession?*



Become a Leader A Clinical Nurse Leader

Beginning winter 2011

Graduates of OU's new Clinical Nurse Leader (CNL) program will be educated to:

- *evaluate patient outcomes*
- *conduct risk assessments*
- *plan and implement changes to care delivery*

By applying assessment, critical thinking, clinical research, problem-solving skills and quality initiatives to their nursing practices, CNLs will be prepared to assume dynamic leadership roles in a range of health care settings.

Eligible candidates for the program must have completed a Bachelor of Science in Nursing degree from an accredited four-year university. Students will acquire an MSN degree after completion of clinical and online work totaling 44 credit hours. Certification as a CNL is offered by the Commission on Collegiate Nursing Education (CCNE).

Program requirements

Two paths will be available to pursue CNL certification:

- a Master of Science in Nursing, clinical nurse leader track
- a post-MSN certificate in the clinical nurse leader program (16 credit hours)

A Master of Science in Nursing, clinical nurse leader track

Eligible candidates for the program must have completed a Bachelor of Science in Nursing degree from an accredited four-year university. Students will acquire an MSN degree after completion of clinical and online work totaling 44 credit hours.

A post-MSN certificate in the clinical nurse leader program

Eligible candidates for the program must have completed a Master's Degree in Nursing from an accredited university. Students will acquire a clinical nurse leader certificate after completion of clinical and online work totaling 16 credit hours.

For more information about the CNL program, contact Marisa Ferrari, DNP, RN at ferrari2@oakland.edu.



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