

THE  
**pulse**  
MAGAZINE

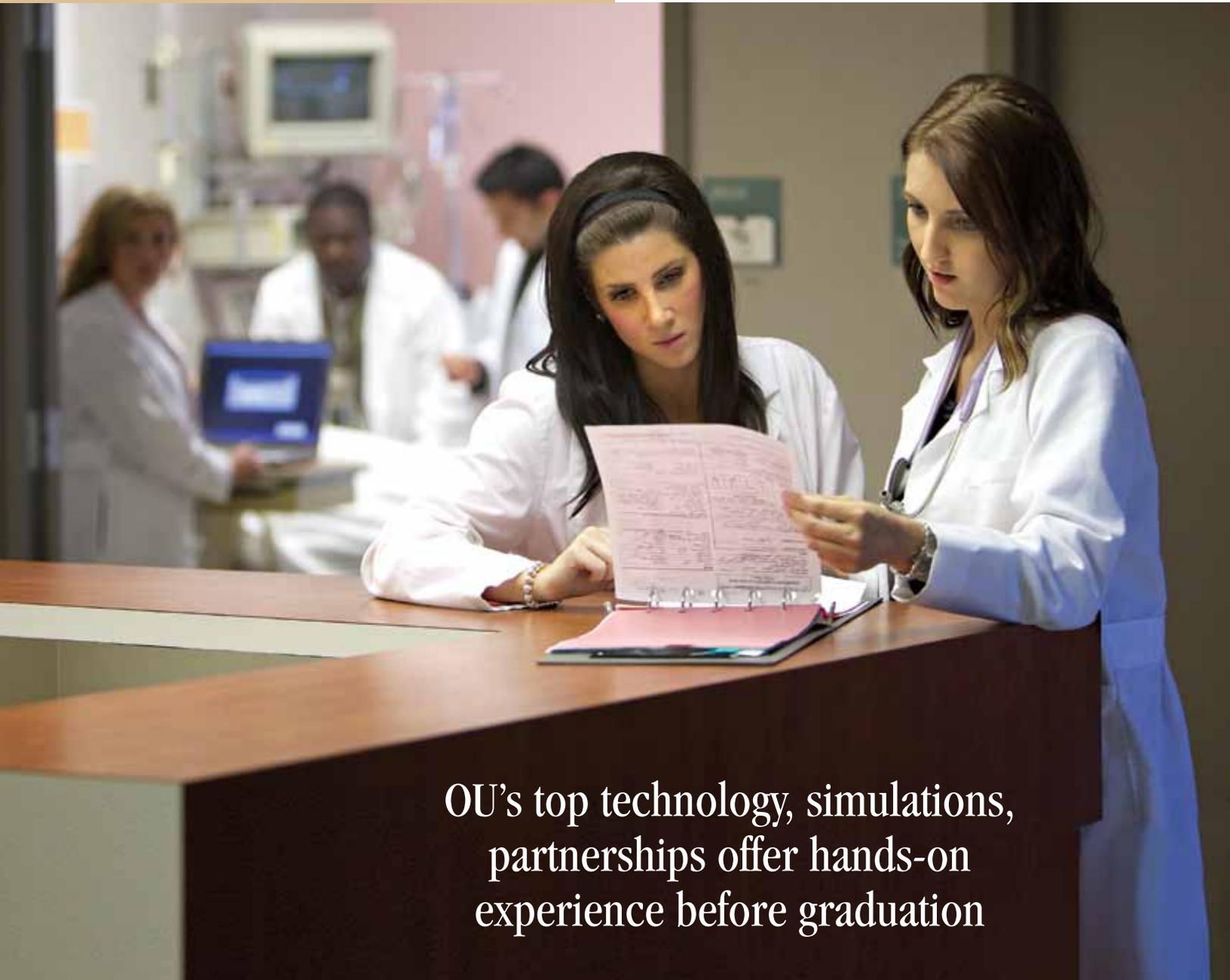
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STUDY EMPHASIZES SELF CARE FOR WOMEN  
INVESTIGATING HORMONES' EFFECT ON SICKLE CELL  
STUDENT ESTABLISHES EPILEPSY FOUNDATION

**SPECIAL FEATURE**

**Simulated Nursing**

*Providing real world experience in the classroom*



**OU's top technology, simulations,  
partnerships offer hands-on  
experience before graduation**



## MESSAGE FROM THE DEAN

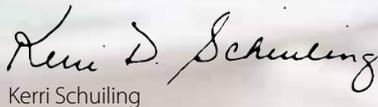
It is with great excitement and enthusiasm that I begin this school year as the new dean of Oakland's School of Nursing. Having worked with the SON on the development of the Doctor of Nursing Practice degree program, I am well aware of the stellar reputation of the school, the highly committed and experienced faculty, and the impressive professional and personal attributes of the students in all levels of their education. SON's alumni are engaged and actively supporting the school and its students. Our health system partners provide optimal practical environments for our students as well as sustain our events and programming through financial support and scholarships. And our Board of Visitors ensures the core values of the school are upheld. This unified spirit of the SON community demonstrates the collaborative and cultivating nature of all involved.

It is my sincerest desire to preserve the integrity of those remarkable accomplishments already in place, as well as continue on the trajectory to national distinction. My goals are to lead our school through a successful continuing accreditation by the Commission on Collegiate Nursing Education and to strategically locate our programs in areas of greatest need using the technologic expertise of our faculty to provide a quality curriculum, regardless of location. I envision our nursing programs being ranked within the top tier for their emphasis and success in developing highly skilled caring clinicians who are leaders in health care and who recognize the importance of being globally engaged citizens.

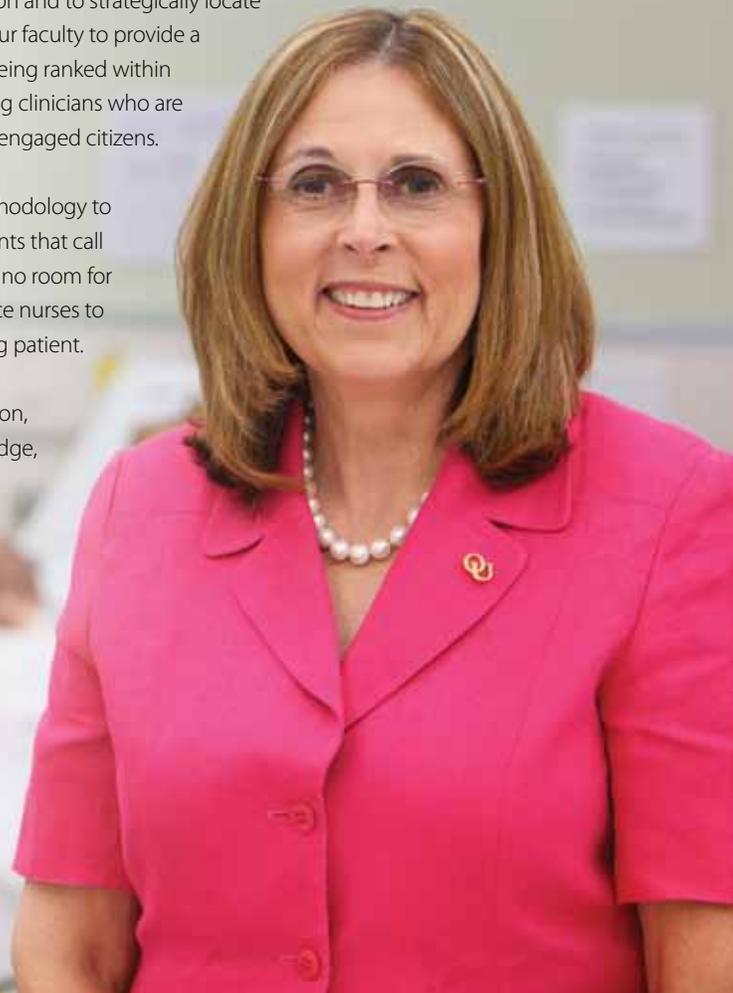
This issue of *The Pulse* focuses on the use of simulation as an education methodology to prepare future nurses. Nurses often must make quick yet accurate judgements that call for swift action to offset life threatening conditions in their patients. There is no room for error. Simulation allows students to practice lifelike scenarios, allowing novice nurses to hone their clinical and problem-solving skills without fear of harming a living patient.

As you'll read, our nursing faculty has not only embraced the use of simulation, but has become adept at developing relevant scenarios to increase knowledge, critical thinking and clinical competence. In addition to the current nursing simulation lab, the Oakland University Riverview Institute has one of the largest simulation labs in the area. The new home of the School of Nursing — Oakland University's Human Health Building — is currently under construction and will feature several technologically advanced simulation labs.

I feel both honored and energized to be a part of the SON family.



Kerri Schuling



**Kerri Schuling**, Ph.D., CNM, NP, FACNM, received her BSN from Northern Michigan University and her MSN from Wayne State University. She holds a Ph.D. and a graduate certificate in Women's Studies from the University of Michigan and is certified as a nurse-midwife and women's health care nurse practitioner. Dr. Schuling was previously the associate dean and director of the School of Nursing at Northern Michigan University, where she was also recognized as a distinguished professor. Her work in women's health has brought her several awards including induction as a fellow in the American College of Nurse-Midwives. She was a recipient of the ACNM's Kitty Ernst award, which is given in recognition for innovative, creative endeavors in midwifery and women's health care. In addition, Dr. Schuling is co-editor of the book *Women's Gynecologic Health*, which received the ACNM Book of the Year Award; is on the editorial board of the journal *Applied Nursing Research*; and is the founding co-editor of the *International Journal of Childbirth*, the official journal of the International Confederation of the Midwives. She is currently on the statewide Task Force for Nursing Practice and chair of the Research Standing Committee of the International Confederation of Midwives. Most recently, she was selected for induction as a fellow in the American Academy of Nursing, which is one of the nursing profession's most prestigious honors.

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# Consider a gift that gives back

**T**he 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 [oconnor@oakland.edu](mailto:oconnor@oakland.edu).

## IN MEMORIAM: DIANE NORRIS

### DIANE NORRIS

The faculty, staff, students and friends of the Oakland University School of Nursing express great sadness at the recent passing of Diane Norris, longtime SON faculty member. Professor Norris joined the SON faculty in 1998. She served as associate dean and later as the acting dean for the school.



# Virtual hospital

Technology-enriched learning enhances clinical skills

*By Alice Rhein*



Steve Baker, a 24-year-old African American male, is having trouble breathing. A long-time diabetic, he was given a glucose tablet earlier and now his sugar is elevated. If something isn't done quickly, he's going to slip into a coma. Across the hall, a patient is about to have medication administered to ease wheezing.

In this virtual hospital unit, developed by assistant professors Meghan Harris and Laura Pittiglio with assistance from undergraduate students in the engineering department, nine patients with diabetes and asthma can decompensate or improve based on a student's intervention.

"The player can do everything correctly, and the patient still deteriorates. We built that in because that happens sometimes. It's an opportunity to see that even when you do everything right, a patient does not respond," says Harris.

This virtual hospital, its graphics spare compared to what today's gamers are used to, is still a formidable device and an example of how integrated technology can enhance student learning. Harris says it is currently available to students in the computer lab, though ideally it would be available online.



Whether the technology is highly sophisticated, as with the computer-integrated simulation family, or charmingly basic, like a knitted uterus that holds a baby doll, technology-enriched learning allows students to work in critical situations without patient risk.

Instructor Rosalind Woodson says students get the opportunity to work in a medical situation that they most likely would not experience during a clinical rotation, such as determining what to do with a patient experiencing a myocardial infarction or a breech birth. "New grads often leave the nursing profession due to fear and anxiety related to poor judgment and inability to respond or recognize a patient who is showing early signs of distress," she says.

But does taking students further away from actual bedside care enhance clinical expertise? That is the question current researchers are trying to answer.

"Ultimately, we want better, safer patient care, but it is hard to measure what happens at the bedside," says Harris.

Since younger students are digital natives and very comfortable around computers, technology seems the obvious way to enhance learning.

"I feel the days of solely lecturing to students are gone," says instructor Stephanie Vallie. "Today's technological advancements and students' technological comfort levels require that we institute a varied approach to learning to best meet the needs of our student population."



Associate Professor Gary Moore

Associate Professor Gary Moore says multimedia teaching is common in most classrooms, including his own. Where he sees the next step is in being able to use computerized scenarios in various ways.

"The wave of the future is to give students scenarios with multiple paths. By the choices made, the patient can end up in intensive care, or go home. It depends on how you do," he says, cautioning that the drawback is that these often

have a dollar amount attached, usually to the individual student. "It's important to be very careful about what you choose. It has to fit into the curriculum."

One scenario that fits perfectly into the curriculum is medication administration.

This summer, Harris, Pittiglio and Ellen Gajewski introduced a medication scenario into the simulation lab. What students are required to do is to assess a patient's current medication, receive an order and calculate dosage. It's a tiny piece of performance, says Patricia Ketcham, MSN '88, RN, director of Nursing Laboratories, but critical to address. "Medication error is one of the top ten issues in health care today," she says.

When students can address not only skilled tasks, but safety issues as well, performance-based learning becomes a way to instill confidence in a secure environment. Practicing higher-level cognitive decision-making via multimodal scenarios and simulation not only aids in patient care, it helps nursing students comfortably and quickly evolve into highly skilled health care professionals. ■

*Alice Rhein is a freelance writer from Huntington Woods, Mich.*

# Classroom to patient room

Simulated training translates to student's work world

By Susan Thwing

**D**oes simulation training really help prepare students to provide quality health care in the real world? According to Sarah Bergakker, SON '09, it does.

As a School of Nursing student, Bergakker participated in training via the high fidelity simulation lab at Beaumont Health System. High fidelity simulation replicates real-life clinical scenarios of normal and pathologic human conditions using mannequins equipped with computer adaptive software. The simulation scenarios require the participant to display cognitive and non-cognitive skills to effectively manage the problem presented in the scenario.

"Every month we would be scheduled to participate in a new process in the simulation lab. Many of the simulations related to our skill sets for use of the anesthesia machine, for example, in specialty areas like pediatrics," she says.

Bergakker, who is now a CRNA for St. Mary's Health Care in Grand Rapids, Mich., says the training has prepared her for emergencies.

"Adverse effects are rare with anesthesia, but in those instances that something happens, it's important to be able to respond calmly and accurately," she says. "I've found that going in knowing how to react — because I was prepared for the situation via the simulation training — makes me feel more confident and act accordingly."

Bergakker relates an instance during her first years as a CRNA. "The patient had a severe reaction to anesthesia, but I didn't panic because I had gone through a similar situation numerous times through the simulation. The visual learning we experience translates well. Having stood there and done the mechanics of what needs to happen means I can automatically make the correct decision now."

Another way the simulation is helpful, she says, is with specialty equipment.

"There are some pieces of equipment that are not common to use — that are needed in special circumstances — but



SON graduate Sarah Bergakker says the simulation training she received as a School of Nursing student has helped prepare her for real-world situations as a CRNA at St. Mary's Health Care in Grand Rapids

we still need to have confidence in using them," she says. "Simulation allows us to be prepared."

Bergakker's belief in simulation was the catalyst for her recent research study, *The Use of High Fidelity Simulation in the Admissions Process: One Nurse Anesthesia Program's Experience* which has been accepted for publication in the *Journal of the American Association of Nurse Anesthetists*. ■

Susan Thwing is an Oakland University staff writer.

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# The 'family' that teaches

SIM family evolves into vital teaching tool

By Alice Rhein

**N**oelle gave birth again on June 30, attended to by nursing students in their junior year, including Cassandra Cianciolo.

"I know this will prepare me for my clinicals," said Cianciolo, speaking a few days before the due date. "I'm nervous, but this gives me a chance to practice in a safe place."

That safe place is the simulation lab on the second floor of the O'Dowd Hall building on Oakland University's campus, where Noelle, a simulator that gives birth, resides.

Noelle, who has had her share of complicated deliveries, allows students to practice childbirth procedures. The simulator can deliver the baby using five settings to provide different scenarios and also can be used to practice cesarean sections.

Noelle and her fellow SIM family members — "Mr. Grizzly," an adult male; "Buddy," a young boy; and baby "Cubby" — have been integrated into classroom training. The mannequins routinely suffer respiratory problems, irregular heartbeats, and sometimes sustain a complete loss of consciousness triggering a code blue. The SimBaby represents a 6-month-old infant and can produce a number of pediatric conditions. It has a "pulse" that it can lose and will turn blue to show that it's not getting enough oxygen. It also has different cries based

on its need and can be fed, something some nursing students need to learn to do properly.

For students like Cianciolo, this high-tech, high-touch family is an integral part of their education, according to Patricia Ketcham, MSN '88, RN, director of Nursing Laboratories.

"Early research in simulation looked at whether students liked (simulation) or not. We are way beyond that now. Students are accepting of simulation, they find it challenging and want these before they get to clinical," she says. "What is not clear is if it's really better. Do students who have participated in simulation get better outcomes? That's where the research is at."

At OU, faculty members teaching at all levels are actively involved with the SIM family, and engage students with scenarios to stimulate knowledge, critical thinking and support clinical competence.

Stephanie Vallie, a maternal/child health instructor, says simulation gives students the opportunity to experience clinical situations in a controlled environment. "Simulations depict real-life situations, but many of the simulated experiences are those that we would prefer students, patients and families not have to experience such as hemorrhage or breech delivery," she says.



Noelle has had many breech babies, along with her share of other complications.

“Several of our pediatric instructors have really taken to (Noelle, Buddy and Cubby) because this is where we find limited clinical experiences,” says Ketcham. “It is also extremely important that students are comfortable and knowledgeable when they work with a child. The variables they are presented with in peds are unique in that you have a parent standing over you.”

In addition to the SIM family, which will be welcoming “Junior” this fall, there are also four Laerdal VitalSim mannequins that can aid students in learning about wound care, catheterization, IV insertion, and taking basic vitals.

Ketcham says she and Associate Professor Gary Moore have transitioned to using them for validations in the sophomore nursing courses rather than having students check each other’s blood pressure, pulse and temperature.

“We can maintain confidentiality and it allows us to test beyond normal by setting types of rhythm and respiratory sounds,” she says. “We’ve used them now for two semesters and we’re never going back to the old way.”

The VitalSims cost a fraction of their more expensive computer-integrated counterparts, but can provide students with excellent opportunities for practice.

While developing the simulation scenarios was often time-consuming and complicated, new technology and support from software companies have made it easier for faculty to develop and adapt scenarios. Ketcham says the department recently purchased the Simulated Learning System (SLS)

from Elsevier, which allows access to numerous resources for simulation development intended to stimulate knowledge, critical thinking and support clinical competence.

“These can be high-acuity, low frequency scenarios that we are able to integrate into the curriculum immediately. We don’t have to reinvent scenarios,” she says. “While there is no substitute for clinical experience, faculty and students have embraced simulation as a vehicle for bridging learning to real life situations. ... It has the potential to make the transition from the classroom to the patient room quicker, and further research will determine whether students provide care that is smoother, and more important, safe and proficient.” ■

*Alice Rhein is a freelance writer from Huntington Woods, Mich.*





*OU's Riverview Institute in Detroit is home to one of the largest health care simulation labs in the area.*

## Practice makes perfect

At OU's Riverview Institute, high-tech simulation lab mimics real-world situations

*By Amy Lynn Smith*

**F**or students preparing to be nurses, hands-on training is among the most important aspects of their education. Working with patients in a clinical setting teaches students teamwork and critical thinking skills essential to providing nursing care in the real world.

Fortunately for students in the Oakland University School of Nursing Accelerated Second Degree Program, this experience is available in the classroom.

OU's Riverview Institute in Detroit is home to one of the largest simulation labs in the area. It's equipped with advanced patient simulators — high-tech computerized mannequins that can be programmed to respond just as a human body would. The mannequins are hooked to monitors that display all vital signs and responses. Although most

medical teaching institutions now have simulators, not all of them are as sophisticated as those at OU.

"The mannequins can talk to the students, saying things like, 'My heart's beating fast,'" explains Barbara Penprase, Ph.D., RN, associate professor, School of Nursing, and executive director of Riverview Institute and Workforce Development. "You can actually see the mannequin's chest move up and down faster or listen to lung sounds."

Each mannequin can be programmed to walk students through a particular diagnostic pathway and changed mid-lesson to mimic a real-life scenario. For example, a case of pneumonia could escalate into respiratory arrest. "Students have to think through what they need to do in these types of emergency situations," says Dr. Penprase.



Riverview's collection of simulators includes three adult simulators and two pediatric simulators as well as two infant simulators. There's a laboring mother so students can learn about delivering babies. Each mannequin can be programmed to give life-like responses, from moist skin to urine output during catheterization.

What's more, because Riverview was once St. John's Riverview Hospital, the simulators are set up just as they would be in a hospital setting. Each simulator is in its own room, equipped just like a hospital room, where students can get real-life experience without ever worrying about any danger to a real life.

"We're giving students clinical experiences that mimic real life hospital situations, yet they're controlled and monitored by an instructor," says Dr. Penprase. "We can also make sure students have a wide variety of experiences, which they can't always be sure of having during their clinical assignments in a real hospital."

Michael Terenzi, who will graduate from the Accelerated Second Degree Program in December, thinks the simulators are a wonderful learning tool. One of the simulations he participated in was a patient with chest pains in an ER-type setting.

"I learn best by hands-on, and this is a great strategy for developing skills, because you get immediate feedback on the minute-to-minute care you're giving a patient," he says. "Everything is like what you'd find in a working hospital, except if you make mistakes — and we all will, because we're students — there's no risk to a patient."

After each simulation, students participate in a debriefing with faculty to talk about what went right and what didn't. This is another aspect of hands-on training that isn't always possible in a hospital setting, says Dr. Penprase, especially given privacy regulations.

Because Riverview Institute's simulation lab is so advanced, discussions are underway about renting it to area hospitals when it's available. Hospital personnel and educators need ongoing practice with simulators to keep their skills sharp.

In the meantime, the greatest benefit is to the nursing students attending OU. "Simulator exercises give students experience working as a team, which is how it is in the real world," says Dr. Penprase. "And it allows them to build confidence and critical thinking skills in a safe environment." ■

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

# CODE BLUE!

## Bringing the real world to the classroom

By Amy Lynn Smith

One of the guiding principles of Oakland University's School of Nursing is to provide both theoretical and experiential learning opportunities. This is vividly demonstrated in the different ways simulation exercises are used as a teaching tool.



A recent code blue simulation, for example, gave seniors the chance to practice giving IV pain medications. "Some hospitals don't allow students to administer narcotics like morphine, because there's the risk of the patient becoming overly sedated and possibly going into respiratory arrest," explains Karen S. Dunn, Ph.D., RN, associate professor.

These simulations also allow instructors to give students hands-on experience they might not get during a clinical assignment. OU instructors plan the simulation pathway, and mannequins simulate a physical response to whatever treatment the students provide.

During a simulation, however, that scenario can be experienced by students without any risk to a patient. In the code blue simulation, students gave pain medication to the mannequin then came back to find the "patient" unresponsive. They had to administer medication to wake up the patient — and if they didn't act quickly enough, the patient would go into cardiac arrest. Once the medication was given, the mannequin would wake up.

"During these simulations, the students can talk to the patient and the patient can respond," says Dr. Dunn. "The room is set up like a hospital room so it feels like a real-life situation for them."

Not every simulation involves these high-tech mannequins. Sometimes, giving students experience requires role-playing, a technique that was put to good use in a workshop where students took turns playing the nurse and the patient.

"We taught students a specific process for interviewing patients and capturing data from them," says Cheryl Riley-Doucet, Ph.D., RN, associate professor. "Students get to practice their medical skills but they don't get as many chances to practice their mental status exam skills."

Rebecca Siljanovski, RN, who graduated from OU in 2010 with a Bachelor of Science in Nursing (BSN) degree and is now in the master's Family Nurse Practitioner (FNP) program, participated in that workshop.

"It really prepared me for communicating with patients at work," says Siljanovski, who works at Mt. Clemens Regional Medical Center. "You don't want to go in and make someone feel defensive, especially if they're there for something like a drug overdose. So instead of saying 'Why did you do this?' you say 'Tell me what happened.'"

Assessing a patient's mental health status is especially important when working with older adults and people with chronic illnesses. That's a big reason why Dr. Riley-Doucet and Dr. Dunn are working on adding a mental health status simulation to the curriculum.

"A lot of people with chronic health conditions are impacted by mental illness as well, such as depression," says Dr. Riley-Doucet. "We want to give students the chance to practice providing medical interventions based on the patient's mental status, which in older adults may also include dementia or Alzheimer's. That can make it more difficult to understand how to manage their illness."

In the future, other disciplines may be added to simulation exercises, such as occupational therapy and physical therapy.

"It would be really exciting to have a true-life scenario where you have not only nursing but other departments as well," says Dr. Dunn. "We'll be giving students even more opportunities to learn skills that will prepare them to work in an actual hospital setting with patients." ■

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



# Keeping PACE

Partnerships enhance SON's continuing education offerings

By Susan Thwing

**E**ducation never stops — especially at the Oakland University School of Nursing. The SON has developed a host of new courses for professional development or certificates of completion that meet specialized needs in the health care industry. From veganism to animal assisted therapy to grant writing, SON has partnered with OU's Professional and Continuing Education (PACE) program to offer niche courses designed to fill an important need.

## PACE

**Professional and Continuing Education**

explains Adrienne Bass, director of the Office of Strategic Programs which oversees PACE. "The PACE program allows us to create high-quality, customized programs that businesses and nonprofit organizations can use to improve employee skills, expand operational resources and enhance overall effectiveness and impact."

"Through PACE, we're working hard to let people know that Oakland's talented pool of faculty and staff represent a tremendous resource for the broader community,"

### A HEALTHY ALTERNATIVE

This fall, SON offered its first new professional development course, A Lifestyle Change to Improve Health: The Vegan Diet. The seven-week online course provides a unique self-study module and is open to OU students as well as the public. Participants learn about the benefits of a vegan diet including the prevention of chronic illnesses, which are often caused by poor choices in diet and lifestyles. Additional benefits of the diet include weight reduction, increased energy levels and better health.

"Veganism is often a misunderstood lifestyle choice," says OU Adjunct Instructor Marilyn Mouradjian, MSN, RN, a practicing vegan who has long incorporated the benefits of the vegan diet in her nutrition courses. "While some still view it as 'new age,' researchers are finding evidence that following a balanced vegan diet boasts a host of health benefits while preventing major diseases such as most cancers, heart disease and type 2 diabetes."

"Our culture relies heavily on pharmaceuticals that often have serious side effects, which, in turn, can prompt additional medication use to reduce those side effects. The vegan diet scientifically addresses the prevention and reversal of many chronic health conditions," says Mouradjian. "Course participants are introduced to a wide variety of foods that often eliminate the need for reliance on drugs. They can then use this information in their own lives or to assist patients when appropriate."

Mouradjian says interest in the course has been tremendous, including calls from schools across the globe — New Zealand, Spain and the United Kingdom — to learn more about the course.



### ANIMAL ASSISTED THERAPY

Another continuing education course now being offered is the Animal Assisted Therapy (AAT) program, which is designed to help students develop an overall understanding of the human-animal bond and explore the healing implications it has on a wide spectrum of populations.

"AAT provides educational, therapeutic and health benefits for at-risk children and adolescents, the elderly, and other special-needs populations. The practice can additionally be used to address several other social issues such as aiding patients in nursing homes, counseling centers and hospitals," says Amy Johnson, director of the program. Johnson started the program in 2007 when she realized the need for a 'train the trainer' program through a combination of her research and experience in the field, and an influx of nonprofit requests for AAT training.

The SON's unique certificate program is completely online and available to anyone interested, regardless of their area of study/practice. Students from all over the nation and more than five different countries in a diverse range of professions — nurses, teachers, counselors, physical therapists and sociologists — have taken the course.



### PARTNERING FOR BETTER HEALTH

In addition, Oakland University and St. Joseph Mercy Oakland have created a joint venture, where research experts will provide training to scores of St. Joseph Mercy Oakland doctors, nurses, residents and medical students. Over a



six-month period participants will study current theory and practice relative to evaluating medical literature and writing grant proposals to support new research.

While the hospital's health care staff will gain knowledge and experience likely to improve the care local patients receive, Oakland's faculty educators will gain valuable new insight and inspiration from professionals working in the field.

"Faculty members will be teaching students what they actively practice in their own research. They will convey real world examples and become familiar with the needs and concerns of the medical community at St. Joseph Mercy Oakland," said Ferman Chavez, associate professor of chemistry at OU. "These workshops will help hone the skills of faculty in how they communicate with medical personnel and may lead to collaborations or student recruitment for their own research projects."

For more information about the program, please visit [oakland.edu/pace](http://oakland.edu/pace) or contact Marilyn Mouradjian at [mouradji@oakland.edu](mailto:mouradji@oakland.edu) (vegan course) or Amy Johnson [johnson2@oakland.edu](mailto:johnson2@oakland.edu) (Animal Assisted Therapy). ■

*Susan Thwing is an Oakland University staff writer.*

# Breaking through

Genetics nurse investigates the relationship between hormones and sickle cell disease

*By Mary Gunderson-Switzer*



The “little” things in life can be big, and that’s something genetics nurse Dorothy Hawthorne-Burdine has the wisdom to understand.

Hawthorne-Burdine, associate professor in the School of Nursing, is heavily involved in research aimed at helping females with sickle cell disease (SCD) feel a little bit better about themselves and, in turn, potentially prolonging their lives. Her work focuses on the menstrual cycle of girls with SCD.

#### PATHWAY TO UNDERSTANDING

The onset of menstruation (“menarche”) happens around age 12, but about 70 percent of females with SCD have a considerably later onset. Hawthorne-Burdine knows how this can affect adolescents, whether they have SCD or not.

Girls who don’t undergo menarche in a timely manner often feel like social outcasts and can suffer from tremendous shame, depression, anxiety and low self-esteem. There are also many physical health concerns of delayed sexual maturation, including: osteoporosis; low peak bone mass; infertility; adverse pregnancy outcomes; and irregular menstrual cycles.

Raised in a family with 12 siblings, one sister’s struggle with late menarche made Hawthorne-Burdine aware of the negative emotional and psychological effects.

“My sister didn’t get her period until she was 17, and she struggled,” Hawthorne-Burdine says. “She worried she’d never have a family. I remember the tears she cried, and I didn’t know why. It was kept hidden by my sister and parents.”

The impact rumbled throughout the family. The parents fretted that their daughter had a serious medical problem; and to feel “normal,” the daughter pretended to siblings and peers that she had her period. The siblings sensed something was “off” in the household.

Although Hawthorne-Burdine’s parents didn’t carry the sickle cell trait, the fact that one in 500 U.S.-residing African Americans are born with SCD — coupled with their daughter’s late menarche — led them to have their 13 children tested for SCD. The results were negative for all.

Other tests yielded no clues to why the daughter wasn’t getting her period. As it turned out, her delayed period was the result of low hormone levels. She never developed any medical problems and today has two sons.

Still, it’s her sister’s tumultuous adolescence that most influenced Hawthorne-Burdine’s later research pursuits.

#### MISSING LINK

Hawthorne-Burdine’s nursing career began in 1974. She has a wealth of clinical experience in neonatal intensive care, coronary intensive care, open heart recovery, pre/post operative care, emergency room nursing, and general pediatrics.

Completing her doctoral dissertation on the emotional responses to menarche in 1999, the door to genetics research opened.

Hawthorne-Burdine was the first nurse in the nation to be offered a post-doctoral fellowship in the National Institutes of Health (NIH)/National Institute of Nursing Research (NINR) T-32 genetics program.

The fellowship required she focus on a genetics disorder; she chose girls with SCD/late-onset menarche.

Using a population of African-American girls with and without SCD, Hawthorne-Burdine investigated the association of a biologically relevant gene (CYP3A4) to the onset of menarche in girls (9 to 17) who have SCD.

She and her team collected saliva samples and genotyped variants within the CYP3A4 gene. Statistical tests and analysis were conducted to compare genetic variants between the SCD/menstrual onset groups.

#### THE RESULTS?

There was no difference in gene expression from one group of girls to another, suggesting it’s the chronic condition of SCD that makes girls susceptible to later periods.

For Hawthorne-Burdine, the work’s just begun.

“The average life expectancy for African-American females with SCD is 48,” Hawthorne-Burdine says, “but if we can help them achieve menstruation in a timely manner and be more psychologically healthy, we can increase their lifespan.”

#### WHAT’S THE NEXT STEP?

“We have to find something to get their estrogen flowing,” she says. “Gene therapy has a way to go in solving this. There’s been some research on the influence of vitamin D nuclear receptor on female reproduction in experimental models, but it’s sparse.”

Hawthorne-Burdine remains driven and is applying for another grant to continue her work.

“I really want to be part of the solution in helping girls with sickle cell,” she says. “I absolutely want to be on that bandwagon. ■



Hawthorne-Burdine attracted research participants with pamphlets.



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



# Teaching the art of caring

A group of OU SON faculty is working to put the care back in health care

By Rene Wisely

Assistant professors Carrie Abele and Claudia Grobbel and Special Instructor Ron Piscotty are conducting a pilot study that uses innovative teaching exercises to improve undergraduate nursing students' caring abilities, professional values, and quality and safety competencies.

"The Caring Studio Experience" goes beyond teaching bedside manner, said Grobbel. "It's really rooted in relationships and helping to establish and create a safe environment for patients, so we can understand what their needs are," she says.

"We are really good at teaching nursing students the science, the skills and techniques, but there are still those relationships — that human to human interaction — that we assume that people just have," she adds. "It's more than just treating the patient in 3B with heart failure. It's treating Mr. Smith."

## OFFICE POLITICS

Furthermore, adds Piscotty, they also focus on how to care for your colleagues. "We know that the environments nurses work in are not ideal, so we have to teach them how to take care of themselves in that environment and, 'How do you develop relationships with your colleagues to make a better working environment?'" he says.

To achieve these goals, the SON is reaching out to OU's theatre department for assistance. Special instructor Tom Suda is helping them develop teaching scenarios and modules. He is having his theatre students portray ailing patients in the case studies, which will be videotaped. The nursing students will watch and learn from them, paying attention to not only how they handled the simulations, but their colleagues as well.

## SAFETY FIRST

"The idea is they practice in a safe environment," Abele says. "It's the debriefing after that they watch and pick apart; that's when they gain valuable insight. Often they will go back and say, 'Gosh, I wish I would have done this' or, 'Why didn't I say that?' They look at these situations and learn from them."

These simulations are an exploding area in education, says Jean Watson, founder of the Watson Caring Science Institute, a nonprofit foundation based in Colorado with a mission to restore the caring-healing in today's healthcare system. Watson's work in the field has served as the inspiration of the OU study.

"This is the future, as we all discover our caring presence, connection, communication and relationship with another person, where one is able to manifest genuine caring for and with the other is critical for nurses to incorporate into clinical teaching laboratories," Watson says. "I think Oakland University is on the cutting edge of teaching caring competencies for self and others, which contributes to new models of healing and health and balance, and complements the dominant medical techno-cure focus of most hospital practices."

Abele, Grobbel and Piscotty knew they hit a home run with the study proposal when they received multiple offers of grant funding. At press time, they've received three of the four grants they applied for and expect the fourth one to come through soon. "In our world, that is remarkable because it's four different audiences," Abele says.

It's important work, Piscotty notes. "This project is really going back to the essence of nursing." ■

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



# Stressing the positive

## Study emphasizes self care for nurses

By Rene Wisely

**O**akland University nursing professors and the Detroit Medical Center (DMC) are joining forces on a stress management study with an unusual partner: an ordained Buddhist monk.

The monk is helping the team teach current and future nurses strategies to reduce job stress.

A recent survey of more than 3,000 people by Yale University found that health care is one of the 10 most stressful professions.

One of the ideas behind the study, "Understanding Stress Reduction through Effects of Mindfulness-Based Training," reminds nurses that self care leads to better patient care.

Previous studies indicate chronic stress manifests in the forms of physical pain, increased levels of anxiety or depression, difficulty conveying empathy, less effective communication abilities, and difficulties in problem solving, explained Amy Johnson, a SON special projects coordinator, who came up with the study idea with Associate Professor Barbara Penprase, the executive director of Oakland University Riverview Institute. Laura Pittiglio is participating, as well.

"Unless you're taking care of yourself, you can't be very good to others," Johnson said.

"It's likely to be foreign to them because they are trained to care for others, so hopefully this removes the guilt of concentrating on themselves."

### FOSTERING AWARENESS

Mindfulness training, which evolved from Buddhist teachings but is not limited to use by Buddhists, uses meditation and self awareness to calm participants and become more mindful of their own surroundings — being present to what is happening now, explained Bup Chon Sunim (aka Brent Eastman), the Buddhist monk. Rather than living in the world of "what needs to be done next," mindfulness "allows us to

focus more clearly and be more aware of where our minds are leading. It allows us to quiet that noise, and truly live each moment," he said.

This ensures that health care professionals recognize the initial stages of stress, alleviate the physical symptoms earlier, and attune to each of their patients, Johnson added. "This strengthens the rapport and quality of care given and increases job satisfaction and the nurses' self-preservation," she said.

The study includes 50 volunteer nurses from the DMC, which is funding the research, as well as accelerated second-year OU nursing students. Both groups are important because researchers want to understand the impact of those already in nursing and those who are on their way.

### MEDITATE ON THIS

The eight-week study, which began this fall, includes instruction in mindfulness meditation practices, stretching and yoga exercises, group dialogue and support aimed at enhancing awareness, personally tailored instruction, online class reinforcement, homework and practice sessions.

"The schedule isn't such that it will add stress to their lives," Johnson pointed out. "When you look at other programs that are successful, like Weight Watchers, spending time with others who are experiencing what you're experiencing is soothing in itself."

What Johnson and Bup Chon Sunim hope to achieve is that the participants will remember why they became a nurse.

"Like many professions that care for people, it is a 'calling,'" Bup Chon Sunim said. ... "(Job stress) makes it very easy to turn that "calling" into a "job," or to take out those stresses on patients or each other. So being able to be mindful of the moment with a patient, or in a situation with each other, can make a large difference." ■

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

# A mother's determination

Student establishes childhood epilepsy advocacy organization

By Daniel Bodene

There's a new resource for parents to use for answers, support or help as they deal with a set of childhood disorders that have frequently baffled pediatricians.

Emily Kather, a master's candidate in the Oakland University-Beaumont Graduate Program of Nurse Anesthesia, has established the Foundation for Awareness of Childhood Epilepsy and Infantile Spasms (FACEIS) with a \$30,000 grant from Questcor Pharmaceuticals.

The foundation will provide awareness, information and a forum for parents whose children suffer from disorders that are frequently misunderstood and even misdiagnosed. Kather knows all too well why such a foundation is needed.

In 2009, Kather's son Benjamin began suffering seizures, known as infantile spasms. Information and resources were, in some cases, available, but were hard to find and scattered all over. "I thought, I'm a nurse and I'm really struggling to get my son what he needs," said Kather.

She and her husband went to several specialists before finding one who recognized what was happening to their son and could recommend effective treatment. Unfortunately, the treatment involved a drug not then approved by the federal Food and Drug Administration (FDA). Kather and her husband had to initially source the drug in Canada, and traveled there monthly. The drug, vigabatrin, did not stop the seizures, so her son was then prescribed injections of a high-dose steroid called Acthar Gel. These injections effectively stopped the seizures.

Later, she testified in Washington, D.C. before the FDA to help get Acthar Gel approved in the United States for use in infantile spasms. It was then that the idea occurred to her — Why not create a resource for other parents who were going through the same thing?

"In researching it, I found there were a lot of parents who have a lot of questions on early intervention, physical therapy



Emily Kather and her son Benjamin.

and medications," Kather said. "It's hard for parents to get an objective view on what their child needs and is experiencing."

After talking to representatives of Questcor, which makes the drug Kather's son requires, Kather's idea took shape. "I thought a website was needed first because it could bring together a lot of healthcare professionals and resources," she said.

By then a member of a parent advisory board at Questcor, Kather approached the company to fund a grant to establish FACEIS.

"When they accepted my proposal, I thought, 'I got the grant!' Then it hit me and I was like, 'I have a lot of work to do,'" said Kather.

Recently, she has been developing website content, which will include physician, corporate and parent advisory boards to review content, and a Web forum. Kather plans on including sections devoted to treatment options, and an awareness campaign to stimulate community-level fund-raising efforts to help the research community.

Later, Kather plans on establishing nationwide awareness for activities such as Infantile Spasms Awareness Week in October.

Throughout it all, Kather credits the OU School of Nursing for providing help, support and encouragement.

"The nurse anesthesia faculty really worked with me to help me succeed in school and at the same time be a good parent," she said. "The reason I'm still in school is because of the instructors — they made it work for me. And, of course, I'm so gratified that Questcor is supporting my ideas."

There's one other acknowledgement Kather wants to make: "My son is doing wonderfully," she said. ■

Daniel Bodene is an Oakland University staff writer.

*Emily Kather has established the Foundation for Awareness of Childhood Epilepsy and Infantile Spasms (FACEIS) with a grant from Questcor Pharmaceuticals.*



# Achieving a dream

DNP alum earns national recognition for contributions to health care

By Ann Marie Aliotta

**L**isa Chism knew when she was 10 years old that she wanted to be a nurse.

And though she went on to achieve that dream, she could scarcely have known it would lead to a distinguished career, not only of dedicated nursing service, but of acclaimed scholarship and national recognition for her contributions to health care.



This past June, at a national conference held in Las Vegas, Chism, who earned her Doctor of Nurse Practice (DNP) from Oakland University, was inducted as a Fellow of the American Academy of Nurse Practitioners (AANP). The distinction is given for outstanding contributions

to health care through nurse practitioner education, policy, clinical practice, or research.

"I was absolutely thrilled when I learned I was honored as a fellow of AANP. I am humbled and honored by the recognition of my contributions by peers," she said. "I don't take my responsibility to represent leadership in my profession lightly. I know I must also continue to strive to mentor others and lead by the best example I can."

Dr. Chism is currently a nurse practitioner in the High Risk Breast Clinic within the Alexander J. Walt Comprehensive Breast Center, part of the Karmanos Cancer Institute in Detroit. Before that, she practiced in an internal medicine outreach clinic with Beaumont Hospital and worked in family practice and subacute and long term care. She is also an adjunct faculty member at Madonna University.

Among Dr. Chism's main accomplishments is her book *The Doctor of Nursing Practice: A Guidebook for Role Development and Professional Issues*. It is one of the go-to publications in the field, currently being used in 97 advanced practice nursing specialty programs across the country. She is currently working on the second edition.

She also writes a bi-monthly column in the online version of *Advance for NPs & PAs* entitled "DNP Perspectives." And she contributes as a DNP expert on a DNP-related blog for the journal.

Dr. Chism earned a Bachelor of Science in Nursing from the University of Michigan, where she went on to earn a Master of Science in Nursing and did a post-master's fellowship. But her



love of the profession and hunger for knowledge led her to seek further study — and to Oakland University.

"I wanted to pursue a DNP degree because I wanted to earn the terminal degree in nursing practice. I have always planned to stay in practice; therefore, a practice doctorate was perfect for my goals," she said. "I also felt the added expertise in evidence-based practice, research methodologies, leadership and health policy would enhance my ability to deliver patient-centered care."

"I chose Oakland University because it was the first DNP program in the state. I wanted to join other pioneer colleagues."

Since earning her degree in 2007, Dr. Chism said she feels more confident to deliver and improve health care. "I am more aware of the needs of my patients as individuals, as well as members of communities, and I have developed more complex skills to meet their needs. Moreover, I have an increased awareness of the needs of my profession and the increasing complexities in health care today," she said.

Recent pursuits include a special interest in menopause and health-related issues. In May 2010, Dr. Chism became a certified menopause practitioner, and recently she was named Menopause Practitioner of the Year through the North American Menopause Society.

Dr. Chism's passion for nursing has grown and strengthened along with her skills and education. "I love caring for patients' physical, psychosocial, spiritual and emotional well-being. It is a privilege to care for people in such an intimate way. I continue to become more passionate about my profession every day," she said. ■

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



# in brief ...

## Riverview hosts a community outreach baby shower



Riverview Institute Practical Nursing students gathered to give back to their community by helping expecting mothers in need. Oakland University Maternity Nursing Instructor JoeAnna Ingram created a way to celebrate a successful school term

while helping others in a special way. Ingram, along with her students, hosted a community outreach baby shower at Oakland University's Riverview Institute.

"Normally, I would have had a *Jeopardy* challenge for extra credit. Then I started thinking, since we're a maternity class we should have a baby shower and give gifts to someone in need," Ingram says.

After sharing this exciting news with Health Care Training Program Director Carmen Johnson, both Ingram and Johnson decided to get the PN Riverview students involved. "This is a good thing we're doing. This could get to be huge annual event," Johnson says.

The gifts collected at the baby shower will be distributed to a number of different assistance programs around the Detroit

area. Students donated diapers, baby wipes, strollers, clothes, bibs, toys, books ... everything a baby will need.

"I was overwhelmed by the outpour of generosity by the students and faculty," Adrienne Watson, Riverview Institute student, says. "We are going to touch so many lives with these donations."

Catherine Ferguson Academy (CFA) for Girls is one of the locations receiving donated items and gifts from students. CFA is a high school specifically for pregnant teens and young mothers. The school gives special attention to teen mothers while providing them the opportunity to graduate from high school and receive their diploma.

Others receiving donated gifts are the Freedom House of Detroit and students who knew of expectant mothers in need of assistance.

Barbara Penprase, executive director of Riverview Institute, was very pleased with the event put on by her faculty, staff and students. "Congratulations on the wonderful event. I'm sure you made many people's lives a little happier."

Ingram and the Practical Nursing program leadership hope to continue the outreach program annually.

## CampRN: Preparing students for careers in nursing

For two weeks last summer, 7th through 9th grade students enjoyed a very unique camp hosted by the Oakland University School of Nursing. Taking place July 11-22, students visited locations including Oakland University, Riverview and Grosse Pointe Beaumont.

Public School Academies funded CampRN this year, allowing a number of students to receive a full scholarship. This scholarship pays for students to attend CampRN with no financial obligations.

Kristina White-Aaron, academic adviser at Oakland University's School of Nursing, was very excited about this opportunity for students. "It's an amazing program! Public School Academies funded the entire camp cost, \$10,000, to run. They provided all the supplies, T-shirts, food, field trip, transportation to and from."

CampRN is a pre-college program specifically designed for students that show interest in nursing and its related fields.

The program educates students in nursing, biology and chemistry, and students gain experience in pharmacology, nursing forensics, clinical calculations, nutrition, health and



wellness. Upon completion of the camp, students are both First Aid and CPR certified. Students also have the opportunity to shadow medical practitioners at Grosse Pointe Beaumont.

"We want to give children a broader understanding of nursing. Nursing is more than just working at the bedside, and this camp focuses on the endless possibilities of the profession," said White-Aaron.

## Donor opens home to celebrate SON

Oakland University School of Nursing (SON) graduate Michelle Seid and her husband, Jerome Seid, who is an oncologist/hematologist and a member of the faculty of the Oakland University William Beaumont School of Medicine, recently opened their Franklin, Mich., home and gardens for an elegant evening honoring the School of Nursing and celebrating the future home of the SON Human Health Building. The intentions were to share the vision of the SON's future home with friends, alumni, board members and guests.

Michelle Seid said she holds the belief that one should honor and respect the institution responsible for his or her education. "Students at OU SON are provided the opportunity to formulate theories and develop career skills, both in laboratory and clinical settings. It is through the commitment to excellence by faculty and staff, that well-trained and formidable professionals are created."

In 1980, Seid attended OU as an undergraduate pre-nursing student. In 1993, after practicing as a registered nurse for nine years, she chose to return to OU to complete her BSN. She sustained her connection and support to the School of Nursing, and in 2011 was invited to join the SON Board of Visitors, an advisory board which supports the dean and SON activities. Colette O'Connor, director of development for the SON, honored Seid with the board and chair position of the Alumni Engagement Committee.

Working closely with O'Connor, Seid supports the growth of the SON and all its accomplishments by organizing educational awareness and fundraising events for the new Human Health Building. "She is enthusiastic in her support for her alma mater and eager to give of herself to meet the needs and goals of SON," says O'Connor.

This first event of the Alumni Engagement Committee was a July evening in the gardens of the Seid's Franklin home. Attendees included Dr. Virinder Moudgil, senior vice president for Academic Affairs and provost, who spoke with great eloquence, passion and pride about Oakland University's growth and impact on both the community and region. "The guests were most attentive to Dr. Moudgil as he impressed and intrigued all with an enthusiastic speech about the inspiring research, educational opportunities and increasingly positive image Oakland University maintains in the state," O'Connor said.

After a lovely evening of music, dining and great conversation, the guests expressed their delight in learning about Oakland University's future plans concerning the SON and the Human Health Building.

For more information about fundraising and awareness events or to be a part of the action, please contact Colette O'Connor at [occonnor@oakland.edu](mailto:occonnor@oakland.edu).

## OU nursing student helping in Afghanistan

OU SON alums can have an impact across the globe.

Just ask U.S. Army 1st Lt. Kimberly Duenow (SON '08). Duenow currently is stationed at a forward-operating base in Pasab, Afghanistan, as a brigade nurse and officer in charge of Operation Spartan Stork, a program designed to provide child birth education and medical supplies to women in the remote area.

Afghan women live in one of the most dangerous countries in the world — an area which also has the second highest infant mortality and maternal mortality rates on the planet, according to Operation Spartan Stork materials. This translates to 140 infant deaths for every 1,000 children born there. Pregnancy-related complications lead to death for one out of every eight Afghan women.

Duenow and her medical colleagues are members of the Combined Task Force Spartan Medical Team, which formed Operation Spartan Stork in June 2011. Soldier volunteers, including army doctors, assemble "birthing kits" used by midwives and others to safely deliver babies and address



the medical needs of women who just gave birth. Each kit contains a bar of soap, alcohol swabs, sterile gloves, 4x4 gauze pads, umbilical clamp, scalpel blade, suction bulb, towels, baby blanket, betadine brush, baby cap, maternity chucks pads, Ziploc bag and a garbage bag. In addition to providing birthing kits, the engagement teams, made up of female soldiers, also instruct a class on how to properly deliver a baby, sterilize the area, and identify emergencies. Language issues are overcome with interpreters.

## SON shines at AANA Annual Meeting

The Oakland University-Beaumont Graduate Program of Nurse Anesthesia had a strong presence at the American Association of Nurse Anesthetists' (AANA) 78th Annual Meeting in Boston. Thirty of the 50 students from both junior and senior classes attended as associate members and participated in sessions ranging in topic from difficult airway management to doctoral degree preparation.

Sarah Corney, RN, BSN, senior student, was a standout attendee at the meeting. Corney was chosen among students across the country to compete in the annual College Bowl. Questions resembled the National Certification Exam for Nurse Anesthetists and ranged from nurse anesthesia history to pharmacology and regional anesthesia techniques. Corney's team earned second place in the tournament.

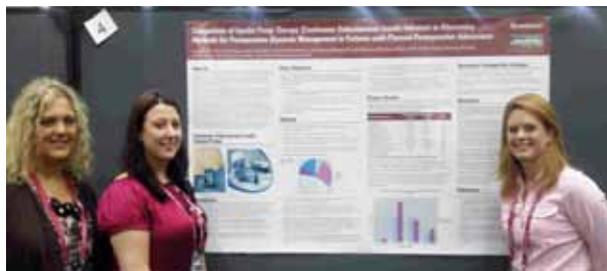
Corney was also the keynote speaker for the State of the Science Oral Presentation for the research project "Comparison of Insulin Pump Therapy (Continuous Subcutaneous Insulin Infusion) to Alternative Methods of Perioperative Glycemic Management in Patients with Planned Postoperative

Admissions." Her group consisted of fellow classmates Joshua Feldkamp, Nicole Franzoni, Alicia Moore and Elizabeth Reitman. This group was also invited by the AANA Foundation to present its research in the State of the Science Oral Poster Presentation. This provided an opportunity for the students to present their research findings to nationwide attendees. At the student luncheon hosted by the AANA, two senior students were honored with scholarships: Christine Dex, RN, BSN, and Jaime Serra, RN, MSN.

Lisa Mileto, program director, was invited to present two topics at the annual meeting: "Generational Differences in Nurse Anesthesia" and "Generational Differences in Management." Both of her presentations gathered engaged groups of nurse anesthetists from around the country. The information Mileto provided gave insight into the generational differences that affect nurse anesthesia education, both in the classroom and the clinical arena.

"Anesthesia educators who anticipate generational differences will be equipped to meet their students' educational needs and diffuse intergenerational conflicts that can emerge when values are not aligned," says Mileto. She also provided awareness of the generational changes that occur within a nurse anesthesia department that may affect job recruitment, retention, satisfaction, participation and, ultimately, patient care.

Mileto also had the honor of being invited to sit at AANA President Paul Santoro's table at the annual banquet. President Santoro is a strong supporter of Oakland University's Nurse Anesthesia program and a former Board of Visitors member.



## HIGHLIGHTS AND ACCOMPLISHMENTS

**Ronald Piscotty**, MSN, RN-BC, special instructor of Nursing, has been selected as one of the Johnson & Johnson/AACN Minority Faculty Scholars in the Johnson & Johnson Campaign for Nursing's Future. Piscotty, an expert in nursing informatics, is currently involved in several nursing studies examining: the impact of technology on missed nursing care; the impact of caring on quality and safety; integrating quality and safety competencies into undergraduate nursing curricula using simulation; social media usage during working hours of practicing nurses; and the impact of social media use on nursing practice. He has presented and published his research findings in both peer-reviewed nursing journals and national and international nursing conferences. In addition, Piscotty is a current co-investigator on three grants totaling \$8,000 that are supporting the development of a caring studio at Oakland University School of Nursing to examine the relationship between caring and quality and safety attitudes of pre-licensure nursing students. In addition to his research, Piscotty is currently completing his preliminary examination to become a Ph.D. in Nursing candidate at the University of Michigan Ann Arbor.

**Claudia Grobbel**, assistant professor of Nursing, and Ron Piscotty recently published *Integrating Quality and Safety Competencies into Undergraduate Nursing Using Student-Designed Simulation*; and **Margaret Harris**, Ph.D., RN, assistant professor of Nursing, published *Enhanced Pediatric Clinical Orientation* in the August 2011 edition of the *Journal of Nursing Education*.

**Patricia Beierwaltes**, an OU Doctor of Nursing Practice student and Pediatric Nurse Practitioner/Coordinator at Children's Hospital of Michigan, was recently awarded an NIH grant placing the hospital on the National Spina Bifida Registry Project. She was assisted by Dr. James Chinarian from Children's, Dr. Hitomi Kobayashi, director of the Center for Excellence in Pediatric Nursing at Children's and Nada McIntyre, administrative director of Children's Research Center of Michigan.

A poster by **Rose Birkmeier** titled "Advanced Practice Nurses: Sailing the Winds of Change" was presented at the Veterans Administration National Advanced Practice Nurse Conference, which convened in Chicago in August.

*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](http://oakland.edu).

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





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