

Carol Howe Scholarship

Katie Grinnell, a master's student in the Nurse-Midwifery program, is the inaugural recipient of the Carol Howe Endowed Scholarship. Initially her academic career focused on human rights and social justice work, principally in New York City. Over time, however, Katie realized that her calling lay in supporting women through the journey of birth, and she decided to return to her Oregon roots and enroll in the Nurse-Midwifery program at OHSU.



Katie Grinnell, master's student, OHSU Nurse-Midwifery program.

What did receiving the Carol Howe Scholarship mean to you?

I was floored when I heard that I was the inaugural recipient of the Carol Howe Endowed Scholarship. Although I was born and raised in Oregon, I have lived away for long enough that I am paying out-of-state tuition. Having this additional support is a big relief for me, and I am very grateful. Dr. Howe is known nationally as a change maker, and I hope that the scholarship will create a long line of agents of change in midwifery.

You will complete the program in June 2019. What are your plans for after graduation?

I would like to lay out a strong foundation of the full scope of clinical practice, probably within a hospital setting. I also see birth centers as having a significant role in achieving the Triple Aim of increased patient satisfaction at lower per capita cost while improving population health, and am very interested in out-of-hospital births. Eventually, I would love to earn my Ph.D., to produce original midwifery science, and teach in an academic health care setting.

Anything else you would like to share?

The practice of nurse-midwifery is very fortunate to enjoy a high level of state support. Oregon's open practice laws, the strength of the OHSU program, and the influence of the program in creating an optimal and progressive environment for the statewide practice of nurse-midwifery were all very compelling factors in my decision to apply to OHSU.

For more information about supporting students at the OHSU School of Nursing, please contact Mark Kemball at (503) 552-0667.

Frances Lee-Lin Scholarship

Jennifer Weprin, Ph.D. student, received the Francis Lee Lin award. Her dissertation is focused on understanding factors that influence parents' intention to give the HPV vaccine (cancer prevention vaccine) to their child(ren), specifically focused on parents in rural communities of Oregon. The HPV vaccination rates remain lower in these rural counties as compared to urban counties. She hopes to contribute to this field of science, with a goal of developing interventions to improve HPV vaccination rates in all adolescents living in Oregon.



Jennifer Weprin, Ph.D. student

What did receiving the Frances Lee-Lin Scholarship mean to you and the work that you hope to accomplish?

Dr. Frances Lee-Lin focused her research on underserved, underrepresented populations, believing in the importance of health and well-being in these communities. I hope to follow in Dr. Lee-Lin's footsteps by gaining a better understanding of the factors that influence rural Oregon parents' intention to give their child(ren) the HPV vaccine (cancer prevention vaccine).

Can you tell us a little about the research behind your dissertation?

Rural counties of Oregon have lower rates of HPV vaccination as compared to urban areas. This discrepancy, along with issues around healthcare access and limited resources, needs to be better understood. My ultimate goal, by focusing on parents' intention, is to develop interventions to improve HPV vaccination rates and thereby reduce HPV-attributable cancers in the future.

Who inspires you?

I'm inspired by my classmates who show me the importance of moving forward even when minor setbacks happen. Their contributions to nursing science and research will change our world and I am grateful for their inspiration.

Anything else you would like to share?

I am so thankful for being chosen as the recipient of the Dr. Frances Lee-Lin scholarship, as this funding helps me to continue my doctoral education at OHSU School of Nursing.

Weprin's ultimate career goal involves research, teaching and advocating for cancer prevention and adolescent health through health policy at both the state and national levels.

Reunion save the date

The 2019 annual reunion will take place on Sunday, June 23, 2019 at the Multnomah Athletic Club in Portland, Oregon. All are welcome, and invitations will be mailed to reunion classes and area alumni in April. For more information, please contact us at alumni@ohsu.edu.

We believe nurses change the world

The Doctor of Nursing Practice (DNP) represents the highest degree in nursing practice. Graduates at OHSU receive additional preparation to expand their practice in breadth and depth. Coursework and mentorship facilitate leadership and practice-related scholarship and prepares leaders in a culture of innovation and inquiry.

Benefits of the DNP:

- **Practice-ready.** The OHSU DNP graduate is ready for practice as an APRN in their specialty area.
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DNP specializations

OHSU SoN offers DNP degrees in the following specialty areas: Acute Care Nurse Practitioner, Family Nurse Practitioner, Nurse Anesthesia, Nurse-Midwifery, Psychiatric Mental Health Nurse Practitioner and Pediatric Nurse Practitioner. You can enter with a bachelor's degree in nursing and graduate with the DNP degree. The curriculum is three years of full-time coursework.

Learn more about the DNP: www.ohsu.edu/sondnp



“I chose to get my DNP because I knew it would equip me with the knowledge and skills to make the necessary system changes within health organizations. Not only would I be able to treat patients in the exam room, but from the population health perspective as well.”

ROSA PHAM, DOCTOR OF NURSING PRACTICE STUDENT

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OHSU Foundation
School of Nursing
1121 S.W. Salmon Street, Suite 100
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Editors: Christi Richardson-Zboralski and
Mark Kemball

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News and announcements

- **Susan Bakewell-Sachs** is the new chair-elect of the American Association of Colleges of Nursing. She will serve one year as chair-elect then two years as chair of the Board of Directors.
- **Sally Hersh, C.N.M., and Ellen Tilden, C.N.M.,** have received notification of their election into Fellowship in the American College of Nurse-Midwives.
- The **Flame Awards** were created as a way to recognize and celebrate the hard work, generosity and compassion displayed by OHSU students across schools, campuses and programs. Following are this year's Flame Awards recipients:
 - **Kalisha Bonds** received the **All-Hill Volunteer of the Year**. The award is for a student who demonstrated a sustained mission toward service.
 - **Barry Swerdlow, M.D.,** received the **Faculty Award**. The award recognizes a faculty member who has been a role model in community or international service or whose attitude and actions produce superior patient care or teaching environments. (Barry is part of the teaching faculty for the Adult Gerontology Acute Care Nurse Practitioner and Nurse Anesthesia programs).

Just announced! The RNBS online program is **reducing its cost per credit from \$459 to \$288.** OCNE partner school graduates seamlessly transition to the OHSU School of Nursing for their final year of nursing coursework. The new price is effective Fall term, 2019.

Early career achievement award nominations open



Rachael Postman, M.N. '13, D.N.P. '14

Each year the School of Nursing Alumni Association recognizes the extraordinary service and contributions to improving human health and health care made daily by graduates of the school. For more information about the SNAA awards program, and to receive further information about the Early Career Achievement Award please email alumni@ohsu.edu.

The 2018 recipient of the Early Career Achievement Award, **Rachael Postman, M.N. '13, D.N.P. '14,** sees first-hand the impact of social conditions on health outcomes in her role at OHSU's Family Medicine clinic in the Richmond neighborhood of Portland.

Dr. Postman's peers and colleagues at the Richmond Clinic recognize her leadership in patient-centered care communication and treatment, and its impact on improving health outcomes.

"I'm honored to accept the Early Career Achievement award from the OHSU School of Nursing Alumni Association, and would also acknowledge the team that I work with at OHSU Richmond," said Dr. Postman. "The interventions I've been able to work on would not be possible without a leadership team that supports innovation and creative thinking. The mission-driven colleagues with whom I work every day have also helped me to develop and implement these projects."

School of Nursing CONNECTIONS

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Greetings friends,

By Susan Bakewell-Sachs, dean and vice president of nursing affairs
Greetings Friends,



At OHSU SoN, we are welcoming spring and anticipating graduations in June. I am proud to share this newsletter and the great impact that our programs and alumni are achieving. Recently our curriculum was recognized by the Robert Wood Johnson Foundation as one of six programs with a promising model for improving population health. Our efforts include didactic and experiential learning and our graduates are entering practice roles traditionally not open to

new graduates. The OHSU SoN contributes and makes a difference through education, practice, and research, through our faculty, staff, and students, and through the contributions of our alumni. Thank you to all.

Best,
Susan



Leading the way in population health



Left to right: Alice Kirby, '14, Rana Najjar, assistant professor, and Keri Joyce, '18.

By Genevieve Long

Many aspiring nurses have a single image of their chosen career: standing at a patient's bedside or in a clinic, scrubs on, stethoscope ready. Very often, they are in a hospital.

Until recently, this picture represented 70 percent of nurses. But OHSU School of Nursing Dean Susan Bakewell-Sachs, Ph.D., R.N., F.A.A.N., says things are changing. "Fewer nurses work in acute care settings now, particularly as health care is becoming more community based and population health is the focus." The OHSU School of Nursing is a leader in the profession's new focus on improving the health of populations through community care and addressing social factors such as access to healthful food and a safe environment.

Recently, the Robert Wood Johnson Foundation identified the OHSU School of Nursing as an exemplar in population health education. The first phase of the RWJF project *Population Health in Nursing* utilized a survey of 150 schools, an interview and a site visit "promising models of nursing education and practice related to improving population health." OHSU was one of just six schools visited.

"The United States has the world's most expensive medical care, but not the healthiest population," says Bakewell-Sachs. "Nurses in the community are looking upstream, caring for people before they need hospital care."

A visionary curriculum

The Oregon Consortium of Nursing Education curriculum has done much to connect students with Oregon communities. Some of the visionary founding faculty were "community health nurses to their bones," says Peggy Wros, Ph.D., R.N., senior associate dean for student affairs and diversity. They determined that students should engage with the health care of underserved people and populations on OHSU's "96,000-square mile campus," which encompasses the entire state.

"The traditional model for teaching public health has been to follow a community health nurse around," says Wros. "But students get limited experience, and their impact is small." The OCNE curriculum developed in 2006 focused on community placements where "there wasn't always a nurse preceptor. This was pioneering work. We wanted to get students out to where people really needed care."

"Population health is integrated into the entire three-year curriculum," explains Rana Najjar, Ph.D., R.N., C.P.N.P., assistant professor of nursing at the Monmouth campus. A recent study defines population health as "collaborative activities for the improvement of a population's health status. The purpose of these collaborative activities, including interventions and policies, is to reduce inequities that influence the social determinants of health (SDOH) (Storfjell 2017). Najjar says, "Students enter community and population health settings in their first term. We start discussing concepts such as health equity, discrimination, racism and trauma in the program's second course, and this content spirals through all the other courses."

Learning what health looks like

OHSU differs from many nursing schools by having students learn about healthy – not hospitalized – adults first. "Health Promotion is the first course in the curriculum," says Angie Docherty, Nurs.D., M.P.H., R.N., associate professor and campus associate dean at the OHSU School of Nursing in Monmouth. "We ask, 'What makes a person well?' Students don't enter an acute care setting until their third term, so they first see healthy behaviors and characteristics. They learn what affects their clients' environments, including where they live, how they eat and more."

Before OHSU students spend their final 2 terms in a clinical capstone placement of their choice, their time is split evenly between acute care and community settings. "That's different. We really structure it so students learn about care coordination over the life span," says Docherty. "What can we do, as nurses, to prevent people from becoming acute-care patients? This is the direction that nursing and health care are trending."

NRS 410, Population Health Practice, is the "companion to I-CAN – Interprofessional Care Access Network," says Bakewell-Sachs. "We have had clinical placements in the community since 2006 with the implementation of OCNE. This is not common in schools of nursing. We've educated students on social determinants of health for some time. These features are a major part of why RWJF selected the OHSU School of Nursing as an exemplar."

Leading the way at Lane County Public Health

The Communicable Disease section of Lane County Public Health boasts not one, but three OHSU School of Nursing graduates. Cindy Morgan '78, N.P., M.S.N., a graduate of the OHSU School of Nursing in Portland, is the nursing supervisor. Also on staff are Alice Kirby '14, B.S.N., R.N., and Keri Joyce '18, B.S.N., R.N., both graduates of the OHSU School of Nursing, Monmouth campus. Both focused as much as possible on population health took the opportunity to study population health and were hired by public health departments after graduation.

Community roots run deep

Cindy Morgan has devoted her career to community health nursing, from her first job in Oregon's Coos County to years as a rural NP. "My cohort spent a term at the Washington County health department. We gave so many flu vaccines I became totally comfortable giving injections. I worked with families, made home visits, supported the communicable disease team and spent time with a school nurse."

Morgan entered nursing school unsure that she wanted to work in acute care. "The opportunity to work in public health made me say 'Oh yes – this I like. The next term, I had a community mental health placement. Connecting with people longitudinally cemented my interest in public health work."

Nurse – Life experience wanted

Alice Kirby's public health career has led her from Virginia Garcia Memorial Health Care in McMinnville, Ore., to Benton County, Ore., public health, to Lane County. "Public health nurses work with individuals, but the community is our patient," she says. "If you don't hear about foodborne illness or aren't affected by communicable disease, we succeeded."

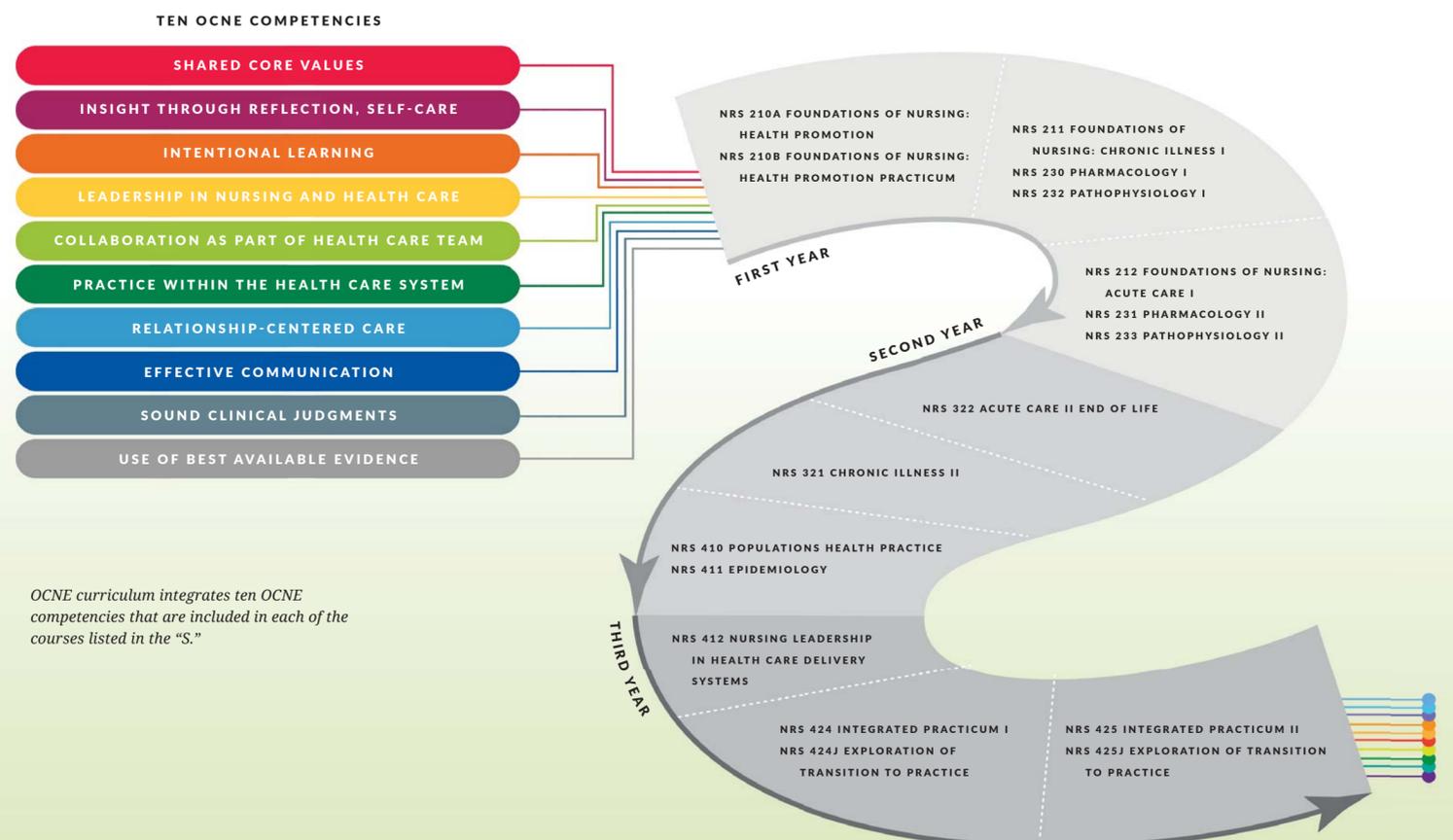
Kirby, who entered nursing school in her 40s, found that her previous career expertise and life experience were valued. "I didn't have to discard my expertise in project and programs management, information organization – OHSU was willing to help me use it."

I-CAN shows what students can do

Keri Joyce was interested in public health nursing from the time she started school, but wanted to learn her options. "I have a sociology background, but I didn't know what public health was really about until I started classes at OHSU," she says. As a new nurse, she provides a range of services for Lane County, from investigating reports of communicable disease to giving vaccines and screening for sexually transmitted infections. She spent her interprofessional practicum with Lane County's Communicable Disease section, where she now works. "I helped manage and organize a Hepatitis A vaccine clinic for the homeless population," she says. "Eugene has a very large homeless population, and I gave vaccines and did other care in the local homeless camp."

Joyce was engaged with OHSU Monmouth's I-CAN – Interprofessional Care Access Network –

Ten OCNE Competencies Integrated in Nursing Practice



program for two terms. In this relatively new program launched in 2012, Nursing "faculty-in-residence" establish a community nursing practice in underserved neighborhoods or communities around the state, based on the locations of SoN campuses. I-CAN accommodates from 8 up to 24 students, eight students per term to work with health care and community agencies in each area. Partners include federally funded health clinics, community service agencies and sometimes dental or mental health clinics and coordinated care organizations.

Students in I-CAN participate in home visits and work with clients in elder care facilities, schools, prisons, and more. They may work with clients who are visiting the emergency department often or cope with issues such as housing insecurity or mental illness. "Students begin to realize a complex life makes it hard for clients to manage their long-term conditions," says Docherty. "They see everyone who serves these clients come together, and learn that nurses – and a team approach – are important. I-CAN is really sparking some of the students to do population health work."

Students in I-CAN also participate in group projects with community stakeholders. For example, one group started a warming shelter in Polk County, Ore., which had no facility for community members who needed a place to get out of cold weather and where one person had died of exposure the previous winter. Another group in Southeast Portland has presented a bill to the Oregon legislature that would require prescriptions for non-English speaking patients to be labeled in their language of fluency. That project was sparked by the discovery that many patients could not read their medication bottles, resulting in costly medication errors. The OHSU-OSU College of Pharmacy, Legal Aid and the Oregon Health Authority all participated with I-CAN students in developing this project over two years.

Giving nursing students options

Given the excitement and rewards of working with people and populations in the community, why has it been a less popular employment choice for new graduates? Najjar notes several factors. "Acute care nurses earn one-and-a-half to two times as much as public health nurses, and many students must pay off high loans. Some enjoy the faster pace of acute care, and the 12-hour days allow more time off between shifts." She notes that some nurses pursue advanced degrees and practice in the community eventually. "Public health is where nursing got started and I think ultimately, it's where nurses can make the most impact."

Joyce's mentor at Monmouth was Patti Warkentin, M.Ed., B.S.N., R.N., assistant professor of clinical nursing. She talked with Warkentin about her doubts about entering public health right after graduation. "It's tradition that you need a certain amount of acute care experience first," she says. "But Patti helped me understand it was possible to start immediately. She would take phone calls when I was having a hard time, or let me drop into her office and hash things out. She was a driving force in helping me get where I am now," says Joyce.

"Our nurses are prepared to go straight into the community at graduation," says Docherty. "The evidence shows it. The agencies are agreeing. And graduates are increasingly going into advanced practice, including the family nurse practitioner role."

Warkentin credits the carefully designed scaffolding of OHSU Nursing's population health curriculum, from that first class in Health Promotion through the final Integrative Practicum with preparing graduates well. "With the intentionality of clinical exposure to population health throughout the curriculum, we have seen an increase each year in graduates seeking and obtaining employment in population-based contexts," she says. This growth is likely to place OHSU even further in the forefront of "upstream nursing," increasing the health of populations around Oregon and beyond.