By Anna Lageson

Quin Denfeld, Ph.D., R.N., F.A.H.A., and Ellen Tilden, Ph.D., CNM, R.N., FACNM, are among 130 two fellows who have been selected by the American Academy of Nursing for being nursing’s most accomplished leaders for 2022. They will be inducted in October.

Seiko Izumi, Ph.D., R.N., FPCN, was inducted into the Western Academy of Nursing at the 2022 Western Institute of Nursing Conference in April.

2022 Faculty Graduation Awards
- Lisa Chickle dots for Excellence in Teaching (undergraduate, statewide)
- Barry Sowder for Excellence in Teaching (graduate, statewide)
- Marilyn Gran-Moreno for Diversity & Inclusion
- Rana Halahi Najjar, Ph.D., R.N., CPNP, was awarded the Sigma Theta Tau Beta Psi Faculty Award
- Jennifer Mensik Kennedy, Ph.D., R.N., F.A.A.N., was elected the new American Nurses Association president. The term of service for Dr. Mensik Kennedy and all other newly elected leaders will begin January 1, 2023.

DAISY Award for Faculty
- Francesca Novelli, Ashland campus
- Diana Siltanen, La Grande campus
- Kristy Lantciotti, Portland Undergraduate
- Heather Freiheit, RN to BS program, online
- Elizabeth Espinosa, Portland graduate

DAISY Award for students
- Undergraduate: Abigail Kolla, Ashland campus
- Erica Nadermann, La Grande campus
- Garrett Chatelain, Portland campus

“The importance of mental health services is an issue that we’re all focused on,” Tilden said. “If you’re vulnerable, if you’re marginalized, the onus is on us in health care to provide quality care. We can’t avoid these issues.”

When connecting with her patients, Sampson learns whether they follow any specific Nation traditions and culture of Native peoples. When connecting with her patients, Sampson learns whether they follow any specific Nation traditions and culture of Native peoples. She believes there is value in Native practices and remembers one patient who was able to improve their health when they were exposed to sweat lodge ceremonies, hunting, or root gathering. She believes in direct care services and was a member of the Confederated Tribes of Umatilla, Walla Walla, and Cayuse. Sampson feels she was lucky to be exposed to so many Native health care providers during her youth. “It’s very strong in my heart to not only represent Native nurses but also to recruit and advocate for those future leaders coming up behind me.”

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During her family nurse practitioner rotations with OHSU SoN, Sampson was exposed to a diverse, often marginalized patient population in Portland. She says she will be “forever grateful” for this exposure that helped to solidify her belief in the right to high quality health care for all. She will be joining the Confederated Tribes of Grand Ronde health care team in early September and is excited to immerse herself in their community. She looks forward to her expanded role as a DNP primary care provider and wants to network with other health care providers who work with Native populations to help make Native country thrive and to continue to fuel resiliency, heal trauma and overcome barriers for improved spiritual, emotional and physical health.

“I’m always one to want to step outside the clinic walls and check on the health of the community, the health of the land, the health of the water. These things are very important.”

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

I hope this newsletter finds you healthy and doing well. Here at the SoN, we are preparing for fall term and a return to more in-person operations now that COVID has lessened. It’s such a joy to see each other in person after so many months. This is an exciting and busy time, and OHSU has a new opportunity to invest in our education mission with additional state appropriation funding to address healthcare workforce shortages. The appropriation is referred to as 30-30-30 and is short-hand for by 2030, OHSU will increase graduates in key programs by 30% and achieve greater diversity among students by 30%. The SeN will be able to invest funds to recruit, retain, and grow faculty, increase enrollments and graduations, diversify our faculty, build pathways for students and faculty, and help address rural health needs. We also want to establish a culture of being trauma-informed and inclusive, where all of our members can belong, be their best selves, and do their best work. You will learn more about this exciting work in this newsletter.

More information about the new State of the School that will be presented by nurse leader Dr. Gloria McNeal (pictured right) will discuss the Clinic Model of Care Delivery. The State of the School will begin January 1, 2023.
School of Nursing Connections Fall 2022

Diversity, Equity and Inclusion

Q and A on plans to utilize 30-30 funding

by Cathy Carol

Oregon Health & Science University is embarking on a state-supported innovative plan to help address the state’s urgent health care workforce needs. The so-called 30-30-30 appropriation, funded by the Oregon legislature through HB 5202, will support increases in the number of graduates from key clinical programs by 30% and increase overall OHSU learner diversity to at least 30% by 2030. State funding includes an additional $20 million annually and a one-time $25 million to be matched by the OHSU Foundation for student scholarships.

School of Nursing Dean Susan Bakewell-Sachs was one of the three principal architects of the proposal to the state for the program. Baccalaureate and higher degree prepared nurses are critically needed across Oregon and these funds will help to address education capacity challenges in order to educate nurses to meet workforce demands.

How will this investment strengthen education capacity to meet the healthcare workforce needs?

Dean Bakewell-Sachs: OHSU is the university partner of the Oregon Consortium for Nursing Education, which includes 16 community colleges. Due to a national faculty shortage, all of our programs are struggling to recruit and retain faculty. These funds will offer two faculty from each community college full support to earn an MNE (masters of nursing education) degree through OHSU. We can support 20 faculty through this initiative and we have strong interest so far.

OHSU School of Nursing faculty will also have the opportunity to receive tuition support for advanced or doctoral degrees and loan repayment support. We are looking at modeling those faculty scholar program on Scholars for a Healthy Oregon Initiative (SHOI), which has a service requirement (continuing to teach at an OCNE community college or OHSU) of one year per year of support plus an additional year. Our goal is to retain current faculty, recruit additional faculty, and increase our faculty diversity – particularly with groups who by reason of their background, culture, socioeconomic status, race, ethnicity or life experiences are underrepresented in the health professions. We have similar goals for the student body.

I am proud of the growth in diversity in our undergraduate programs but we have to sustain it and do even better to achieve 30%. Our graduate programs are not yet. We continue to work hard to achieve 30% in our undergraduate and graduate programs as this is our best pathway to diversifying our advanced practice nurses and our faculty, provide more culturally responsive care, and achieve health equity.

Our greatest source for faculty recruitment is with nurses with primarily clinical backgrounds. The 30-30-30 program will allow us to develop and build senior talent that might become best practices for creating opportunities and pathways for nurses who want to also teach, as well as flexible roles that include patient care and teaching.

What are some of the challenges around retention, and what solutions are you working on?

Dean Bakewell-Sachs: At OHSU and other Academic Health Centers, physician faculty work across all programs will allow us to develop and test models that might become best practices for creating models that might become best practices for creating models that might become best practices for creating models that might become best practices for creating.

Can you give an example of a strategy to address workforce needs and diversity?

Dean Bakewell-Sachs: We are working on several pathway programs that will address workforce needs and diversity. We are working with the Northwest Native American Center of Excellence’s director, Dr. Erik Brodt and his team to develop a Wy’east School of Nursing program, modeled after the successful School of Medicine program. Nurses are the most critical need for those living on tribal lands and addressing these needs will help to address rural health care needs. We will conduct focus groups with current students and alumni and are hiring two Native American faculty. One is a recent graduate of OHSU which I’m very excited about. We are currently focusing on offering the pathway program through our 15-month accelerated Baccalaureate Program.

Nursing Educator regains sense of purpose through trauma-informed education

by Lee Losov Hink

When she sees a student struggling in nursing school, Rana Halabi Najjar, Ph.D., R.N., CPNP, doesn’t assume that they’re unmotivated or unwilling to do the work. Rather, she uses that opportunity to learn more about what’s happening in their lives, using an approach known as trauma-informed (TI) education to support them in meeting their needs.

As an associate professor in the School of Nursing, she recognizes that students with a history of trauma can “dysregulate” – a term to describe a person whose ability to regulate or tolerate negative emotional states is impaired. The causes of trauma can range from childhood abuse or neglect, to racial, ethnic and financial inequities, to feelings of depression, anxiety and stress.

Individuals with a history of trauma, chronic stress and adversity who haven’t healed are at higher risk for dysregulation, according to Najjar. She cites the seminal 1998 ACEs Childhood Experiences (ACES) study showing the impact of trauma and toxic stress on physical and mental health. “With nearly 25 years of research, we know that [ACES] affects neuropathways in the brain, potentially impacting cognitive and memory centers, and thereby derails learning,” she said.

Najjar brings her own childhood trauma and insight to her work now as a Ph.D. researcher and educator. When she was 10, her parents fled Lebanon during the civil war. “My identity as a Lebanese American is tied to that experience,” she said. “I have massive gaps in my education. I never completed third or fourth grade and skipped fifth grade. I have always struggled in the classroom and have a profound understanding of what it means to be paralyzed with even the simplest assignments.”

Like many immigrants, her parents made sacrifices to ensure that their daughter received an education. She earned a BSN and in 2004, she got her master’s and became a certified pediatric nurse practitioner. She completed a Ph.D. at the University of California, Los Angeles in 2011 and joined OHSU in Monmouth shortly afterward.

In 2017, the deaths of two students within weeks of one another and the turmoil around the 2016 presidential election deeply affected her. “I struggled and really realized what happened outside the classroom deeply affects classroom learning. And pretending that we can pick up ourselves and keep going is not realistic and not helpful.”

“I first learned about trauma-informed practices in 2017 and started exploring what it means to me and how I can use it in my teaching practices,” she recalled. In the fall of 2018, Hector Olivera-Alvarez, Ph.D., encouraged her to choose a path for research and scholarship, and she honed her trauma-informed education skills because it centers on equity and inclusion. “I know our learning environment can be uninviting,” she said. “This approach utilizes a framework to ensure we embrace diversity in all its forms, including diversity in experiences such as trauma.”

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What is the timing like for this?

Dean Bakewell-Sachs: This will be a planning year for the Wy’east and other pathway programs. Our accelerated Baccalaureate Program is for individuals who have at least a bachelor’s degree in another field, so it’s a second-degree program. There are prerequisite courses and other preparatory courses that we will build into the Wy’east pathway, drawing on the successful experience of a similar program in the School of Medicine. We are also looking at a pathway program with Portland State University for undergraduate students who are interested in nursing as well. 30-30-30 funds will also support the Outstate OHSU Program which focuses on a K-12 students to connect them with health professions paths.

Anything you’d like to add?

Dean Bakewell-Sachs: OHSU’s mission is to improve the health of all Oregonians, so it is essential that we address our healthcare workforce needs in the state. We know that our rural and frontier areas are disproportionately affected by a shortage of nurses and advanced practice nurses. Our statewide footprint in the School of Nursing certainly helps us with that. We will be looking to all of our campuses to meet that need – as we have always done.

Graduation awards

The OHSU School of Nursing awarded 446 degrees.

Statewide student awards

The Henrietta Doltz Puhley Award
Undergraduate recipient: Tristan Estabrook, La Grande
Graduate recipient: Helen Liu, Portland

The Carol A. Lindeman Award
Undergraduate recipient: Sally Sutton, Ashland
Graduate recipient: Mary Roberts Davis, PhD, Portland

The Community Service Award
Undergraduate recipient: Lake Yranza, Monmouth
Graduate recipient: Catherine Galpin, Portland

The Jean L. Boyle memorial award
Undergraduate recipient: William Paigo, Monmouth
Graduate recipient: Leslie Wright, Portland

The Rural and Frontier Nursing Award
Undergraduate recipient: Yanira Perez, Portland
Graduate recipient: Annette Sampson, Portland

The Transcultural Nursing Award
Undergraduate recipients: Katherine Neshell, Portland
Graduate recipient: Erica Ronquillo, Portland

Faculty awards

Excellence in Teaching Award
Undergraduate recipient: Lisa Chichadoez
Graduate recipient: Barry Swerdlow

Diversity and Inclusion award
Marylin Gran-Moravec

Sigma Theta Tau Beta Psi Faculty award
Dr. Rana Halabi Najjar, Ph.D., RN, CPNP

Right: Frances Rajina (left) with Diversity and Inclusion awardees, Marilyn Gran-Moravec (right). Below: Students from the Monmouth Le Grande and Portland campus for photos and celebrate graduation.

Campus awards

Ashland
The Golden Lamp Award: Crystal Richard
The Elona Thompson Leadership Award: Hayley Sims
Gloria Krueger Award: Luke Yranza

Klamath Falls
The Golden Lamp Award: Noah Oberrietre
The Elona Thompson Leadership Award: Michael Chistoy

La Grande
The Golden Lamp Award: Joshua Elbel
The Elona Thompson Leadership Award: Ashley Gammill

Monmouth
The Golden Lamp Award: Kelvin Alamanani Kambo
The Elona Thompson Leadership Award: William Paigo
Monmouth Student Vision Award: Keunima Crayp
Monmouth Scholarly Achievement Award: Stephanie Ongesa

Portland
The Golden Lamp Award: Liam Directo
The Elona Thompson Leadership Award: Kurt Wolfgang
The Dorothy L. Johnson Award: Emma Blackwell

Registered Nurse to Bachelor's of Science degree
The Golden Lamp Award: Krista Testa
The Elona Thompson Leadership Award: Noah McMinnun
The Dorothy L. Johnson Award: Kayvon Kaur

Inclusion awardee, Marilyn Gran-Moravec

Sigma Theta Tau Beta Psi Faculty award
Dr. Rana Halabi Najjar, Ph.D., RN, CPNP