

STUDENT PROFILE

High quality health care for all



Juniper (right) shows her support and admiration for her mom, Annette Sampson (left), on her graduation day.

By Anna Lageson
Annette Chintee Xqai'x (New Dawn) Sampson, RN, BSN '14, CCM, FNP, DNP '22 imbues her health care practice with the traditions and culture of Native peoples. Born in Pendleton, Oregon, Sampson is 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 healers coming up behind me."

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."

When connecting with her patients, Sampson learns whether they follow any specific Nation or tribal practices such as sweat lodge ceremonies, hunting, or root gathering. She believes there is value in Native practices and remembers one patient who was able to improve their diabetes by returning to traditional Native foods. "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."

Sampson recalls that it can be difficult to be one of the few Native students in a cohort. But she thinks it is essential to find allies and make forward progress in Native health care. "You're talking about the nine recognized tribes and several unrecognized tribes of Oregon, and branching out to move beyond the Northwest to the country of Turtle Island (the North American continent)." She asks herself, "When I'm gone from this earth, did I invest in something I can be proud of? Was I a change maker?"

ALUMNI ASSOCIATION DISTINGUISHED ALUMNI AWARD

Providing health care to vulnerable and marginalized populations



By Anna Lageson
Dr. Lydia Bartholow has committed her entire professional career to providing health care for vulnerable and marginalized populations. As the associate medical director of Portland's Central City Concern Substance Use services, Bartholow is dedicated to delivering health services to people experiencing homelessness, substance use disorders, toxic stress and oppression. She is also devoted to education, and teaches as an assistant professor at University of California San Francisco,

as well as a consultant and workshop leader for behavioral health organizations.

"One small thing we can do is work on our own responses to people who are using substances. We can educate ourselves about stigma and treat people with substance use disorders better."

A major focus of Bartholow's educational mission has been to help students and other health care providers consider the impact of trauma on their patients and what those patients experience when they enter a health care setting. She acknowledges that marginalized populations often avoid health care for fear of being stigmatized. "If you're vulnerable, if you have substance use disorders, if you're houseless, you tend to not be treated well. So, you're not going to come back. One small thing we can do is work on our own responses to people who are using substances. We can educate ourselves about stigma and treat people with substance use disorders better."

Read the full story here: ohsfoundation.org/alumni/school-of-nursing/alumni-newsroom/

AWARDS AND ANNOUNCEMENTS

■ **Quin Denfeld, Ph.D., R.N., F.A.H.A., and Ellen Tilden, Ph.D., CNM, R.N., FACNM**, are among 250 new 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.



Ellen Tilden, Ph.D., CNM, R.N., FACNM,



Quin Denfeld, Ph.D., R.N., F.A.H.A.

■ **2022 Faculty Graduation Awards**
- Lisa Chickadonz for Excellence in Teaching (undergraduate, statewide)
- Barry Swerdlow for Excellence in Teaching (graduate, statewide)
- Marilyn Gran-Moravec for Diversity & Inclusion

■ **Rana Halabi 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 Lanciotti, Portland Undergraduate
- Heather Freiheit, RN to BS program, online
- Elizabeth Espinoza, Portland graduate

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

SIGMA BETA PSI CHAPTER NAOMI BALLARD RESEARCH AWARD

Congratulations to the Naomi Ballard Research Award winners. The awards go to:

- **Principal Investigator: Doria K. Thiele, Ph.D., CNM, R.N.**
Project Title: *Improving DNP Student Experiences Using Growth Mindset and Trauma-Informed Techniques.*
- **Principal Investigator: Nickolaus Miehl Ph.D., R.N., CHSE**
Project Title: *Using Virtual Reality Simulation as a Transition to Practicum for Undergraduate Nursing Students*

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WEBINARS



OHSU Nursing@Noon webinar series

Join us for our third season of OHSU Nursing@Noon seminars. In our digital lecture series, speakers tackle the important issues of our time in the field of nursing.

Learn more and register at ohsfoundation.org/alumni/school-of-nursing/ohsu-nursing-noon/. Questions? Email us at alumni@ohsu.edu.

UPCOMING WEBINARS

October The State of the School

10

Dean Bakewell-Sachs highlights the milestones of the past year and charts the course for the OHSU School of Nursing looking forward.

November Advancing Health Equity Employing a Nurse-Managed Clinic Model of Care Delivery

14

Henrietta Doltz Puhaty Lecturer and nationally recognized nurse leader Dr. Gloria McNeal (pictured right) will discuss a novel nurse-managed model of care delivery that provides primary care to under-served communities.



BY THE NUMBERS | 2020-2021 grant and/or scholarship dollars



\$1.48M

Total graduate studies level dollars awarded



398

Total number of baccalaureate students receiving support



\$18.40M

Remaining baccalaureate need before loans are applied

Connections

A PUBLICATION FROM THE OHSU SCHOOL OF NURSING

FALL 2022



Oregon trails provide lush scenery for students needing a break from their studies.

Greetings!

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 shortage issues. The appropriation is referred to as 30-30-30 and is shorthand for by 2030, OHSU will increase graduates in key programs by 30% and achieve greater diversity among students to 30%. The SoN 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 to 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.



DIVERSITY, EQUITY AND INCLUSION



Q and A on plans to utilize 30-30-30 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 10 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 these faculty scholars' programs 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 there 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 nurses with primarily clinical backgrounds. The 30-30-30 program will allow us to develop and test models 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 missions, providing patient care, teaching, and conducting research. Nurses have traditionally been single-mission focused. They are clinical care providers, or they are faculty, engaged in teaching and research/scholarship. The COVID pandemic has created retention challenges in clinical practice and education. Even before COVID, nurse faculty have sought to engage clinically but opportunities have often been individually designed. Flexible roles that offer nurses the opportunity to engage in more than one mission could be desirable. For example, would the flexibility to provide clinical care and teach help to sustain nurses and keep them in the profession?

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 focused on offering the pathway program through our 15-month accelerated Baccalaureate Program.



OHSU Northwest Native American Center of Excellence Director Erik Brodt, M.D., center, speaks with medical students who previously completed the center's Wy'est Post-Baccalaureate Pathway.

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 Ontrack OHSU! Program which focuses on 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 try to meet that need – as we have always done.

Nursing Educator regains sense of purpose through trauma-informed education

By Lee Lewis Husk

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 Adverse 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 traumas 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 PhD at the University of California, Los Angeles in 2011 and joined OHSU in Monmouth shortly afterward.

In 2017, the deaths of two students within three weeks of one another and the turmoil around the 2016 presidential election deeply affected her. "I struggled and realized what happens 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 to use it in my teaching practices," she recalled. In the fall of 2019, Hector Olvera-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 inequitable," she said. "This approach utilizes a framework to ensure we embrace diversity in all its forms, including diversity in experiences such as trauma."



Dr. Najjar meeting with Monmouth students.

Najjar formed a team of educational specialists from across OHSU, to build training programs for faculty and staff. It's a collaborative approach with multiple perspectives. The team received funding to implement and evaluate a series of Lunch & Learns.

"My colleagues are innovative, and some are using TI elements in their pedagogical practices already. I know that OHSU can be at the forefront of transforming nursing education by prioritizing equity using TI," she said.

"With students, it's all about getting to know them, providing a space for them to feel safe and feel that they can trust you. I'll say something like, 'What we're learning isn't as important as you are at this moment. What do you need as a person now?' TI gives you a framework, an added skill.

"You go into teaching because you have a passion to share what you love with students. Academia can challenge people to where they almost lose their way. Having a trauma-informed lens has restored my sense of purpose and joy of teaching and I want to share that with others."

COMMENCEMENT 2022

Graduation awards

The OHSU School of Nursing awarded 446 degrees.

Statewide student awards

The Henrietta Doltz Puhaty 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:
Luke Vranna, Monmouth
Graduate recipient:
Catherine Galpin, Portland

The Jean E. Boyle Memorial award

Undergraduate recipient:
William Paige, 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 Newhall, Portland
Graduate recipient:
Erica Ronquillo, Portland

Faculty awards

Excellence in Teaching Award

Undergraduate recipient: Lisa Chickadonz
Graduate recipient: Barry Swerdlow

Diversity and Inclusion award

Marilyn Gran-Moravec

Sigma Theta Tau Beta Psi Faculty award

Dr. Rana Halabi Najjar, Ph.D., RN, CPNP

Campus awards

Ashland

The Golden Lamp Award: Crystal Richard
The Elnora Thompson Leadership Award:
Hayley Sims
Gloria Krueger Award: Luke Vranna

Klamath Falls

The Golden Lamp Award: Noah Oberriter
The Elnora Thompson Leadership Award:
Michael Christy

La Grande

The Golden Lamp Award: Joshua Ebel
The Elnora Thompson Leadership Award:
Ashley Gambill

Monmouth

The Golden Lamp Award:
Raelyn Alamani Kanoho
The Elnora Thompson Leadership Award:
William Paige
Monmouth Student Vision Award:
Keeanna Cropp
Monmouth Scholarly Achievement Award:
Stephanie Oseguera

Portland

The Golden Lamp Award: Liam Directo
The Elnora 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 Elnora Thompson Leadership Award:
Noah McMannas
The Dorothy L. Johnson Award:
Ravneet Kaur



Right: Frances Rojina (left) with Diversity and Inclusion awardee, Marilyn Gran-Moravec (right). Below: Students from the Monmouth La Grande and Portland campuses pose for photos and celebrate graduation.

