Creating Connections —
Nursing Beyond OHSU

Oregon Health & Science University
School of Nursing
Creating Connections — Nursing Beyond OHSU

Contents

Diversity: Embracing the Faces and Facets of Health Care .................................2
OHSU Part of Statewide Coalition to Build Nursing Capacity ............................6
Ph.D. Program’s Long Geographic Reach Creates Opportunities for Students ....10
OHSU Nurses Are Ready to See You – Online................................................14
OHSU Faculty and Students Cross Into Thailand, British Isles for New Cultural Awareness ............................18
OHSU’s Community Partners in the Driver’s Seat .......................................22

Focus on Connections

Monica Arce ........................................5
Building Nursing Capacity in Oregon ....9
Colleen Casey ....................................13
Wellness Ingrained in Mission ............17
A Professor’s Year in Thailand .............21
Anne Greenlee, Ph.D., M.S. ...............25

The Oregon Opportunity
Taking the Next Step: Celebrating Old Friends Through New Scholarships .....26
Turner Scholarship .................................29
Honor Roll of Donors ..............................30

Alumni Association

Message from the President ...............42
John Mallos and Navin Sharma ............43
Class Notes ........................................44

Students

Reaching Out in Macedonia ...............45
New Organization for Doctoral Students .........................................................45
Nurse Specialist Studies and Lobbies for Geriatric Trauma issues .....................46
An eCollege Experience – Providing Dynamic Options .................................46

Faculty and Staff

New SON Community Members ........47
Faculty Awards and Recognition 2004-2005 .................................................49

OHSU is an equal opportunity, affirmative action institution. 6/05(110)
As we approach another season of celebrating the accomplishments of our new graduates and the faculty that led them on their journey, I reflect on the rewards and challenges of this past year. Nursing as a discipline is in a period of rapid change – a response to the growing demands on nurses in the evolving health care environment. The OHSU School of Nursing is embracing these changes to lead innovation in nursing education, practice and research. By reaching out to community partners, collaborating with professionals in other disciplines, caring for the underserved, and developing cutting edge research and practice techniques – OHSU School of Nursing is creating connections.

As the articles in this issue of Nursing Progress illustrate, these connections aid the school in making sure individuals, families and communities receive the best available care and students receive an excellent nursing education. Some of the stories include: the revolutionary statewide coalition to build nursing capacity, the vital contribution of a diverse community, community-driven research projects, an innovative online practice, study abroad opportunities for students, and individual contributions to creating connections.

In this issue you also will see an honor roll of donors. The Oregon Opportunity campaign continues to aid nursing in its many endeavors that result in improving health care for all Oregonians. The school thanks all of those who continue to give to nursing, and in a time of great challenge, nursing cannot afford to lose ground in a campaign of excellence. Your present to the future is a gift that will help instill a passion for nursing in a new generation of scientists, practitioners and educators. The health of our communities may well depend on it.

I invite you to read the following pages and experience the connections made by OHSU School of Nursing and our partners to lead nursing – beyond OHSU.

Sincerely,

Kathleen Potempa, D.N.Sc., R.N., F.A.A.N., vice president and dean OHSU School of Nursing
awareness, cultural sensitivity and culturally competent care, she says, “Every nurse has a personal responsibility to work on herself or on himself, because before you can embrace diversity you have to look inward and explore any stereotypes you may have. Sometimes as part of my training I have to interact with substance abusers, and they can get very rowdy. I was brought up not to raise my voice and not to be loud, but to be soft-spoken. I really had to explore that, because if that’s a value I have that I don’t recognize, then consciously or unconsciously it may cause me to judge my patients who are loud and noisy. And that impedes my ability to care for them. So we all need to explore our own values – that will help us to embrace diversity more.”

The story and the self-realization it generates illustrate the powerful duality of diversity. When you introduce diversity in a systematic and strategic way – when you mix a variety of cultures and ethnicities, practices and beliefs, traditions and values – you introduce people to each other. You also introduce them, perhaps for the first time, to themselves. And that compels them to ask questions they may not have had to confront before, hard questions about where they came from, what their preconceptions and predispositions are, and what first principles and shaping behaviors guide them.

Diversity as Strategic and Individual Imperative

The leaders for diversity development at OHSU School of Nursing provide the resources, programs and people to help answer these questions and enhance diversity within the profession. The initiatives are strategic, to be sure, but they are also very personal and, like nursing and health care, very human. That, in fact, makes their success more likely. After all, says Olivia Pssima, “It just takes one person to start something good within one community.”

As both a definition of diversity and a strategy for building it, that’s hard to beat.

Left: Visiting Howard University student Olivia Pessima talks with Assistant Professor Maria Elena Ruiz, Ph.D.(c), R.N. at the OHSU-Howard dinner this past February.

Monica Arce
Peruvian-Born Midwifery Student Attentive to Hispanic Issues

Monica Arce’s first Portland gig was the nightclub scene. She moved to the city in 1994 with a group of musicians and played in a rock and roll band. By day, the Peruvian native worked as a Spanish medical interpreter and a reporter/editor for Spanish newspapers. Her dream, however, was to become a physician like her parents and brother. In 1990, she left Peru to study premed at Tulane University in New Orleans.

But two experiences modified that dream. The first was her work as an interpreter for the OHSU Center for Women’s Health. “I worked with midwives and physicians, and realized that I would prefer midwifery over ob-gyn,” she recalls. The second was her own pregnancy. “The midwives who provided my prenatal care talked to me about their jobs and encouraged me to apply to OHSU’s midwifery program.”

Before she could apply to nursing school, however, Arce, who had switched from pre-med to music at Tulane, had to complete science prerequisites. Now in her first year of the graduate-level midwifery program, Arce says doesn’t have much time for music or interpreting.

She does make time, however, to help OHSU recruit minorities. In 2004, Carol Terhune, J.D., Ph.D., recruited Arce to represent OHSU at the Hispanic Association of Colleges and Universities meeting in Miami. “My attendance showed that OHSU is working to increase minorities among its student and faculty populations.”

After she graduated, Arce’s goal is to work with the Hispanic community “in a way that makes them feel more true to their nature,” she explains. “I want to work with a population that is going through hard times, such as not having insurance, access to health care or citizenship. Hispanic women can go years without seeing a physician. But they will seek care during pregnancy. I think a midwife can touch a woman at a perfect time in her life and also talk with her about long-term health issues.”

BY LEE LEWIS HUSK
n alarm rang out across Oregon in early 2001. A huge nursing shortage was just on the horizon. Worse yet, the educational system could not simply ramp up enrollment to meet growing demand, it was not prepared for the challenge of educating sufficient numbers of well prepared nurses for tomorrow’s changing health care environment.

Rather than sitting on their hands and saying, “Oh my, what can be done?” a group of visionary nursing leaders accepted the challenge laid out in the Northwest Health Foundation’s report, “Oregon’s Nursing Shortage, A Public Health Crisis in the Making.” Says the report’s author, Christine Tanner, Ph.D., R.N., F.A.A.N., the Youmans-Spaulding Distinguished Professor, OHSU School of Nursing, “Our task was to increase supply and, at the same time, transform how nurses are educated – using the resources we have.”

In four short years, OHSU and other Oregon nursing programs have made remarkable progress in increasing supply and revamping nursing education.

The first thing the nursing leaders did was to convene all the “stakeholders.” The Oregon Nursing Leadership Council, representing all the major nursing groups in the state – educators, nurse execs, the licensing and regulatory agency, and the professional society. In a strategic plan to address the shortage, the council called for a doubling of enrollment and reformation of nursing education.

The council delegated education reform to a subcom-
Creating a New “Statewide University” From Consortium Schools

In an ideal world, a student’s nursing education would be seamless. However, many students today who earn a baccalaureate degree in nursing have pieced their education together—taking lower division courses in one place and then transferring to a four-year school to complete upper division courses before enrolling in nursing courses.

In addition, it’s difficult to gain admission to an Oregon nursing program in the current climate of scarcity—not enough state funding, too few nursing instructors and not enough clinical sites to accommodate all students. For example, in 2003, OHSU accepted only 286 of 645 qualified applicants in its undergraduate nursing program.

The consortium’s goal is to have one curriculum and a process that is far easier for students. For example, a student will complete one admission application, which can be sent to any consortium school. Financial aid will be streamlined through agreements between schools. Transfer of credits would be simple across consortium schools. The group is also working out joint faculty appointments so that a community college instructor can teach upper division classes through a four-year partner school, for example. “In a sense, the consortium is creating its own state-wide university,” says Tanner. “Our goal is for students to feel as if they’re in a single institution.”

The first wave of students to be fully admitted to the
“Today’s patients are sicker than in previous decades, and it’s not always safe for neophyte nurses to care for them… We want to re-design the clinical education by using simulation for pre-clinical preparation, and having closer supervision in the early years, which will make students better prepared for high acuity caregiving as they progress through the program.”

— Christine Tanner, Ph.D., R.N., F.A.A.N.

consortium will be in 2006. About 180 students will be admitted to community colleges in Roseburg, Oregon City, Gresham, Grants Pass and Coos Bay and simultaneously to OHSU. The next waves occur at community colleges in La Grande and Eugene in 2007; and at Ontario and Astoria in 2008. When all schools are integrated into the consortium, OHSU will have 360 to 400 students in their fourth year of nursing education (compared to 180 currently), some of whom will take the courses through Web-based and other distance learning technologies.

“The whole concept of completing a baccalaureate seamlessly in a student’s own community is that the student is more likely to remain in that community after graduation,” Shores reports.

**Competency-Based Learning New Benchmark of Curriculum**

The National Council of State Boards of Nursing reported in 2001 that new nursing graduates enter practice feeling unprepared. To cope with today’s complexities and the demographic shift toward an aging population, some schools are replacing traditional nursing courses with competency-based learning. Competencies are specific things a nurse should know or be able to do.

“We started by looking at the health needs of Oregonians and then designed a curriculum that creates the right kind of nurse for the future,” Shores says, emphasizing that the consortium is not trying to fix a broken education system. “We’re looking at the richness of faculty and clinical resources across the state, trying to use them in a more efficient way in order to increase capacity.”

The Northwest Health Foundation gave the consortium funds to help faculty develop the new competency-based curriculum and consortium structure. “We have agreed on a shared curriculum framework, and we’re now developing methods for evaluating when students achieve a competency,” Shores says.

Because of the faculty shortage, the consortium is looking at ways to extend expertise throughout the system. “When schools are collaborating with one another, it’s possible to use an expert in Ashland who has expertise in end-of-life issues to design a particular module for the curriculum that is accessible to any of the consortium schools,” Tanner explains. “We’re not replacing faculty but rather relying on their expertise to develop materials that students around the state can access.”

OHSU is working to avert the faculty shortage by offering a post-master’s program for people who already have a master’s degree – either in nursing or another field – who want to teach. Tanner, who directs OHSU’s post-master’s certificate in nursing education program, says that a NWHF grant supported participation by faculty members from each consortium school to help design the competency-based education. This same group then became the first to enroll in the new post-master’s program. She says about ten nurses with masters’ degrees began taking coursework toward the post-master’s certificate.

“These very experienced clinicians are exactly the kind of folks we need to recruit to teaching. We want our nursing students to benefit from their clinical expertise,” Tanner says. In addition to the post-master’s program, OHSU also offers a Ph.D. program, the only one in the state, essential for individuals who plan to do research and teach in baccalaureate and higher degree programs.

The other huge piece of redesigning nursing education is the clinical component – the actual time students spend with patients. “It’s the most expensive part, and has remained essentially unchanged since WWII” Tanner reports. “Nursing practice, on the other hand, has changed dramatically. The huge changes in health care knowledge in the past decade suggest that we ought not to tinker around the edges of clinical education but change it entirely.”

**Simulation Laboratories Provide Safe Learning, Extend Clinical Experiences**

The main reason schools are unable to increase enrollment is the lack of appropriate clinical sites” says Bonnie Driggers, M.S., M.P.A., R.N., co-director with Michael Seropian, M.D., of OHSU’s Simulation and Clinical Learning Center.

Tanner points out the other major problem with the traditional system of educating nurses: “Today’s patients are sicker than in previous decades, and it’s not always safe for neophyte nurses to care for them without supervision, which is costly to provide. We want to re-design the clinical education by using simulation for pre-clinical preparation,
and having closer supervision in the early years, which will make students better prepared for high acuity caregiving as they progress through the program.”

The consortium sees simulation laboratories as a way to augment what is already available in clinical sites and in some cases provide things not available in a clinical experience. “This technology allows for safe, predictable clinical learning that might not otherwise be available,” Driggers states.

Driggers, who chairs the Oregon Simulation Alliance Governing Council, says that the state is committed to simulation-based learning. Coordinated by the governor’s office, the alliance combines the strength and expertise of key players in the state – community colleges, public and independent four-year colleges and universities, health care provider organizations, simulation users and experts. “This alliance has key values that drive who receives equipment and training,” says Driggers.

The federal Department of Labor, the state’s Workforce Investment Board, Oregon’s Department of Human Services, and NWHF have provided more than $1 million to create community-based simulation centers for learning by students, current practitioners and those re-entering the workforce. The number of high-fidelity mannequin-based simulators in Oregon has increased from three in 2003 to more than 20 in 2005, including one for each of the consortium schools.

“The alliance is an Oregon response to address patient safety and workforce capacity issues, including shortages of clinical sites and faculty,” says Driggers. “This groundbreaking alliance is a national first, and is significant because it provides a new partnership model across sectors and across disciplines.”

OHSU’s role in simulated learning is significant. The Schools of Nursing and Medicine jointly built a 6,000 sq. ft. state-of-the-art simulation center in 2002. It provides expertise and training to others throughout the state seeking to develop simulation programs.

Collaboration in developing and improving the education system is the consortium’s real power. “No matter what we do in education, the population demands will exceed our efforts. The consortium brings together the best talents in the state to make the best use of state resources for a better workforce,” Tanner concludes.

In 2010 in Oregon, the demand for registered nurses will exceed the supply by 22 percent, leaving nearly one in four needed registered nurse positions unfilled. By 2020, demand will exceed supply by 46 percent, essentially leaving one in two registered nurse positions unfilled.*

Statewide Partnerships to Address Nursing Capacity
- OHSU is a vital partner in the statewide strategic response to addressing nursing workforce needs driven by the Oregon Nursing Leadership Council, the Oregon Simulation Alliance Governing Council, and the Oregon Consortium for Nursing Education.

Preparing and Retaining Faculty to Educate Tomorrow’s Nurses
- As the sixth ranked nursing school nationwide reported by U.S. News & World Report, the OHSU School of Nursing continues to attract, prepare and retain the nation’s leading nursing faculty.
- OHSU offers a post-master’s program in nursing education for people who already have a master’s degree, either in nursing or another field, who want to teach.

Leveraging a Reputation for Excellence
- Since its establishment in 1919, the OHSU School of Nursing graduated 27 percent of Oregon educated nurses working in Oregon. Eighty-eight percent of OHSU graduates stay in Oregon. Currently 840 students are enrolled in OHSU School of Nursing programs, preparing tomorrow’s nurses, nurse practitioners, clinical leaders and nursing faculty.
- The OHSU School of Nursing has one of the largest clinical missions in the country. Some examples include: the Health Network for Rural Schools in Eastern Oregon provides health care through school-based clinics in five rural school districts, providing services to more than 2,000 rural children and families each year; two community-based clinics in Eastern Oregon provide the only primary care available in these isolated areas, last year providing services to over 8,000 patients; the OHSU Nurse Midwifery practice delivers more than 480 babies and has more than 3,200 clinical visits from women and their newborns each year.

Casey Mayo, M.S.N., R.N., is a third-year doctoral student at the OHSU School of Nursing. She lives in Portland and eventually wants to use her research skills to improve pain management practices for older adults. But before Mayo met Linda Torma, M.S.N., A.P.R.N., B.C., she hadn’t considered how her studies might be relevant to nurses working in remote areas.

Torma is a classmate of Casey’s who lives in Missoula, Mont., where she teaches at Montana State University and participates in OHSU classes via videoconferencing. As a geriatric clinical nurse in the 1990s, she spearheaded a successful campaign to designate pain as the fifth vital sign in Missoula health care facilities. It was Torma’s perspectives on treating pain, and her clinical experience in an environment very different from Portland, that caused Mayo to broaden her research interests. She now wants to collaborate with Torma to study ways to address geriatric pain management in both urban and rural settings.

“In looking at different pain management centers here in Portland, I realize that we have a lot of information and services that people in rural areas can’t access,” says Mayo. “If I can find a way to effectively manage pain and its related symptoms in people who do have that high level of access, I’d like to develop similar programs in rural areas.”

Toward that end, the two are considering co-authoring a conceptual paper about chronic pain management in the elderly, a project that may include a research study involving older adults to determine whether exercise can help alleviate symptoms of pain. Working from both Portland and Missoula “would expand the breadth of people we can include in our studies and enrich our results,” notes Torma, a Nebraska native and 27-year Montana resident. “I think it’s very possible we’ll do a study together – she’ll be in...
Portland, I’ll be Missoula – because we’re so comfortable working over distance,” adds Torma. “We don’t see that as a barrier.”

The potential collaboration between Mayo and Torma may be the most salient example of how enrolling rural and urban nurses in the same program can spark joint efforts, introduce students to various practice settings, and prompt fresh insights into how to tackle 21st century nursing challenges. Even if they aren’t going so far as to collaborate on papers, Ph.D. students say one plus of the program is their exposure to different geographical perspectives.

Fostering an urban-rural dialogue wasn’t an original goal of the regional Ph.D. program. Rather, it began in 1998 as an innovative effort to enable master’s-educated nurses at Montana State University to earn a doctorate without leaving their home state. OHSU’s Beverly Hoeffer, D.N.Sc., R.N., F.A.A.N., helped initiate the program with the dean of the MSU-Bozeman College of Nursing. The program grew to include campuses in three other states in part because of looming shortages in both doctoral-trained nurses and western universities offering doctorates in nursing. (And, for now, it continues to grow: students from Idaho and Wyoming will join the program this fall.)

One unexpected benefit was that the regional Ph.D. students “introduced the rural perspective” to the program, says its current director, Gail Houck, Ph.D., R.N., P.M.H.N.P. She adds that students matriculating from outside Oregon also tend to have more clinical experience and, in some cases, more familiarity in working with certain at-risk populations, such as Native Americans, than nurses in urban areas.

Isabelle Soulé, M.N., R.N., a third-year student from Portland and an assistant professor at OHSU School of Nursing, says she’s discovered “things I would have never
cared about, thought about, learned about” were it not for sharing a classroom with nurses who practice far from an urban center. “It has truly changed the way I think about nursing in various small communities,” she says.

Although many students bemoan the lack of personal contact with their far-flung classmates, the fact that they have to rely on long-distance communications does have its advantages. Dallen Ormond, N.P., for instance, one of three male students in the program, says he’s become more comfortable with the idea of working with health professionals outside his local area.

Ormond, 34, is a nurse practitioner who co-owns the Families First Pediatrics clinic in South Jordan, Utah, a suburb of Salt Lake City. He’s interested in studying how certain hormones impact obesity in children and adolescents. To recruit support for his dissertation, he reached out to an expert physician at Johns Hopkins University in Baltimore, in addition to consulting with clinicians at OHSU and nearby Primary Children’s Medical Center, a University of Utah affiliate.

“One of the problems with graduate education, especially in areas we’re working in, is that there aren’t a lot of experts,” explains Ormond. “If you can get in touch with people who are experts in that area, no matter where they are geographically, it’s a bonus.”

In some cases, the experts sought by students are at one of the program’s remote sites. Ormond’s Utah-based classmates alerted Ashland-based Stephanie Sideras, M.S.N., R.N., C.N.S., to a Brigham Young University professor who shares a similar research interest. Sideras is looking at how the number of hours students spend in high-tech simulation labs impacts the quality of their clinical reasoning. “I wouldn’t have had that connection (with the other researcher) if I hadn’t been chatting with the Provo cohort,” says Sideras, a medical/surgical nursing instructor at OHSU School of Nursing’s Ashland campus.

Not all interactions within the program take place in the virtual world. All students get a chance to meet face-to-face in late August, when the regional Ph.D. students visit OHSU to participate in orientation and attend two days’ worth of classes. Last year the students took time to bond over Indian curry, enchiladas and other dishes the Portland students cooked up for a potluck in the fourth-floor faculty lounge. During the week, the students discussed ways to hold successful multisite conversations during class.

Establishing a nicely flowing dialogue when students from three or four sites are participating via video conferencing can be a challenge, says Mayo, but meeting in the flesh helps. She is especially sensitive to the needs of remote-location students because she was once one herself. Mayo, 33, earned a bachelor of science degree in 2002 from the OHSU School of Nursing, Ashland Campus. From there, she often plugged into classroom discussions taking place in Portland. She also heads up the school’s doctoral student organization, helps organize the annual potluck, and sends out quarterly e-mails to classmates containing both school news and personal touches like new-baby announcements. “One of things I strive to do is to make sure everybody feels connected,” says Mayo. “So much of the Ph.D. program is based on interaction and conversation.”

Mayo’s interactions with Torma started just before they began their first year of classes, at a meeting at the OHSU John A. Hartford Foundation Center for Geriatric Nursing
Colleen Casey

Blending Research and Practice

O

HSU’s Colleen Casey, B.S., R.N., is a matchmaker of sorts. By studying for a Ph.D. in geriatric nursing while working part-time as a critical-care nurse, Casey tries to marry what she learns in the classroom to what she learns on the job.

So far, she says, the experience has proven symbiotic. Her class projects, for example, have included an epidemiological look at older ICU patients and a case study of ventilator-associated pneumonia. She sees patients with these conditions in OHSU’s surgical ICU, where people over 65 usually fill more than half of the unit’s 12 beds.

“I believe very strongly that research should inform practice and vice versa,” says Casey.

In 2002, during her junior year at the OHSU School of Nursing, Casey successfully applied to become a John A. Hartford Scholar, a program designed to boost the ranks of highly trained geriatric nurses by accelerating their paths to a Ph.D. She participated in a six-month ICU immersion program her senior year, which led to permanent employment. And because she feels “very strongly about the clinical piece,” Casey also is earning her master’s as a clinical nurse specialist.

These days, working two 12-hour shifts each week, Casey tends to patients with life-threatening problems, usually the result of surgical complications. Her one-to-two-patient caseload enables her to “dig deep” into the complexity of their illnesses and, in many cases, to further her classroom education.

“There are plenty of crossover applications,” she says, “whether it’s promoting a realistic recovery, the understanding the effects of certain medications, or even knowing what tape works best on an older person’s skin.”

Casey emphasizes that most ICU nurses apply the same knowledge and methodology she does. “My studies just provide a framework to look at these issues more closely than I otherwise would,” she says, and to blend the worlds of research and practice.

By Dan Sadowsky

Excellence. Mayo had known that she wanted to work with elders since high school and had received one of the first Hartford scholarships designed to encourage students to pursue doctorates in geriatric nursing.

Torma, 54, whose research interests are chronic pain management and aging, recognized Mayo as a “kindred spirit.” She had enrolled in OHSU’s regional Ph.D. program for the opportunity to “provide more nursing leadership here in the western part of Montana” without uprooting her family and leaving the state in which she’s lived for more than 25 years. Torma, a registered nurse since 1974, has worked in a variety of health care settings and currently teaches community health, aging and other courses as an adjunct assistant professor at Montana State.

Through the program, Torma says she’s learned a great deal about nursing in urban areas, mostly by participating in three health disparities courses. “Here in Missoula, we’re fairly homogenous,” she says. “In Portland you get a much broader picture of diversity.”

Among the other program benefits she cites: learning about the “tremendous amount of research going on in Portland” and meeting nurses from throughout the west who could become future collaborators. “I feel like the distance approach to education has broken down boundaries,” she says. “We’re able to share information and collaborate in ways we wouldn’t be able to do if we were just in Missoula.”

That kind of mindset has the potential to forge vital urban-rural connections in nursing care. It may not have been what program originators had in mind, but it’s nonetheless a highly desirable outcome.
Being an administrator and faculty member doesn’t leave Catherine Salveson, Ph.D., R.N., much time for working with patients. Yet the director of the OHSU School of Nursing R.N./B.S. program still finds time to spend at least three hours a week providing HIV counseling. She doesn’t have to change clothes, commute to a clinic or even leave her desk. She simply shuts the door to her third-floor office in Portland and logs on to WebMD.

Salveson is the director and one of four OHSU Internet nurse consultants who provide advice and information to users of WebMD, a leading consumer health information Web site that claims more than 20 million visitors each month. Each nurse is responsible for staffing a condition-specific message board, publishing original articles and coordinating periodic live chats on relevant topics. Their workload is anywhere from three to six hours a week.

Salveson recognized the Internet’s potential for promoting healthy living and disseminating information in the mid-1990s when she directed wellness programs for the school. She partnered with Portland-based Sapient Health Network, an online health information and support service with 150,000 subscribers, an arrangement that eventually turned more than two dozen OHSU nurses into online moderators of the company’s 16 message boards.

Salveson has been nursing online ever since. One of her earliest projects was called “Healthier Holidays,” an online program that encompassed live chats, peer support and resources for people looking to stay healthy and not gain weight from Thanksgiving to New Year’s. An infectious disease nurse by training, Salveson has moderated WebMD
boards on Hepatitis C, smoking cessation, weight control and her current purview, HIV/AIDS.

“This is how I continue to practice nursing,” says Salveson. “I don’t show up at a clinic. I show up on the Net.”

Today the OHSU Internet Nurse Consultants group – which peaked at 26 members before Sapient was acquired by WebMD in January 1998 – comprises Salveson and three others: Karen Cameron, M.S.N., R.N.C., a Portland-based nurse-educator who moderates the depression message board; Jane Harrison-Hohner, R.N.P., R.N., a retired OHSU School of Nursing faculty member and former director of the menstrual disorders clinic, who oversees the gynecological issues section; and Peg Shepherd, Ph.D., R.N., a psychiatric mental health nurse practitioner at the Portland Veterans Affairs Medical Center who handles the multiple sclerosis area.

Membership in the group, Salveson says, requires in-depth knowledge of a disease or condition, familiarity with Web technology and enough clinical experience to make good judgments and overcome the limitations of a virtual patient care setting. On WebMD, nurses are unable to take a medical history, conduct a physical examination, order diagnostic tests or read a patient’s body language, facial expressions or verbal affect.

Harrison-Hohner says that despite these limitations, she still picks up on subtle cues – such as “how people order their thoughts” – that she’s learned to decipher in 20 years of nursing. She also finds many similarities in the “concerns and personalities” of people who seek treatment, whether they do so in the flesh or online. “In clinical practice, I could spend very little time with a patient and know they were depressed or had anxiety issues,” she says. “On the computer, some of those cues are still there. So I can answer their overt question and maybe address some of the underlying issues as well.”

Harrison-Hohner usually spends an hour each day on the GYN Issues board, responding to diagnostic or technical questions that the “lay experts” trolling her board haven’t answered. Oftentimes, she’ll include material culled from a reliable online source such as the National Library of Medicine. For example, she recently answered a post from one patient, a 25-year-old cancer survivor with a question on how chemotherapy affects reproductive health, by excerpting an article from a European medical journal and explaining how it might apply to her case. Harrison-Hohner says translating reputable medical information into terms the patients can understand, and helping them understand the relevance of that information, “is pretty much what a clinician would do.”

For Cameron, who teaches at the University of Portland, virtual nursing provides “the opportunity to have a nursing practice on my limited time schedule.” On a recent Thursday morning, she took about 30 minutes to respond to 10 different messages on WebMD’s Depression board. They included several questions on how long it takes certain mood-elevating medications to take effect, a request on how best to help a near-suicidal relative and a post from someone worried about frequent sadness.

Cameron’s responses mixed empathy, encouragement and gentle coaxing where appropriate. To one patient, who
wrote to announce that she recently realized the origins of her depression, Cameron began her response with, “BREAKTHROUGH! Nice going!” and closed with, “What do you suppose the next step is?” And to another patient, who wrote a long, rambling post that conveyed a sense of desperation, Cameron wrote: “Sounds like you are having a really rough time. Why not call your therapist and ask for an extra appointment for this week. Tues. seems like a long time away... Stay safe. Karen”

Cameron says one of her aims is to show support and encourage visitors to return to the site. “Sometimes I get a little firm if they’ve been on the board before and I think they are just slacking about their treatment,” she says. “I’m trying to help them see that they have some control over the course of their treatment.”

None of the nurses know any details about WebMD users beyond what they reveal in their posts. By rule, all communication happens on the site itself; nurses do not answer personal questions via e-mail or phone, nor do they interact with users offline. Such anonymity protects both parties, Salveson explains: the patient is more apt to be frank about health problems that they may otherwise not disclose to family members or medical providers, and online nurses form a different kind of nurse-patient relationship that avoids difficult legal and liability issues.

“Our role is purely health education and health coaching,” says Salveson. “We supply accurate medical information and personal support when appropriate, and ensure no misinformation is spread.”

Each nurse has a WebMD-employed counterpart whose role encompasses mostly non-medical aspects of the message board, such as answering simple questions, steering people to other Web resources, and enforcing the site’s “Rules of Conduct.” Beyond that, each board has what Salveson calls its “self-proclaimed volunteer experts,” many of whom are quite helpful in supporting other members and answering the more straightforward questions. Salveson says her role is to sometimes clarify or amplify these responses to provide a medical context or to “be a little more assertive in suggesting what steps a person needs to consider taking.”

Since Salveson first formed the group in the late 1990s, the Internet – and its health information portals like WebMD – has changed in significant ways. Salveson says she’s noticed an increase in advertising on WebMD and a heavier reliance on “health celebrities” such as Dean Ornish, John Gray or Oprah Winfrey, all of whom have been featured on the site. Harrison-Hohner has noticed that the democratization of the Internet is reflected by an increase in WebMD visitors who have little access to traditional health care or financial resources.

All signs point to the Internet becoming more integrated into our daily lives and into the delivery of healthcare. According to at least one WebMD-commissioned poll, most Americans view the Internet as a reliable resource for health care information. “I think it’s a great opportunity for people to access one-to-one education and a support group of people who can provide experiential information as well,” says Harrison-Hohner.

The consequences for online nursing are less clear; as the Internet expands its reach and new technologies such as streaming video are introduced, Salveson says privacy, licensing and liability issues will come to the fore. These issues are less likely to curb the practice of Internet nursing than to shape its growth. “The potential,” says Salveson, “is enormous.”
Providing WebMD visitors access to expert nurses isn’t the only way the School of Nursing is promoting better health. Teaching and promulgating self-care, behavioral change and other aspects of wellness promotion have been enshrined in the institution’s strategic plan since 1997, says Marna Flaherty-Robb, M.S.N., R.N., associate dean for practice development and integration.

Improving self-care competency and building institutions that support those skills, she says, is at the heart of the OHSU School of Nursing’s mission and the nursing discipline. The roster of notable health-promotion activities includes:

- **The Center for Healthy Aging’s five-year Healthy Balance study** looks at the influence of nutrition and physical activity on physical functioning, health and quality of life. Researchers think exercise patterns as well as diet may influence the onset and prevalence of certain cancers, and they hope to explore those relationships in a series of forthcoming studies.

- As part of her ongoing research on fibromyalgia, a complex chronic-pain syndrome, Kim Dupree Jones, Ph.D., assistant professor of nursing, is investigating how combining medications and physical exercise might provide symptom relief for a condition found in nearly 7 percent of women.

- OHSU, as a leader in the Oregon Consortium for Nursing Education, is helping draft a new-and-improved nursing curriculum that lists “helping clients stay healthy” as one of four priority areas for effective nursing.

- OHSU Health Management Services, in a joint relationship with the University of Rhode Island Cancer Prevention Research Center, has received $1.1 million from the Centers for Disease Control and Prevention to study the impact of different recruitment methods and interventions to improve the health of employees in the workplace.

- The first South Waterfront building in Portland, now under construction and slated for a mid-2006 opening, will include a three-floor wellness center.

  It’s a wide range of efforts, Flaherty-Robb points out, aimed at producing better outcomes, lowering health care costs and keeping OHSU on the cutting edge of wellness research nationwide.
We were kneeling in a circle with our hosts. The lights were dimmed, and the Thai students were playing calming traditional music. Each Thai nursing faculty member came around the circle and tied white, knotted strings around our wrists. As each string was tied, the host would look you straight in the eyes and say such things as, ‘I wish you a happy and peaceful year,’ or ‘I hope you have a fulfilling life.’ At the end of the ceremony, each American guest had eight to ten bands around her or his wrist. It was extraordinarily moving. “So recalls Nancy Press, Ph.D., professor, OHSU School of Nursing, and one of two faculty members who accompanied six students, including five from OHSU, to Thailand this past December.

“We wore the white strings around our wrists until they fell off in the shower,” adds Isabelle Soulé, M.N., R.N., assistant professor, and the other faculty member on the two-week trip. Soulé says their Thai hosts did whatever they could to make their Western visitors feel comfortable, from playing “Joy to the World” on a little tape recorder on Christmas morning to displaying a Christmas stocking the size of something you would hang on a car mirror, “They were so good to us, so generous,” she recalls. “I’ve traveled many places in the world but the Thai people are some of the most gracious and generous of spirit that I’ve encountered.”

This and other international experiences the nursing
school has recently begun to sponsor for its students offer many valuable lessons about the differences and similarities across cultures – a primary goal of the Office of External Programs, headed by Billy Cody, Ph.D., executive director. The mission of the office is to incorporate opportunities for understanding the issues of global health, international nursing science and cultural competency, into the school’s activities to aid its citizens in being more effective in today’s ever-shrinking and interdependent world. “In order for our students and faculty to be prepared to put their expertise to best use, we know they need international relationships and, if possible, out of country experiences. The trips we offered this year build on the rich legacy of international commitment and activity our faculty share with us,” said Cody. “They create sustainable and enriched institutional support for what we know is going to be an ever increasing need for nurses in the future.” The Thai Immersion program will be offered again this December and is open to all OHSU students, faculty, health care providers and alumni.

Soulé, who is writing her doctoral dissertation on the development of cultural humility in undergraduate nursing students, asks, “How do we as educators set a context for students so they can work more elegantly with diverse cultures?” Soulé says that spirituality is woven into all aspects of a Thai’s daily life. Their beliefs – shaped by the predominant Buddhist religion – directly affect the way they handle death and dying, their perceptions of where illness comes from, and how healing happens, according to Soulé.

The American travelers spent one day at a well known HIV/AIDS hospice temple in Lopburi, run by Buddhist monks. “The monks try to provide a peaceful setting, versus putting people in hospitals,” says Press. The temple houses more than 400 people in various stages of the disease.

“It was a joyous yet somber place with reminders of death around those still trying to survive,” reflects Amy Lindstrom, a senior nursing student on the Ashland campus who was on the trip. “It was refreshing to see volunteers devote their lives to help these afflicted individuals and try to create a supportive atmosphere, to let them die with dignity.”

The group spent most of its time in Bangkok, a city of 10 million. “It is everything you have ever thought it was – noisy, crowded, dirty, confusing and friendly,” Lindstrom says. “It is unlike anything in the United States. There are shanties next to palaces, and food vendors with raw meat sitting out all day next to the shrine of Buddha. “Of course,” she says, “the food is amazing.”

The Americans spent their first day at a hospital with 2,500 beds. “This hospital had hundreds more people in the waiting room than our students had generally seen in a hospital,” Soulé relates. “It was overwhelming to some.”

While in Bangkok, the group learned about public health policy, including the country’s new universal health
This hospital had hundreds more people in the waiting room than our students had generally seen in a hospital before. It was overwhelming to some.

— Isabelle Soulé, R.N., M.N.
A mong Katherine Crabtree’s impressions of Thailand where she lives and works are: The Thai people are much more family oriented; their king, who was born in the United States and educated at Harvard University, is revered; they are more relaxed about sex; they love pop rock; everyone has a cell phone; and traffic jams in Bangkok are legendary (but no elephants are allowed on the streets anymore).

Crabtree, D.N.Sc., F.A.A.N., A.N.P., professor in the OHSU School of Nursing, is spending a one-year sabbatical at St. Louis College of Nursing in Bangkok to help the college develop advanced practice nursing options at the master’s degree level. She also teaches classes to Thai students from around the country, helps faculty members publish research in English in professional journals, and has visited several hospitals.

Crabtree was at home in Portland when the tsunami hit Thailand’s beaches. “The fund-raising concerts and disaster relief funds continue here as the need is so great,” She says. Her college has sent teams to help with the disaster, but she has been unable to go due to teaching responsibilities.

She says the health care system is like stepping back into the 1960s in the U.S. “The Thai health care system is in crisis, and nurses are under-utilized resources,” she reports. “Nurses are often at the desk, and the head nurse is primarily the one who speaks with the physicians. There are few female doctors.” On the other hand, she adds, “We could learn a lot from the Thais about delivery of family-centered care in the hospital. They tend to incorporate all kinds of therapies (massage, herbs) and fewer prescription drugs.” The country is 95 percent Buddhist, and people believe that “you are what you are because of past lives, so you earned or deserve your fate.”

Like many visitors to Thailand, Crabtree has found that the best part of the country is the people. “They are warm, welcoming and wonderful to foreigners. They love to laugh and have fun,” and she says they are patient with her “feeble attempts to speak Thai,” which she is trying to learn. “To practice as a licensed nurse in Thailand, you must be fluent in Thai.” However, for anyone wishing to spend an extended length of time in the country, Crabtree says, the country is seeking native English speakers to teach English.
BY LEE LEWIS HUSK

American Health Coalition, Inc. She says that many small community agencies don’t have the resources to conduct research. “We lend the expertise of our investigators, who know the research language.” Some of the center’s sponsors include the National Institutes of Health, the Centers for Disease Control and Prevention, Multnomah County, the Northwest Health Foundation, and the Collins Medical Trust.

One new four-year project is aimed at intervening in the workplace with victims of domestic violence. “When we think about the traditional places women go to for help with domestic violence, we think about shelters or health care settings or law enforcement agencies,” says Glass. “But women tell us that they often don’t feel safe in those environments. Sometimes the only place a woman can be away from her abuser is at work and because of this, we’re trying to develop cost effective resources that can be available to women in the workplace.”

OHSU’s Community Partners in the Driver’s Seat

Like a bicycle built for two, the OHSU School of Nursing is working in tandem with community partners to create forward momentum in research. But unlike most university-conducted research, the community is sitting in the front seat, steering the direction for scientific investigations.

In the past couple of years, the number and types of community-driven research projects with the school have exploded. Agencies in rural and urban areas across Oregon are working with researchers in the nursing school, including those at the OHSU Center for Health Disparities Research; the Best Practices Initiative within the school’s John A. Hartford Center for Geriatric Nursing Excellence; and the Office of Rural Health Research.

Center for Health Disparities Research: Building Trust and Relationship with the Community

The Center for Health Disparities Research has leveraged an initial $50,000 investment from the School of Nursing into an impressive $2 million in grant support – all generated through partnerships between OHSU and community-based agencies. “People are always trying to give us the credit for the center’s success,” says Nancy Glass, Ph.D., M.P.H., R.N., assistant professor. “Really, it’s our amazing partners who do amazing work. We’ve been successful at getting funded because of the relationship we have with people who know how to do the hard work.”

Glass co-directs the center with Corliss McKeever, M.S.W., president and chief executive officer, African American Health Coalition, Inc. She says that many small community agencies don’t have the resources to conduct research. “We lend the expertise of our investigators, who know the research language.” Some of the center’s sponsors include the National Institutes of Health, the Centers for Disease Control and Prevention, Multnomah County, the Northwest Health Foundation, and the Collins Medical Trust.

One new four-year project is aimed at intervening in the workplace with victims of domestic violence. “When we think about the traditional places women go to for help with domestic violence, we think about shelters or health care settings or law enforcement agencies,” says Glass. “But women tell us that they often don’t feel safe in those environments. Sometimes the only place a woman can be away from her abuser is at work and because of this, we’re trying to develop cost effective resources that can be available to women in the workplace.”

Glass says that this project like all the others at the center is being led by the community. “When the community tells us what it needs rather than us making assumptions about what it needs, we’ll be more successful in coming up with effective solutions. This approach takes more time and is more complicated, but we have to work with real people’s schedules, resources and the political environments. Even if there are barriers and challenges, we think the intervention will be more realistic and sustainable if it comes from them.”

The Susannah Maria Gurule Foundation, which focuses on eliminating health disparities in Oregon’s Latino population, is pairing nursing students with lay health workers. “One priority is increasing access to prenatal care for women without legal residency or without access to health services,” reports Glass. “Our goal is to reduce the incidence of low-birth-weight infants or preterm labor.” If the project succeeds in improving birth outcomes, the group plans to extend the model to areas outside Portland.

“Lay health workers are a natural resource in the community and we can extend their effectiveness by using student nurses to provide information and service to the community,” says Glass. “At the same time, we’re educating our students and showing them creative ways to improve health in their own communities.”

One proposed study builds on a strong foundation of work in the community by the African American Health Coalition under McKeever’s leadership. It aims at educating African Americans about cardiovascular disease, diabetes,
exercise and other issues that affect health. OHSU researchers have learned that 90 percent of participants in previous community-led health care related programs were women. The proposed project aims to examine ways to reach men. “This is a perfect example of an organization with a research base that now can translate findings into the best interventions for the community,” says Glass.

School of Nursing’s Office of Rural Health Research teams up with Asante

OHSU’s long-standing relationship with Medford-based Asante Health System is spawning new collaborations. Ranked as one of the country’s top 100 hospitals for cardiac care, Asante provides clinical experience for OHSU’s nursing students, as well as job opportunities after graduation. And both organizations are concerned about the care of older adults – a growing population in Southern Oregon.

The two groups are working together on several research activities, including a three-year project to improve medication safety in the hospital using a new electronic medical records system. About half of the patients admitted to hospitals have a problem with their medication, according to recent articles in the health care literature. To address this problem, the federal Agency for Health Care Research and Quality at the NIH is supporting research on patient safety and technological solutions to improve patient safety.

OHSU and Asante applied for and received a grant for $1.5 million from the federal agency. Asante is providing matching funds, bringing the project’s total to $3 million. The first phase of the project is under way at Three Rivers Community Hospital in Grants Pass. Asante Vice President for Information and Guest Services Mark Hetz is the principal investigator. The OHSU team consists of Heather Young, principal investigator and evaluation director; co-investigators Julie Cartwright and Rick Daniels; research assistant: Tiffany Dodge; and research associates, Lori Lind, Marsha King-Rosine and Susan McKennon-Stanfield.

“Each step in the traditional system of ordering, filling and administering medications can introduce error,” according to Heather Young, Ph.D., G.N.P., F.A.A.N., Grace Phelps distinguished professor and director of Rural Health Research. “Someone could misread or misunderstand an order or write the wrong number. With the electronic system, if the prescribing physician or nurse practitioner can make a single entry into an electronic record, not only is there less chance of a mistake but the program software can alert practitioners about combining certain drugs and possible side effects. When fully operational, the entire process can be more timely and efficient.”

Under this program, patients wear an armband with a barcode that is matched to the drugs that are ordered for them. A nurse will read the barcode when preparing to give a medication. If it’s not the right person, time or drug, a computer at the bedside sends an alarm. “It’s a way to check accuracy at the bedside,” according to Young.

But Young cautions that switching to an electronic record requires changes in the care culture and day-to-day logistics. “We’ll be looking at whether the system does what it’s supposed to do and how well people adopt the technology,” Young says. “This can be quite a shift, as we need to think differently about work, communications and the way nursing units are set up.” The school will collect data, observe the units, compare how things change over time, and audit the overall performance.

“OHSU is reaching out to all Oregonians, not just those who live in places convenient to researchers. Asante has knowledge and a good sense of the needs of the members of the community and they benefit from the grant-writing skills and health care expertise from the School of Nursing. Together we’re able to partner in a synergistic way that benefits everyone.”

Best Practices Adopted by Agencies

The School of Nursing’s Hartford Center of Geriatric Nursing Excellence and several community partners have demonstrated the importance of partnerships when implementing best practices into clinical care. The Home Wound Care Project conducted with the Portland Veterans Affairs Medical Center resulted in several systems changes, including a new wound care clinic at the Portland hospital and a second clinic at its Vancouver, Wash., campus, which offers extended and long-term care services. The project demonstrated that complex, non-healing wounds could be healed with the application of best practices supported by the involvement of a wound care specialist.

Lanny Hammett, R.N., M.S.N., a Kaiser Permanente Northwest advanced practice wound care nurse, identified the need for a Web-based wound care consultation tool. She was concerned about the lack of consultation resources in many long-term care settings.
With support from the Hartford Best Practices Institute and the Collins Medical Trust, Hammett led development of a Web-based consultation tool and supervised initial testing at the Ft. Vancouver Care Center, a Kaiser Permanente contract nursing facility. The second phase of testing is occurring now at Hearthstone Manor (a long-term care nursing facility in Medford and an Asante affiliate) with consultant Terry Ross, R.N., M.S., wound care specialist and OHSU assistant professor on the Klamath Falls campus.

According to Diana White, Ph.D., assistant professor and project director for the Hartford Center of Geriatric Nursing Excellence, “A bedside nurse uses the tool to input various aspects of the wound (such as size, tunneling, surrounding skin and drainage) and to answer a variety of questions about the patient (such as nutritional status, diagnoses and functional ability). This information results in a computer-generated risk score and suggested treatment plan,” White explains. This assessment data, along with a digital image of the wound, is uploaded and sent to a consultant who evaluates the information, modifies the treatment plan as needed, and provides feedback to clinicians in the field. The information can also be printed and used as part of the patient’s permanent record. White says that the researchers are still in the initial testing phase of Web-based technology for wound care.

The school is also partnering with the Oregon Department of Human Services, Seniors and People with Disabilities, and the Oregon Technical Assistance Corp. on workforce issues and person-centered care projects. Among these projects is the national Better Jobs Better Care demonstration project funded by the Atlantic Philanthropies and Robert Wood Johnson Foundation.

Eight community and facility-based organizations are changing their practices to better meet the many needs of older adults and those who serve them. The emphasis is on honoring and respecting individuals, responding to their preferences and values, and maximizing autonomy and choice. This requires significant changes in the way society thinks about and structures long-term care, according to White.

Nancy Glass of the health disparities center summarizes the nursing school’s community-driven alliances this way: “In the end, we’re not one place or one group of people. And it’s not just about writing grants and getting projects funded. We’re looking at long-term relationships with the community. It’s really about building trust.”

Anne Greenlee, Ph.D., M.S.

Research Scientist Brings Reproductive Toxicology Program to La Grande

On Oregon’s frontier for more than a century, La Grande is now home to a new type of pioneer. Anne Greenlee, Ph.D., M.S., moved from Wisconsin last fall and is setting up a research lab in the OHSU School of Nursing to probe how low-dose pesticide exposures may affect reproductive health.

Greenlee was drawn to the new 10,000 square-foot laboratory space housed in the Science Center located on the Eastern Oregon University campus. As an associate professor in the School of Nursing’s La Grande campus, Greenlee has been charged with setting up a research lab, obtaining grant funding and hiring staff. She will work in collaboration with investigators in the school and OHSU’s Center for Research on Occupational and Environmental Toxicology in Portland.

The May 2004 issue of Environmental Health Perspectives published the results of a study in which Greenlee and co-authors from the Marshfield Clinic Research Foundation in Wisconsin found that low-dose exposures to agricultural and lawn care pesticides may cause injury to developing embryos before a women knows that she’s pregnant.

“I’m interested in characterizing pathways of injury that may occur during the first five to seven days after conception,” reports Greenlee. “If we can learn how pesticides inflict injury in the developing embryo, we might be able to design interventions to safeguard health during a time period in which pregnancy is typically not recognized.” Significantly, the doses she studies are those considered safe for humans. Another publication by Greenlee et al in the July 2003 issue of Epidemiology showed that infertile women were 27 times more likely to report handling pesticides in the two previous years before trying to conceive when compared to women who became pregnant within 12 months of trying.

Greenlee will be collaborating with investigators from the OHSU Center for Health Disparities Research with the aim of developing ways to promote healthy pregnancies among people at greatest risk of exposure. “I don’t want to just stay in my lab and publish papers. I want to get the science to the people who can use it, and the nursing school has the right mix of health professionals to help translate research into practice.”

BY LEE LEWIS HUSK
Taking the Next Step

The Oregon Opportunity fundraising campaign is not an opportunity of choice. The School of Nursing’s $14 million goal will propel nursing education in Oregon to the necessary next step. An aging population of patients, a retiring faculty and workforce, reductions in state funding, and unprecedented cooperation among educators statewide are dictating that the school find new ways of supporting and expanding its activities. Private endowment and program funding are critical to the school’s success and its ability to answer the mandates it is facing. The school has raised nearly $10 million since the Oregon Opportunity campaign began, creating exciting opportunities for increased student, faculty, research and educational support. Your investment in improving nursing care in our communities is vital. You will see new initiatives and activities at the OHSU School of Nursing in the next few years that address contemporary issues facing our community. These initiatives will also help OHSU prepare our students to take on leadership roles in our changing health care system. OHSU cannot navigate this challenging landscape without your help. It is only with the investment of our communities, businesses and individuals that the School of Nursing will have the capacity to meet new demands and improve the quality of health care.

BY BARBARA PESCHIERA,
DIRECTOR OF DEVELOPMENT

Celebrating Old Friends Through New Scholarships

It’s a bit like matchmaking, and every bit as enjoyable when a good fit is found.

Creating endowed scholarships that will permanently benefit nursing students while providing donors with opportunities to create legacies for loved ones brings satisfaction to all who are involved.

The School of Nursing is thrilled to be able to announce the creation of six new endowed scholarships this year. Each one linked a passion for nursing education with a heartfelt personal commitment.

And so we have accolades that are not often celebrated with such permanence: for a compassionate nurse, a nurse leader, a lifetime of love, a devoted student advocate, a dedicated trustee, a commitment to nursing education, to patient care, to life and family.

Endowed scholarships remain the School of Nursing’s highest need and priority for philanthropy. Scholarships play a key role in advancing the school’s ability to increase enrollment and to attract the best and brightest nursing students. They also allow donors to honor and celebrate the lives and dedication of those they hold dear.

The following profiles provide a sampling of the inspiration.

Photos: Left to right, Carol Rosenblatt Forman, Ruth A. Wiens, Marie L. LeVernois, Marjorie Shirley Porter Erickson and Dick B Speight.
was named the school’s first assistant dean, and in 1975 served as dean pro tem. Numerous awards were bestowed upon Wiens before her 1989 retirement, recognizing her involvement as a nursing leader.

Her husband, Arthur N. Wiens, Ph.D., and her sons, surprised Ruth with the scholarship on her 80th birthday – making the cornerstone contributions. Colleagues, friends and family are encouraged to continue to contribute to the fund to expand the benefits it provides to nursing students.

The scholarship is available to full- or part-time nursing students to assist with their tuition and fees. Applicants must show a strong potential for having a successful career in nursing, a demonstrated financial need and academic achievement as seen in their scholastic record.

Marie L. LeVernois Nursing Scholarship
Earle LeVernois, M.D., established the Marie L. LeVernois Nursing Scholarship to honor his wife and recognize her nursing accomplishments. He presented this special gift to her as a Christmas present while their children, including two daughters who are nurses, watched and listened with pride. This fund, established to provide nursing scholarships to local OHSU students attending the Klamath Falls campus, demonstrates their long-term and ongoing dedication to the nursing education and health needs of the Klamath Falls community – a dedication that began upon their arrival in Klamath Falls in 1965. Mrs. LeVernois has been an active and proud participant in the health care community since earning her nursing diploma in 1952 from St. Luke’s Hospital School of Nursing in Marquette, Michigan. She began her career as a surgical nurse and later worked as an on-call office nurse in her husband’s solo private surgical practice. Dr. and Mrs. LeVernois have jointly served on various committees at the Oregon Institute of Technology and were instrumental in helping to establish the nursing program in 1969. Over the past 50 years, Marie has served the nursing profession and helped meet the health care and educational needs of others. Having served on the scholarship committee, she has first hand experience regarding the need for nursing education tuition support in Klamath Falls, and the far-reaching benefits it has to the community. Marie is pleased the scholarship, bestowed in her name, will positively impact the lives of students.

Carol Rosenblatt Forman Nursing Scholarship
The School of Nursing is honored to announce the establishment of a new scholarship endowment to celebrate Carol Forman, B.S., an alumnus of the school who went on to express her commitment to OHSU through her service as a trustee on the OHSU Foundation board.

The Carol Rosenblatt Forman Nursing Scholarship Endowment honors the commitment to excellence in nursing that Forman embodied as a caring and compassionate nurse. Created by her friends and family after her death in June 2004, the scholarship will provide assistance to graduate and undergraduate nursing students.

Forman’s allegiance to OHSU sprouted during her father’s tenure as a prominent physician and faculty member, and grew through her experiences of earning her nursing degree and her work as a surgical nurse at Doernbecher Children’s Hospital and at OHSU Hospital.

Forman joined the OHSU Foundation Board of Trustees in 1998 and served with dedication until her death.

Ruth A. Wiens Nursing Education Scholarship
This scholarship has been established to honor Ruth A. Wiens, M.S., an instrumental leader of the OHSU School of Nursing. The scholarship celebrates the life and work of Wiens, whose relationship with OHSU spanned her career as a student, a faculty member and a pioneering administrator. Current OHSU students will benefit from the scholarship while experiencing the impact Wiens had on nursing education – and the important influence the school had in her life.

The Ruth A. Wiens Nursing Education Scholarship honors the leadership provided by the retired professor, assistant dean and interim dean. Wiens joined the school in 1964 as a student, earning her bachelor’s and master’s degrees before becoming a faculty member. In 1972 she

To find out more about The Oregon Opportunity, visit www.ohsu.edu/son/giving
Marjorie Shirley Porter Erickson Pediatric Nursing Scholarship

The connections between a career in nursing, the education that made that career possible, and the compassion that makes a nurse often become intertwined forever. Such was the case when Harold M. Erickson, Sr., M.D., established the Marjorie Shirley Porter Erickson Pediatric Nursing Scholarship in memory of his wife of nearly 69 years.

Dr. Erickson and his children found a way to celebrate the life of Marjorie Shirley Porter Erickson, who passed away in June 2004, and to honor her identity as a nurse. They decided to establish a permanent endowment in honor of their wife and mother to create a scholarship for pediatric nursing students at the OHSU School of Nursing.

Margie Erickson was a graduate of the school’s class of 1928. Her first nursing job was in Doernbecher Children’s Hospital where she was quickly promoted to a supervising nurse. She fondly remembered caring for the first “iron lung” polio, infantile paralysis case in Oregon. She was known for the sense of calm she could create as she cared for as many as a dozen children who were recovering from tonsillectomies. It was at Doernbecher that she met Harold, who she would marry in 1935.

Erickson’s family decided the endowed scholarship in her name would benefit nursing students who have a passion for pediatric nursing. They felt Margie would be honored to know that her life would help students who wanted to care for children, just as she had done for many years.

Dick B Speight

Dick Speight, B.A., recognized the potential in us. He encouraged us to wade through the tough times. He inspired us to be better health care workers than we had imagined we could be. He left us suddenly, in July, before we had a chance to express our gratitude. And now, we want to honor his contribution to his students, OHSU and health care by endowing a scholarship in his name.

Speight officially served as director of admissions and registrar, and retired in 1992 as professor and registrar emeritus. But those of us whose lives were touched by Speight know that his dedication to OHSU and colleagues extended well beyond his job description. He had a gift for recognizing the individual potential of many nursing and medical students who were experiencing the challenges that accompany rigorous educational programs. Speight served as counselor, advocate and mentor for countless students during his long tenure. He changed our destinies and helped us recognize our individual strengths. He advocated for quality education and useful licensure requirements. Through his work, Speight inspired and advanced a foundation for compassionate and quality health care to an extent that few individuals can claim.

To honor Dick Speights’s legacy, his family and friends have established a new scholarship fund to benefit students in the schools of medicine and nursing. Speight recognized the financial hardship of attending medical or nursing school and he provided financial assistance to many students. This scholarship will provide assistance for students into the future.

Sharkey Family Foundation

Endurance is not a new concept for the Sharkey Family – Albert, father of the family, lived to be 100 years old. And now the Sharkey Family Charitable Foundation has cemented its commitment to education by establishing a permanent nursing scholarship. Established in 1994, the Ashland-based foundation has endowed the Sharkey Family Foundation Nursing Scholarship. This scholarship will be awarded to students who demonstrate exceptional scholastic achievement and the potential for leadership in the nursing field. The Sharkey Foundation intends to contribute more to the endowment over the next two years. The School of Nursing is grateful for the close relationship it has with the Sharkey Foundation, creating the opportunity to express the importance of endowed scholarships, and the ability to establish guidelines that can be applied with flexibility over the life of the scholarship.

A Key Role

Scholarships play a key role in the School of Nursing’s ability to preserve its national ranking among the top ten schools of nursing. Nearly half of the school’s applicants have earned prior degrees and are not eligible for federal grants. In addition, OHSU attracts a highly qualified applicant pool, and yet one in three students who are accepted to OHSU but elect to go elsewhere site financial challenges as a reason. Now the school is facing severe increases in tuition. All of these factors contribute to the importance for the school to be able to award meaningful scholarship assistance to students who promise to have significant impacts on the profession of nursing.

Gifts to establish new endowments or to augment any of these endowments and to further celebrate these individuals are welcome. Gifts can be sent with the name of the designated endowment to the OHSU Foundation, School of Nursing, SN-Admin, 3455 S.W. U.S. Veterans Hospital Road, Portland, Oregon 97239-2941. Questions may be directed to Barbara Peschiera, director of development, at 503 494-7525 or by e-mailing peschier@ohsu.edu.
The Turner scholarship means a lot to me. I knew that I wanted to pursue a doctoral education but I also knew I couldn’t afford it for a few years. This award helped me realize my dream much earlier,” says Strong. “Without the scholarship, I might never have had the opportunity. It’s a blessing.”

Strong will do her dissertation on Jamaican children with learning disabilities. She professes to be bashful and reserved, and prefers working with children. When searching for an area of research, Strong recalled many high school friends who had difficulty in school. In retrospect, she feels that the Jamaican government didn’t do a good job of recognizing learning differences. “These students were marginalized.” She is also interested in other marginalized groups, such as women, the uninsured, the underinsured, and undocumented workers.

When asked about her long-term goal, she jokes that it’s hard to think of anything else while immersed in a doctoral degree. If she finishes in June of 2007, one of her goals is to give back to the school. “I would like to teach at OHSU – I have a lot of gratitude to the institution that has been so generous to me.” She also hopes to work part time as a nurse practitioner specializing in women’s health.

A resident of the U.S., Strong is grateful for the educational advancement offered here. Despite this, she feels that someday she will return home. “Jamaica has its difficulties, especially politically and socioeconomically. But it is home, and it’s where most of my family still resides.”

**Jamaican Doctoral Student**

**Grateful for Turner Scholarship, to OHSU**

**BY LEE LEWIS HUSK**

At first, it didn’t seem real that people would offer so much money for doctoral work,” says Caron Strong, M.S.N., R.N., F.N.P. The former Howard University student had received an e-mail from her nursing school’s dean outlining scholarship opportunities at OHSU and an invitation for minorities to visit the school, all expenses paid. She and a few other students from the Washington, D.C., school accepted the offer. “We toured the campus, saw Portland, visited prospective employers and met with the faculty,” she recalls. “I thought that it was a hospitable environment and a great experience.”

She returned to the Washington area and remained in contact with Carol Terhine, J.D., Ph.D., assistant director of professional and diversity development who encouraged her to apply immediately. As native of Jamaica, she adds that “there’s the mentality that when you’re from a developing country, an opportunity only comes once.” The nursing school not only accepted her into its doctoral program but also gave her the Turner scholarship.

The scholarship is one of several financial packages offered to doctoral students for the first two years of full time study. Recipients must have a history of academic achievement, with special consideration given to ethnic minorities. The Turner scholarship covers tuition and fees, and also provides a monthly stipend. Strong says that the money allows her to devote the majority of her time to her studies, while working part time for a pediatric home care service.

“The Turner scholarship means a lot to me. I knew that I wanted to pursue a doctoral education but I also knew I couldn’t afford it for a few years. This award helped me realize my dream much earlier,” says Strong. “Without the scholarship, I might never have had the opportunity. It’s a blessing.”

Strong will do her dissertation on Jamaican children with learning disabilities. She professes to be bashful and reserved, and prefers working with children. When searching for an area of research, Strong recalled many high school friends who had difficulty in school. In retrospect, she feels that the Jamaican government didn’t do a good job of recognizing learning differences. “These students were marginalized.” She is also interested in other marginalized groups, such as women, the uninsured, the underinsured, and undocumented workers.

When asked about her long-term goal, she jokes that it’s hard to think of anything else while immersed in a doctoral degree. If she finishes in June of 2007, one of her goals is to give back to the school. “I would like to teach at OHSU – I have a lot of gratitude to the institution that has been so generous to me.” She also hopes to work part time as a nurse practitioner specializing in women’s health.

A resident of the U.S., Strong is grateful for the educational advancement offered here. Despite this, she feels that someday she will return home. “Jamaica has its difficulties, especially politically and socioeconomically. But it is home, and it’s where most of my family still resides.”
Welcome to the 2004 School of Nursing Honor Roll of Donors

The School of Nursing Honor Roll of Donors honors those who made a gift or pledge to the OHSU School of Nursing through the Oregon Health & Science University Foundation from Jan. 1 to Dec. 31, 2004. We compile these lists based on the information we have. We apologize in advance for any omissions or errors and invite you to notify us of needed corrections. As part of the Oregon Opportunity campaign, your present to the future is one you can see, feel and touch in the stories throughout this issue of Nursing Progress ... a present that will help to address critical issues surrounding the nursing shortage and ensure our communities receive compassionate and competent nursing care. Thank you.

Sam Jackson Guild

The following individuals have established gift plans benefiting the OHSU School of Nursing. The Sam Jackson Guild honors individuals who have established gift plans benefiting Oregon Health & Science University through wills and living trusts, retirement plan designations, life insurance policies, pooled income fund contributions, charitable gift annuities, charitable remainder trusts and charitable lead trusts.

Jean Bates*
Diane Bennett
Terry & Pat Boyer
Jean M. Caldwell*
Gordon E. Cochran
Jean B. Coughlin
Shirley Rees Davis*
Mary M. Finney
Richard & Ethel Hanson
Rachel Hayashi*
Robert S. Holmes & Robin Holmes
C. Frederick & Virginia Person Imhof
Carol P. Julian*
Mr. & Mrs. Francis A. McLaughlin
James T. Mellom
Kirk & Rene Mettee
Sandra P. Nadelson
Dorothy M. Pinzning
May E. Rawlinson, Ph.D.
Barbara C. Ryerson
Shirley Franzan Schumann*
Ruby M. Short
Ruth Ellen Van Arnam

Arthur N. Wiens, Ph.D.
John & Teri Woo*
Kathleen & Steve Yates*

Loyal Donors

The following donors have generously provided vital support to the OHSU School of Nursing each year for at least five years in a row. The School of Nursing is deeply grateful for the ongoing loyalty of these donors. Year after year, this generosity powers the dynamic energy at the School of Nursing that makes it possible to pursue our missions of healing, teaching and discovery to ensure compassionate and competent nursing care for our communities. Throughout this honor roll of donors, these dedicated donors are recognized with an asterisk (*) after their name.

Bonnie Jean Acker, ’63
Bernadette Adams, ’91
Patricia J. Alexander, ’87
Clayton R. Allen, ’97
Cathleen Amer, ’86
David L. Amorson, ’76
Julie L. Anderson, ’71
Shelly J. Anderson, ’90
Lucinda A. Angyal, ’72
Jean L. Askew, ’67
Arlene Austinson, ’82
Cheryl L. Babb, ’86
Wayne D. Babcock, ’83 and Sue A. M. Babcock, ’83
S. Gayle Doggett Bachand, ’72
Betty Axley Bahn, ’62
Margaret M. Baker, ’99
Patricia A. Baldock, ’74
Virginia S. Baldwin, ’95
Jeannine G. Ba. ‘92
Barbara L. Bankes, ’62
Linda Z. Barat, ’97
Mary Ann V. Barlow, ’60
Jean Bates, ’59
Julianne A. Bava, ’76
Nola M. Becket, ’62
Sharon R. Bennett, Ph.D., ’68
Pamela J. Berg, ’74
Kathryn H. Berger, ’47
Merrill M. Bergstrom, ’60
Sheila Y. Berner, ’63
Virginia Bertram, ’59
Barbara L. Betz, ’78
Judith M. Bible, ’69
Kristine A. Bickel, ’95
Joan E. Binkley, ’74
Thelma I. Blackstone, ’80
Maryanne Bletscher, ’78
Sharon K. Boge, ’62
Mavis J. Bomeneng, ’69
Mary L. Borgsmler, ’71
Olivia B. Boswell, ’64
Jeanne M. Bowden, Ph.D.
Evelyn M. Boyd, ’51
Patricia L. Brandon, ’74
Mary A. Brandon, ’61
Mildred C. Braunstein, Ph.D., ’80
Elizabeth J. Bridges, Ph.D., ’83
Karen L. Brist, ’71
Julia S. Brown, Ph.D.
Margaret K. Brown, ’82
Marie E. Brown, ’64
Ingrid A. Brudenedal, Ph.D., ’94
Virginia L. Bund, ’67
Janet L. Buness, ’67
Julie L. Bunke, ’92
Linda L. Burgel, ’89
Alice M. Burkleaux, ’59
Catherine E. Burns, Ph.D., ’78
Darby C. Burton, ’66
Cheryl A. Calcagno, ’79
Jean M. Caldwell, ’49
Esther K. Campbell, ’75
Margaret L. Campbell, ’78
Alice F. Cannon, ’61
Judy M. Carlson, ’70
Melinda S. Carlson, ’62
Ylonda M. Carlson, ’59
Gwendolyn J. Carney, ’59
Carol L. Carter, ’62
Mary V. Bates Carver, ’64
Louise P. Cavagnaro, ’43
Carla R. Chamberlin, ’60
Barbara N. Chamberlin, ’43
Virginia Cheadle, ’51
Jaclayn K. Chechowitz, ’91
Suzanne Childs, ’70
Janet J. Chin, ’51
Mary R. Christensen, ’50
Carol P. Christlieb, ’76
Janice M. G. Clark, ’68
Pamela Claussen, ’71
Sandra R. Clausen, ’70
Darcy M. Clemens, ’78
Doris L. Clinkscale, ’60
Kathryn A. Cloninger, ’71
Lillian Z. Clowers, ’81 and Davis C. Clowers, ’77
Alice M. Clynns, ’56
Frances L. Cochran, ’47
Holly O. Coit, ’89
Karen A. Conant-Norville, ’82
Anita W. Conrad, ’62
Nancy Y. Conser, ’56
M. Lynn McConnell Cook, ’75
Jill Coke, ’73
Susan G. Cooksey, Ph.D., ’94
Kimberly A. Coons, ’92
Patricia Cornwell, ’75
Sharron E. Cox, ’60
Margery W. Crift, ’67
Sagana F. Crosson, ’54
Ann B. Culver, ’62
Hedi J. S. Curley, ’90
Shirley R. Davis, ’45
Diane W. Dearborn, ’71
Arlene E. Decker, ’59
Cathleen G. Deckerf, ’99
Patricia A. DeShazer, ’82
Marlyn A. Desert, ’65
Nancy M. H. DeVore, ’85
Tam T. DeWitt, ’62
Monica A. Dostal, M.S., ’92
Lisa P. Dow, ’79
Margaret E. Draden, M.P.H., ’77
Bonnie J. Driggers, M.S., M.P.A., ’79
Nancy C. Duchemin, ’64
Sara B. Duchemin, ’92
Marie T. Duncan, Ph.D., ’64
Mary L. Dunlap, ’62
Reba L. Dunlap, ’48
Deborah A. Duran-Snell, ’89
Laurel R. Durham, ’97
Patricia L. Eich, ’72
Dorothea Elhart, ’62
Karen L. Elliott, ’71
Sandra Ellis, ’71
Karen L. Ellmers, M.S., ’80
Martha M. Emel, ’54
Barbara L. Engleather, ’75
Tracy L. G. Emerin, ’91
Beverly J. Epeneret, Ed.D., ’73
Joyce E. Evrick, ’57
Ann H. Evensen, ’62
Susan E. Ferguson, ’71
Sharon C. Fisch, ’62
Claudia Fischer, ’98
Naomi C. Fish, ’70
Deborah K. Fisher, ’83
Sally S. Fitzpatrick, ’97
Heidi R. Foster, ’99
Lori D. Fox, ’86
Yvonne M. Fraunfelder, ’58
Kelly M. Freeland, ’90
Deborah S. Friend, ’77
Diane E. Fritzler, ’61
Mary E. Fry, Ph.D., ’95
Amy M. Galasso, ’89
Lucia M. Gammoth, Ph.D., ’91
Janet M. Gardner, ’74
Laurnie J. Gardner, ’72
Deborah L. Gaspar, ’87
Jeanette G. Gavin, ’70
Julia A. Gerber, ’71
Diane K. Giles, ’74
Patricia C. Gish, ’77
Marcia S. Gliksman, ’63
Sally J. Goebel, ’82
Marylin J. Goldobio, ’57
Nancy S. Golden, M.B.A., ’61
R. I. Gottchall, ’54
Jeffrey J. Graham, ’99
Jane M. Griffin, ’73
Karen K. Griffith, ’75
Marjorie D. Griggs, ’61
Lori K. Grimes, ’85
Faye A. Grimmel, ’94
Cheryl K. Grossen, ’77
Myron R. Grover, Jr., M.D., ’56 and Geraldine W. Grover, ’83
Lynn A. Grube, ’72
Robbin L. Guariglia, ’79
Rebecca I. Gutierrez, ’70
Susan M. Haaland, ’61
Janet E. Haggard, ’87
Helen M. Hakanson, ’47
Ruth A. C. Hall, ’64
Laurie A. Hallaian, ’78
Marianne W. Haluska, ’90
Carole D. Halvorson, ’94
Mary H. Halvorson, ’75
Tanya L. Hammer, ’85
Lisa K. Hansen, ’87
Lissi Hansen, Ph.D., ’02

30 Nursing Progress
Marquam Hill Society

Members are donors of $1,000 or more in the calendar year Jan. 1 to Dec. 31, 2004.

Anonymous
American Association of Colleges of Nursing
American Nurses Foundation
Patricia G. Archbold, D.N.Sc.
Lance Armstrong Foundation
Asante Health System
Ashland Institute
Boyd and Mary Beynon
Dee J. Holthe, Ph.D.
Pamela J. Hellings, Ph.D.
Susan H. Hayes,
Carolyn I. Hale, M.D.,
Gary W. Biornstad,
Sharon R. Bennett, Ph.D.,
Patricia L. Brandon,
Jeanne F. Morrow,
Mary B. Becket,
Laura B. Kittle,
Karla B. Long,
Mary L. Tengdin,
Christine K. Hoxmeier,
Andy J. Hultman,
Alicia R. Cleveland,
Robert P. Erickson,
Harold M. Erickson, Sr.,
Mark E. Foglesong, M.D.,
Katherine S. Foley, M.D.,
Miriam A. Fults, M.D.,
Evelyn M. Fults,
Jane F. Ditmaro, M.D.,
Nancy E. Glass
Gordon Elwood Foundation
Elizabeth N. Gray Estate
Myron R. Grover, Jr., M.D.,
Heather M. Young, Ph.D.
Paul L. Zimmerman, M.D.,
Louis E. Porcelli, M.D.,
Joel S. Jackson, Jr.
John D. Kato
Dorothy T. Kawai-Chock,
Kurt Kemmerer,
Dorothy T. Kawai-Chock,
Kurt Kemmerer,
Dorothy T. Kawai-Chock,
Kurt Kemmerer,
Lou H. O'Bannon
Laura L. Oremland
Northwest Health Foundation
Benita H. O'Meara*
Oncology Nursing Science Foundation
PeaceHealth-Sanford Heart Medical
Barbara Peschiera
Pfizer Inc.
Kathleen M. Potempa*
May E. Rawlinson, Ph.D.,
Regency Enterprises
John E. Ross, M.D.,
Shinley J. Schumann,*
Sharkey Family Charitable Foundation*
D & M Shepard Educational Foundation
La Societe des Quarante Hommes et Huit Chevaux
Voutea 222
George H. Spangler
Barbara J. Stewart, Ph.D.
Jack L. Stump, M.D.,
Paul D. Taubinger, M.D.
Merle West Medical Center
Caroline M. White, Ph.D.
James Whittaker, Ph.D.
Arthur N. Wiens, Ph.D. and
Ruth A. Wiens, '64
Bradley A. Wiens
Donald A. Wiens, M.D.,
Wildhorseford Foundation
Jack and Meredith Wilson
Robert J. Woods*
Juan Young Trust
Heather M. Young, Ph.D.
Richard W. Sutherland, M.D.,
Mary L. Tengdin, 91*
David R. Theodorson, M.D.,
Catherine R. VanSon, 94
Women of Willamette Valley Country Club
David M. Wills, M.D.*
Laurie I. Wills, 74
Teri L. M. Wills, M.S.N.,'84
David C. Wright, M.D.,'82
Emma Jones Guild
Members are donors of $250 to $499 in the calendar year Jan. 1 to Dec. 31, 2004.
Betty Asley Bahn,* 62*
Mary Ann V. Barlow,* 60*
Nola M. Becket,* 62*
Annette J. Benek,* 75
Sharon R. Bennett, Ph.D.,
Gary W. Birnsdât,* 98*
Vida E. Bittern,* 48
Jeanne M. Bowden, Ph.D.*
Patricia L. Brandon,* 74*
Mary A. Branson,* 61*
Karen L. Britt,* 71*
Julia S. Brown, Ph.D.*, Alice M. Burkele*,
Shelley L. Bursch, M.D.*
Alfred N. Carvall,* 78
Sandra R. Causen,* 70*
Don D. Clarksle,* 60*
Kathryn A. Cloninger,* 71*
Merlene G. Cobb
Holly O. Cook,* 89*
Karen K. Collar,* 90
Ian M. Davie
Patricia A. DeShazer,* 82*
Daniel A. Relfrnan*
Deborah L. Gaspar,* 87*
William L. Graynor
Vivian Gedaly-Duff, D.N.Sc.
Donald E. Geiser,* 02
Deborah Glass,* 77
Charles Golwater
Lorna H. Grohman
John F. Hahn, Jr., M.D.,
Carole C. Halvorson,* 94*
Mark V. Hart, M.D.,
Susan H. Hayes,* 68*
Pamela J. Hemings, Ph.D.
Lucille F. Higginbotham,*
Dee J. Holthe, 71*
Marty Horowitz
Kathryn L. Howard,* 71*
Christine K. Hoxmeier,* 74*
Barbara J. Hudzak,* 53
Cindy Johnson,* 79*
Linda D. Johnson, Ph.D.,
Loren G. Kaptur,* 93*
Shelley K. Keenan,* 80
Nancy E. Keeneke,* 92*
Carolyn J. Kimpton
Laura B. Kittle, 82
Catherine M. Knox,* 73*
Veronica D. Knudson,* 78*
Melanie E. Koon
Jeanne M. Landrum,* 78*
Dianne M. Lathen,* 70*
Mary B. Lavelle, M.S.,
Charles D. Layman,* 75*
and Deborah J. Layman,* 80
Mary E. Lewis,* 73
Karla B. Long,* 70*
Colleen M. Lucas,* 75
Debra J. Lucas,* 81*
Elaine Mahoney,* 61*
Brent S. Maughan, M.D.,
Lyn G. H. McConnell,* 56*
Mary B. McFarland, Ed.D.
Ruth E. McCullion,* 00
Delmer Miller,* 49*
Jane A. Moore,* 79
Patricia T. Morris,* 81*
Johanna F. Morrow,* 52
Sally H. Morton,* 81*
Anne-Marie Mueller,* 80*
James C. Munley, M.D.,
Melinda J. Newell, M.S.N.,* 86
Nike Matching Gifts Program
Jane North-Olortski,* 87*
Rebecca L. Orsell-Harris, M.D.,
Mary L. Peck, Ed.D.,
Natasha A. Polensek, M.D.,
Susan Rich,* 62
Melody L. Samsell,* 70*
Mary A. Scalone,* 89
Teresa L. Sepmeyer
Daniel J. Sheridan, Ph.D.,
Kathleen M. Sims,* 63*
Annie M. Smith,* 61*
Wendy L. Stephenson,* 70*
Ardy R. Symons,* 65*
U.S. Bancorp Matching Gifts Program
Wagner Realty,* 53
Sally B. Vomocil,* 76*
Daniel R. Warmack,* 68
Robin A. Weber,* 93*
Cindy L. Weinhold,* 84
Rosemary Westphal,* 63*
Judy L. Wickman,* 85*
Alice K. Williams,* 50*
Patricia M. Wilson,* 74*
Cornerstone Club
Members are donors of $100 to $249 in the
calendar year Jan. 1 to

Martha H. Aaron, M.D., '94
Arden Abel
John R. Acocks
Bernadette Adams, '91*
Carolyn M. Allabashi, '57
Ann M. Allen, '57
Clayton R. Allen, '97*
Sandra D. Alto, '03
Diana Anderson, '79
Doni E. Anderson, '38
Julie L. Anderson, '71*
Lucinda B. Anderson, '76
Florentina G. Angeles, '75
Rita J. Arau, '85
Gorjean K. Armen, '73
Sara A. Buse, M.S., '00
Darby C. Burton, '66*
Molly M. Burtchaell, '99
Marie E. Brown, '64*
Margaret K. Brown, '82*
Bridge City Family Medical

Ann B. Brazil, '65
Samuel A. Booth, M.D., '78
Jean E. Blevins, '47
Sharon N. Black, '69
Wayne D. Babcock, '83*
Alice E. Avolio, M.S., '87
Dorothy N. Au
Gorjean K. Armen, '74
Rita J. Arai, '85
Lucinda B. Anderson, '76
Florentina G. Angeles, '75
Rita J. Arau, '85
Gorjean K. Armen, '73
Sara A. Buse, M.S., '00
Darby C. Burton, '66*
Molly M. Burtchaell, '99
Marie E. Brown, '64*
Margaret K. Brown, '82*
Bridge City Family Medical
2004 Honor Roll of Donors
Class of 1973
Julie H. Carter, M.S.
Jill Cooke*
Jane L. Duc
Jane M. Griffin*
Cheryl Holman
Toni Houghton*
Susannah G. Kingsbury* 
Catherine M. Knox* 
Cynthia M. Laird
Mary E. Lewis
Carol J. Littler
Patricia L. Miller
C. Diane Moulton
Karen Pfaff*
Carol J. Littler
Cherylyn Holman
Nursing Progress
Mary H. Halvorson*
Barbara L. Engelter*
Patricia Cornwell*
M. Lynn McConnell Cook*
Esther K. Campbell*
Joanne Heiberg Bump
Kathy N. Bethurum
Annette J. Benek
Florentina G. Angeles
Class of 1974
Gorjean K. Armen
Patricia A. Baldock*
Pamela J. Bergstrom
Karen Pfaff*
Molly Schneider
Mary L. Self
Elaine C. Smith*
Susan L. Swanson
Martha C. Thomas

Class of 1975
Florentina G. Angeles
Annette J. Benek
Kathy N. Bethurum
Joanne Heiberg Bump
Lynne L. Caletti
Esther K. Campbell*
M. Lynn McConnell Cook*
Pamela J. Bergstrom
Mary E. Liedel* 
Laurel Leonard
Linda L. Lunteen
Kathryn A. Mount
Martha C. Parker*
Rae J. Parlier
Nancy J. Pitney*
Margaret E. Rickles* 
Peggy L. Walker
J. Dwight Wilson*
Julianne B. Pierce
Mary E. Raines*
Tracy K. Ritchie
Patricia J. Sampson
Susan E. Spaniol
Mardi S. Spiegel
Linda M. Sweaney
Marybeth Tyler
Rebecca K. Walker
Kathi S. Wells
Pamela Zeiler*
Lorraine M. Zurwalt

Class of 1976
David L. Ammonson*
Lucinda B. Anderson
Julianne A. Bava*
Rebecca S. Brock
Patricia F. Campbell
Charlene Chadband
Carol P. Christlieb*
Marion A. Cluzel
Joanne M. Comfort
Cherry Currin
Nancy Daniels
Rick D. Daniels, Ph.D.
Rebecca T. Eisenman
Susan H. Elder
Linda M. Gaeth, M.N.
Connie F. Godjikian
Jan Grorud
Cheryl Currin
Nancy Daniels
Rick D. Daniels, Ph.D.
Rebecca T. Eisenman
Susan H. Elder
Linda M. Gaeth, M.N.
Connie F. Godjikian
Jan Grorud
Charlene Hegdahl
Margaret Henbest*
Lynssey Johnson
Donna M. Koza
Renée R. Manson
Kristi L. Medill*
Cheryl C. Olson
Judith H. Peck
Beverly Y. Read
Teresa Russell
Lindsey C. Schlegel
Patricia A. Southard, J.D.*
Sally B. Vomocil*

Class of 1977
Marita E. Agus
Manibeth C. Bergstrom
David C. Cluzel*
Bevery A. Cornier
Catherine E. de Campos,
PsD
Margaret E. Dragoon,
M.P.H.*
Kathryn B. Dull
Sheely S. Ehni
Loretta J. Ellingston, M.S.
Deborah L. Friend*
Pamela J. Bergstrom
Patricia H. Glazier, F.N.P.
Susan Greenup
Cheryl K. Grossen*
Karen M. Jambura*
Elaine S. Jones*
Cynthia A. Kirkbride*
Kathleen A. Mask
Ann L. Nathan*

2004 Honor Roll of Donors

Class of 1978
Carol L. Baynes
Barbara L. Betz*
Maryanne Bletischer*
Margaret L. Campbell*
Alfred N. Carvill
Jeanine D. Cavanagno
Dianne E. Christensen
Darcy M. Clemens*
Jody L. Coale
Gail F. Dell
Nancy J. Rose
Suzanne E. Diers
Barbara A. Dries
Susan C. Farthing
Laurie J. Funke-Randall
Deborah H. Good
Janice L. Greene-Arnold
Kathleen A. E. Guthrie, M.S.
Constance M. Hardad
Laurie A. Hallian*
Lisa K. Hansen*
Rachel A. Janzen
Suzan G. Knowles
Veronica D. Knudson*
Debra J. Koenig
Jeanne M. Landrum*
Debra A. Lane*
Susan J. Larivee*
Carol E. Lovell
Karen M. Lyles
Sandi E. McKendrick
Susan A. Shaw
Susan E. Thames
Donna L. Uney
Nancy F. Valk
Danial M. VanderSchans
Bonnie J. Ward
Lorena L. Westerback
Patricia D. Widenaja
Cathleen M. Winfree
Jenine D. Wright

Class of 1979
Virginia C. Broliner
Margaret K. Brown*
Karen A. Conant-Norville*
Patricia A. DeShazer*
Sally J. Goebel*
Maureen A. Hall
Karen L. Hasel*
Sheridan O. Ivy
Judy J. Kelly*
Mary L. Kirsch
Laura B. Kittle
Melody A. Long
Suzanne N. MacDonald*
Marlene G. Nelson*
Cynthia G. Nichols*
Ann A. Richardson
David W. Shelhoff
Maye A. Thompson, Ph.D.*
Kathryn Venator*
Terry A. Vogel*
Donald A. Webster*
Cathy L. Wells*
Cindy Johnson*
Christie Knetz
Deana L. Logsdon
Julie Miller
Jane A. Moore
Shelley J. Paeth*
Patricia A. Scheans
Mary E. Sommer
Hazel N. Stubbs
Catherine M. Thomas
Mary P. Vandecovering
Elaine M. Wilson

Class of 1980
Karen S. Bernardy
Thelma J. Blackstone*
Victoria C. Boubel
Karen L. Ellmers, M.S.*
Joelinn S. Jackson*
Matthew W. King
Theresa M. Merrick*
Anne-Marie Mueller*
Connie L. Norby*
Sharon A. Rhoads*
Elizabeth M.J. Rose
Deborah M. Turner*
Elisabeth C. Washington*
Kathleen M. Waybrant*
Linda J. Wehrman

Class of 1981
Wanda R. Bean
Lillian Z. Clowers*
Kathleen D. Cooper
Roberta P. De Bour
Barbara E. Hansen
Helen C. Jones
Karen M. Kimbel*
Debra J. Lucas*
Sheri L. Malstrom
Thomas B. McAdams
Sheila Merritt*
Patricia T. Morris*
Crystal J. Ray
Leeta A. Stoughton, M.P.H.
Margaret E. Vosgien
Marjorie K. Winzenried

Class of 1982
Virginia C. Broliner
Margaret K. Brown*
Karen A. Conant-Norville*
Patricia A. DeShazer*
Sally J. Goebel*
Maureen A. Hall
Karen L. Hasel*
Sheridan O. Ivy
Judy J. Kelly*
Mary L. Kirsch
Laura B. Kittle
Melody A. Long
Suzanne N. MacDonald*
Marlene G. Nelson*
Cynthia G. Nichols*
Ann A. Richardson
David W. Shelhoff
Maye A. Thompson, Ph.D.*
Kathryn Venator*
Terry A. Vogel*
Donald A. Webster*
Cathy L. Wells*
Cindy Johnson*
Christie Knetz
Deana L. Logsdon
Julie Miller
Jane A. Moore
Shelley J. Paeth*
Patricia A. Scheans
Mary E. Sommer
Hazel N. Stubbs
Catherine M. Thomas
Mary P. Vandecovering
Elaine M. Wilson

Class of 1983
Wayne D. Babcock*
Patricia A. Beckert
Elizabeth A. Bridges, Ph.D.*
Colette Coulombe
Mary E. Dirksen
Annette L. Hollinger
Barbara N. Kuehner
Mary K. McCloskey*
Charisse Pizarro-Orilla
Carol M. Purdy
Cheryl J. Roberts, M.S.
Deborah S. Smith*
Nora O. Stangel
Barbara L. Strunk
Katrina D. Susi*
Leslie A. Taylor
Johnnie L. Titus
Kathleen R. Yates*

Class of 1984
Cynthia A. Anderson
JoAnn Armstrong
Joan W. Becker
Susan A. Christides
Tami M. Colvin
Pamela S. Davis
Kerry L. Grindel
Patricia H. Haddeland
Shelley A. Harkaway
Ellen M. Johnson
Carla M. Jolley
Catherine L. Len
Sandra Meisinger
Karen E. Milbank*
Carey A. Morrill
Elizabeth A. Parmenter
Sandra J. Pullella
Michele A. D. Shelley*
Barbara C. Smith
Carolyn V. Souders
Cindy L. Weinhold
Teri L. M. Woo, M.S.N.*
Gayle M. Woosley*
Winifred Y. Yamashiro

Class of 1985
Rita J. Arau
Diane L. Battig
Michele R. Davies
Nancy M. H. Devore*
Virginia C. Elder
Mary E. Elskamp
Bevery Fadling
Darlene Gill
Lori K. Grimes*
Tanya L. Hammer*
Ellen Harrison, M.S. *
Lisa K. LaGesse
Katherine A. O'Meara,
Ph.D.*
Sara D. Thorp
Debbie J. Watson
Judie L. Wickman*
Lisa L. Worcester*

Class of 1986
Laurie B. Agrimson
Cathleen Amer*
Lorna Amundsen
Lori D. Fox*
Emma J. Goodman
Message From the President

Dear Alumni,

As OHSU School of Nursing Alumni Association president, I would like to update you on our activities.

At the beginning of the ‘04-’05 academic year, the alumni association took part in new student orientations. These events allowed us to introduce ourselves and talk to students about the association’s activities and contributions. It also enabled students to buy alumni memorabilia.

The wine and cheese social event was a success. It served as a welcoming event for doctoral students in Portland and Alaska, and allowed master’s students interested in pursuing doctoral education the opportunity to meet doctoral students and faculty in an informal setting.

The association board continued to focus on such ongoing programs as the mentor program and worked hard on increasing scholarship funding. As part of the mentor program, this spring alumni in the Portland area were invited to participate in a panel discussion with senior nursing students. This was a highlight last year and was just as exciting this year!

The alumni association scholarship endowment has grown to more than $150,000 and presently supports four scholarships. We hope funding will continue to grow so that scholarship support will be an ongoing activity for the alumni association, providing critical support for our students statewide.

Another new opportunity to promote the association involves attending events at regional campuses. This year the alumni director, board president and incoming board president attended the LaSor Lecture at the Ashland campus. Carroll Estes, Ph.D., presented, “Policy and Politics of Aging.” The well-attended event was followed by a hosted alumni reception. The board plans to focus on the La Grande campus next year. By making alumni association activities more visible statewide, we hope to continue to attract new board members and provide exciting opportunities for alumni to reconnect.

In December we sponsored the Holiday Wassail and in January we held our annual career fair. Both were well-attended and exciting events for alumni and nursing students. The Wassail gave the alumni association more visibility and the career fair provided a venue for students and health care systems to connect about potential job placements.

The board continued to take an active role in planning this year’s spring homecoming weekend, which included a lecture, updates about the school, and new educational and practice initiatives. The Puhaty dinner and lecture was Friday, May 20, and featured Lowell Catlett, Ph.D., an economist and futurist from New Mexico State University. The Alumni of the Year award was presented during dinner. On Saturday, May 21, traditional homecoming activities took place throughout the day, ending with the annual alumni dinner.

I have been honored to work with a wonderful alumni board that represents graduates from around the state. We continue to look for ways to build our mentor and scholarship programs and attract new board members statewide.

I hope that you will become involved in the OHSU School of Nursing Alumni Association. As I have noted, there are many opportunities for participation – from becoming a board member to mentoring our new graduates to helping with our reunions, receptions and other events. We need your ideas, talents and support. To learn more about the alumni association or to volunteer, please contact Carolyn Kimpton, director of alumni relations and annual giving, at 503 494-4404 or nursalum@ohsu.edu, or visit the alumni Web site at www.ohsu.son/son/alumni.

Sincerely,

Renee M. Menkens, M.S. ‘86, R.N.
President, OHSU School of Nursing Alumni Association
At George W. Bush’s inauguration on Jan. 20, 2005, two OHSU School of Nursing alums were among the elite corps of law enforcement and medical officials present to ensure the safety of America’s top elected officials, cabinet members, Supreme Court justices and about half a million citizens in attendance.

“The day dawned cold and windy, with an inch of snow on the ground,” reports John Mallos, B.S.’98, R.N. A lieutenant with the U.S. Public Health Service Commissioned Corps, Mallos is assigned to the Office of the Surgeon General in Washington, D.C. where he coordinates deployments of corps officers (physicians, nurses, pharmacists, dentists, mental health providers and other health professionals) to areas of need. About 200 Commissioned Corps officers staffed medical first aid stations along the inaugural parade route, other inaugural events, and in case of a mass casualty event, had teams ready to respond.

Mallos says the corps treated everything from cold-weather injuries to possible heart attacks and respiratory injuries in protestors and unsuspecting spectators dowsed with pepper pellets.

Navin Sharma, B.S. ’95, R.N., is a police officer and medic in Vancouver, Wash., and an ER/trauma nurse at Providence Portland Medical Center’s Emergency Department. He was among a few handpicked police officers from Washington requested by the Department of Homeland Security to provide protection along the inaugural parade route.

Sharma, who became a police officer after graduating from OHSU, was instrumental in developing Washington state’s first advanced life support Tactical Medic program. He is part of a highly skilled, four-person tactical response team in “hot zones” where conventional fire and EMS cannot respond. During the inauguration, Sharma, who was deputized as a federal marshal for the event, assisted in caring for officers experiencing weather-related injuries and one who collapsed due to an acute viral syndrome.

Mallos and Sharma agree that their comprehensive OHSU education was a fitting foundation for this event and has provided a solid basis for their current careers.
Dorothy (Yoshitomi) Au, ‘53, has four girls, nine grandkids (six boys and three girls). Her hobbies include RV travel, overseas travel, beach house, gardening and church activities.

Lyn Morgan Henderson, ‘54, recently retired from 23 years as the clinical administrator for a renal dialysis facility in eastern New Mexico. Several years ago she obtained a master’s degree in psychology/counseling, and a second master’s degree in social work. In this capacity, along with nursing, Lyn has been a member of the New Mexico Critical Incident Stress Management (CISM) Team and New Mexico Disaster Medical Assistance Team and has had deployments to hurricanes Andrew and Georges, the Oklahoma City bombing, ground zero shortly after the 9-11 disaster, and the Cerro Grande fire at Los Alamos, NM. Lyn has lived and traveled all over the world, being married to an Air Force officer, recently deceased. She has three adult children and six grandsons. Lyn is currently in forensics as a field deputy medical investigator for the state of New Mexico.

Susan Imbrie, ‘58, graduated with a master’s degree in community health nursing from the University of Portland. She retired from Multnomah County Health Division after starting school-based clinics. Susan enjoys her four grandchildren, summers at her Black Butte Ranch home, birding, bicycling, wildflower walks and wild mushroom hunting.

Olivia B. Boswell, ‘64, is working as a staff nurse in the operating room and is occasionally associated with computer use/implementation. She is dreaming of retirement.

Peggy (Jacob) Cox, ‘64, became a women’s healthcare nurse practitioner in 1981. She worked until December of 2003 and is now retired. She enjoys gardening and traveling.

Cherie (Hayes) Fahlsing, ‘64, retired after 40 years of nursing. Her career included 10 years of ER-trauma, two years inpatient management, 20 years of family practice, consulting nurse, and case management. Both of her children are college graduates. Cherie also has two grandchildren. For pleasure, she enjoys kayaking, sailing, travel, camping and hiking. They have a home at Eagle Crest in Redmond, Ore.

Marsha (Blum) Heims, ‘69, is teaching at OHSU School of Nursing, primarily baccalaureate students. She also teaches graduate students how to be nurse educators.

Jeri (Lloyd) Bonser, ‘79, has been working at Tuality Healthcare since before graduation. At present, she is working full-time days as staff nurse in the birth center. She has two children in college. Jeri enjoys quilting and works part-time in a local quilt shop.

Susan (Sower) Christensen, ‘84, is a nurse manager in a medical unit. She is married with no kids and one cat. She lives in the Pearl District in Portland, Ore., and loves to travel.

Leah (Owen) Bettandorf, ‘95, is hoping to reconnect with the Klamath Falls nursing class of 1995. She is now living in British Columbia and is working as a telephone advice nurse for the Province of B.C. Leah visits Salem, Ore., often to see her children and grandchildren. She would love to hear from her former classmates via e-mail at angelsgrace@dccnet.com.

Alex D. King, ‘98, has successfully completed the master’s of nurse anesthesia program through Kansas University Medical Center in Kansas City, Kan., has passed his boards, and is now a certified nurse anesthetist. “Congratulations, we love you. Your wife, Kimberly, and twin sons, Alexis and Adrien.”
Reaching Out to the Poor and Displaced in Macedonia

With my passion for nursing and a longing to experience other cultures throughout the world, it has been my desire for many years to use my education and skills at an international level. When choosing a placement for practicum there was nothing I wanted to do more than volunteer with Northwest Medical Teams International. Fall Term I traveled on a team with NWMTI to Skopje, Macedonia. Working in partnership with the staff from Ihtus Remedium, a private Christian clinic, we provided general medical care to the poor and displaced populations of Macedonia. Our time was spent on mobile clinics in Turkish and Macedonian villages outside Skopje.

This experience provided an opportunity to learn how to address health needs using very limited resources. It also gave me a greater appreciation and respect for diverse cultures. But of all things gained, it was knowing that, despite cultural differences and language barriers, the people we helped were so grateful for the care received—even for what seemed insignificant to us—that made it most valuable.

The opportunities for international and cross-cultural nursing are abundant, and there is no better way for us, as nurses, to bring healing and encouragement to others in the true spirit of humanity than to reach beyond local borders and give of ourselves globally.

BY SARAH MCCREIGHT, R.N., R.N./B.S. STUDENT

New Organization for Doctoral Students

The Doctoral Student Organization was developed during the 2003-2004 school year in response to a need expressed by the doctoral students. With the evolution of the distance Ph.D. program, there were times that the students had issues or needs collectively as a student body, yet there was not a single organization that was able to represent the unique needs and interests of this group. Gail Houck, Ph.D., director of the Ph.D. program, understood the need for such an organization, and supported the wishes of the students. Today, the DSO acts as a liaison between the distance and local students, organizes a potluck for all of the students during orientation, and serves as a voice for the needs of this student body.

BY CASEY MAYO, B.S., R.N., DOCTORAL STUDENT

Left: RN/BS student Sarah McCreight cares for a patient in Macedonia.

Above, left to right: Associate Professor Lois Miller, Ph.D., R.N., meets with Hartford doctoral students Casey Mayo, B.S., R.N., and Kristen Swafford, B.S., R.N.
As a self-professed trauma “junkie” who has spent 25 years in emergency rooms from Manhattan’s Harlem ghetto to Portland’s affluent neighborhoods, Laura Criddle, M.S., R.N., says that she’s witnessed a major demographic shift. “Trauma used to be primarily a disease of the young, particularly men,” says Criddle. “There are now places in the country where older women exceed young men as the No. 1 trauma population.”

This aging of the trauma population has sparked Criddle’s desire to learn more about it. In the second year of a doctoral program at OHSU’s School of Nursing, Criddle’s dissertation will look at the impact of major trauma on life expectancy in the geriatric population. “Trauma has long-term effects that elderly patients don’t recover from. Very little is known about what happens to them after they leave the hospital. We have some evidence to suggest that there is considerable long-term mortality and shortened life-expectancy but no one has quantified it.” She will cross link trauma registries from Oregon and Washington with data from the Centers for Disease Control to learn the fate of patients 65 and older who are discharged from the hospital following a traumatic injury.

In addition to her scholarly work, Criddle is the past president of the Emergency Nurses Association, Oregon state council, and has actively supported the passage of laws to protect nurses against violence in emergency rooms. “Nurses are assaulted more often than any other group of health professionals in the ER,” she reports. “Many hospitals have been reluctant to press charges against their patients.” Similarly, Criddle would like stronger laws mandating hospital personnel to report drunk drivers treated in the ER. “In some states, it’s a crime for a nurse to call the police when a drunk driver is seen. Each state needs laws that allow us to report intoxicated patients without fear of violating patient confidentiality.”

BY LEE LEWIS HUSK

As a scientist at heart, I explored several science-based careers before I knew that the science of nursing was where I belonged. I was involved in a variety of programs before entering the associate’s degree program in nursing at Clackamas Community College, so I was ready to move straight into the bachelor’s program for RNs at OHSU when I graduated with my associate’s degree in nursing.

My experience with eCollege, the online degree and certificate program, started when I took several classes through the concurrent enrollment program between OHSU and CCC. I have been impressed with how much I was able to take advantage of the flexibility of the program... I often went to “class” at 2 a.m., after finishing a swing shift, in my pajamas with a grumpy baby sleeping on my lap. With infant twins and a toddler, finishing my bachelor’s degree in one year would have been impossible without the flexible options the RN to BS program provides. While I was worried at first that it would be more difficult to learn using this format, for my family’s and my schedule it turned out to be wonderful. I found the eCollege classes I took prepared me to enter OHSU’s family nurse practitioner program by giving me an opportunity to work with a diverse group of classmates from around the state. When we discussed the public health challenges of small communities, I wasn’t just sharing the issues encountered at my clinical site, but I was able to get feedback from other students precepting in rural communities around the state.

While in the BS program, I found that reading, analyzing and applying research were fulfilling in ways I hadn’t expected. The RN to BS program prepared me to thrive in Research Methods and Evidence Based Practice, which is considered one of the hardest classes that master’s students at OHSU are required to take. I know my skills and abilities were enhanced through the flexibility and dynamic options of the RN to BS program. I want to raise the profile of male and minority nurses as scientists. I believe that teaching nursing as a science is the best way I can do that. I have been inspired and taught by great professors and committed nurses at OHSU, and that example will serve me well as I prepare to teach.

BY JAYESH PALSHIKAR, B.S., R.N., MASTER’S STUDENT
New SON Community Members

Cathy Ahern, P.M.H.N.P., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 1/3/2005

Glenna Awbrey, M.P., Coordinator, Health Network for Rural Schools, La Grande Campus, Joined the SON 1/16/2004

Megen Bach, Lecturer, Administration, Portland Campus, Joined the SON 11/22/2004

Diane Bauer, M.S., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 1/12/2004

Kierstan Betancourt, Student Worker, Academic Graduate and Interdisciplinary Programs, Portland Campus, Joined the SON 2/14/2005

Alicia Brown, Student Worker, Undergraduate Programs, Portland Campus, Joined the SON 6/14/2004

Richard Brown, C.R.N.A., Ph.D., Assistant Professor, Advanced Practice Nursing, Portland Campus, Joined the SON 12/13/2004

Rhea Bryant, Student Worker, Center for Health Disparities Research, Portland Campus, Joined the SON 9/27/2004

Michele Burtner, C.N.M., M.S., Instructor, Advanced Practice Nursing, Portland Campus, Joined the SON 12/20/2004

Cathi Campbell, Office Specialist, La Grande Campus, Joined the SON 6/7/2004

Nancy Carpentier, Student Worker, Undergraduate Programs, Portland Campus, Joined the SON 1/10/2005

Mary Cato, M.S.N., C.P.N.P., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 9/13/2004

Vivian Christensen, Ph.D., Research Associate, Office of Research Development, Portland Campus, Joined the SON 1/5/2004

Leslie Clark, R.N., C.N.W., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 9/13/2004

Valerie Correa, Psy.D., Instructor, Advanced Practice Nursing, Portland Campus, Joined the SON 1/10/2005

Lola Cortez, Administrative Assistant, Center for Health Disparities Research, Portland Campus, Joined the SON 9/27/2004

Paige Dioguardi, Administrative Assistant, Advanced Practice Nursing, Bend site, Joined the SON 10/19/2004

Tiffany Dodge, B.S., Research Assistant, Ashland Campus, Joined the SON 8/2/2004

Linda Eddy, Ph.D., R.N., Research Associate, Undergraduate Programs, Portland Campus, Joined the SON 1/5/2004

Sarah Foster, Student Worker, Undergraduate Programs, Portland Campus, Joined the SON 8/2/2004

Michael Galbraith, Ph.D., R.N., Associate Professor, Ashland Campus, Joined the SON 9/1/2004

Teral Gerlt, R.N., M.S., W.H.C.N.P., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 7/6/2004

Pamela Goodrich, Student Worker, Klamath Falls, Klamath Falls Campus, Joined the SON 1/28/2005

Graham Graham-Collier, Administrative Assistant, Ashland Campus, Joined the SON 8/24/2004

Susan Greb, R.N., C.N.S., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 3/21/2005

Anne Greenlee, Ph.D., Associate Professor, La Grande Campus, Joined the SON 8/1/2004

Jessi Halverson, B.S., Lecturer, Administration, Portland Campus, Joined the SON 7/6/2004

Natalya Hasan, M.N., R.N., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 9/13/2004

Rebecca Hernandez, M.P.A., Research Associate, Center for Health Disparities Research, Portland Campus, Joined the SON 10/8/2004

Bonny Hinz, MA, R.N., Graduate Teaching Assistant, Advanced Practice Nursing, Portland Campus, Joined the SON 11/22/2004

Hilary Holman-Kidd, Office Specialist, Advanced Practice Nursing, Portland Campus, Joined the SON 10/25/2004
Anna Jaffe, Graduate Research Assistant, Ashland Campus, Joined the SON 9/27/2004

Susan Jamiel, R.N., M.S., Instructor, Advanced Practice Nursing, Portland Campus, Joined the SON 7/6/2004

Cathy Jan, Student Worker, Center for Health Disparities Research, Portland Campus, Joined the SON 9/27/2004

John Kazee, Administrative Assistant, Advanced Practice Nursing, Portland Campus, Joined the SON 1/5/2004

Ellen Lairson, M.N., N.P., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 1/3/2005

Joan La Porte, M.N., R.N., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 9/13/2004

Marissa Lapp, Student Worker, La Grande Campus, Joined the SON 11/29/2004

Dana Linstrom, Office Specialist, Undergraduate Programs, Portland Campus, Joined the SON 9/7/2004


Helen Lo, Administrative Assistant, Administration, Portland Campus, Joined the SON 1/12/2004

Richard Lound, Community Outreach Coordinator, Center for Health Disparities Research, Portland Campus, Joined the SON 12/1/2004

Elaine Mahoney, M.S., R.N., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 6/14/2004

Launa Rae Mathews, M.S., R.N., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 1/5/2004

Gail Maurer, Ph.D., Senior Research Associate, Ashland Campus, Joined the SON 9/20/2004

Corliss McKeever, M.S.W., Assistant Professor, Academic Graduate and Interdisciplinary Programs, Co-Director of the Center for Health Disparities Research, Portland Campus, Joined the SON 1/10/2005

Claire McKinley, M.S.N., R.N., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 9/13/2004

Linda Newton-Curtis, Senior Research Assistant, Academic Graduate and Interdisciplinary Programs, Portland Campus, Joined the SON 11/1/2004

Diane Norcio, M.S., M.P.H., R.N.-C., G.N.P., Instructor, Ashland Campus, Joined the SON 6/16/2004

Kathlynn Northrup-Snyder, Ph.D., R.N., Instructor, Undergraduate Programs, Portland Campus, Joined the SON 9/20/2004

Brenda O’Connell, Student Worker, La Grande Campus, Joined the SON 11/8/2004

Lori Olson, P.M.H.N.P., R.N., Instructor, Advanced Practice Nursing, Portland Campus, Joined the SON 2/25/2004

Athena Paradise, D.C., Assistant Professor, Advanced Practice Nursing, Portland Campus, Joined the SON 12/13/2004

Betty Paxton, Office Specialist, Union Family Health Clinic, La Grande Campus, Joined the SON 1/28/2004

Leli Pedro, D.N.Sc., R.N., Assistant Professor, Ashland Campus, Joined the SON 9/1/2004

Alycia Peeples, R.N., B.S.N., Lecturer, Undergraduate Programs, Portland Campus, Joined the SON 6/28/2004

Christa Price, Student Worker, Ashland Campus, Joined the SON 10/5/2004


James Richardson, Computer User Support Analyst, Systems Engineering, Portland Campus, Joined the SON 1/31/2005

Rochell Roth, Student Worker, Undergraduate Programs, Portland Campus, Joined the SON 9/27/2004

Maria Elena Ruiz, M.S., R.N., Assistant Professor, Advanced Practice Nursing, Portland Campus, Joined the SON 9/17/2004

Tabitha Rupert, Student Worker, Ashland Campus, Joined the SON 10/5/2004

Jennifer Scherer, M.P.H., Research Associate, Academic Graduate and Interdisciplinary Programs, Portland Campus, Joined the SON 2/9/2004

Erin Schramer, B.S.N., R.N., Graduate Teaching Assistant, Advanced Practice Nursing, Portland Campus, Joined the SON 10/19/2004
Selina Shaffer, R.N., Lecturer, La Grande Campus, Joined the SON 2/22/2005
Maggie Shaw, Ph.D., R.N., Assistant Professor, Advanced Practice Nursing, Portland Campus, Joined the SON 7/12/2004
Lyndall Shick, M.A., Counselor, Health Network for Rural Schools, La Grande Campus, Joined the SON 12/6/2004
Lori Shmulewitz, Research Associate, Academic Graduate and Interdisciplinary Programs, Portland Campus, Joined the SON 7/2/2004
Gordon Simpson, Portland Campus, Joined the SON 7/12/2004
Robin Stedfeld, Administrative Coordinator, La Grande Campus, Joined the SON 8/2/2004
Emily Steinert, Student Worker, Ashland Campus, Joined the SON 10/11/2004
Susan Stragnell, Student Worker, Office of Professional and Diversity Development, Portland Campus, Joined the SON 5/17/2004
Taisiya Tagintseva, Student Worker, Undergraduate Programs, Portland Campus, Joined the SON 1/3/2005
Donald Taylor, M.S., R.N., Instructor, Advanced Practice Nursing, Portland Campus, Joined the SON 6/14/2004
Edie Timmermans, Administrative Coordinator, Hartford Center for Geriatric Nursing Excellence, Portland Campus, Joined the SON 4/12/2004
Shelly VanderVelden, M.S., R.N., Assistant Professor, La Grande Campus, Joined the SON 6/21/2004
Kathy Wadsworth, Health Insurance Worker, La Grande Campus, Joined the SON 9/27/2004
Sherry Wickert, Department Administrator, La Grande Campus, Joined the SON 7/15/2004
Lynn Willis, R.N., Clinical Instructor, La Grande Campus, Joined the SON 8/2/2004
Nan Yragui, Research Associate, Center for Health Disparities Research, Portland Campus, Joined the SON 9/13/2004

Faculty Awards and Recognition 2004-2005

Patricia Archbold, D.N.Sc., R.N., F.A.A.N., the Elnora E. Thomson distinguished professor, Portland Gerontological Society of America 2004 Doris Schwartz Gerontological Nursing Award
Jeanne Bowden, Ph.D., R.N., F.A.A.N., associate dean, La Grande Oregon Health Forum 2004 Community Service Award
Kimberly Brown, R.N., F.N.P., instructor, Portland School of Nursing 2004 Outstanding Undergraduate Faculty Award
Katherine Crabtree, D.N.Sc., R.N., A.N.P., F.A.A.N., professor, Portland OHSU Faculty Senate 2004 Outstanding Leadership Award
Linda Felver, Ph.D., R.N., associate professor School of Nursing 2004 Outstanding Undergraduate RNIBS Faculty Award
Lissi Hansen, Ph.D., R.N., assistant professor, Portland Western Institute of Nursing 2005 Geriatric Nursing Research Award, new researcher
Pamela Hellings, Ph.D., C.P.N.P., professor emerita, Portland National Association of Pediatric Nurse Practitioners’ 2005 President’s Award
Lillian Nail, Ph.D., R.N., F.A.A.N, Dr. May E. Rawlinson distinguished professor, senior scientist and director of the OHSU Center for Research on Symptom Management in Life-threatening Illness Oregon Nurses Association 2004 Honorary Nursing Research Award
Marie Napolitano, R.N., Ph.D., F.N.P., associate professor Oregon Child Development Coalition 2004 Harvest of Hope Award
Kathleen Potempa, D.N.Sc., R.N., F.A.A.N., vice president and dean Oregon Business Magazine, named one of Oregon’s 50 great leaders in 2004
Chris Tanner, Ph.D., R.N., A.B. Youmans Spaulding Distinguished Professor, Outstanding Graduate Faculty Award Appointed A.B. Youmans Spaulding Distiguished Professor
Howard University students visited with OHSU School of Nursing faculty and staff at the OHSU-Howard dinner this past February. To read the full story, turn to page 2.