LaSor Lecture reaches across the fence

As a resident of the Sonoran Desert, Peg Bowden is acutely familiar with the extreme conditions that face those attempting trans-border crossings between the United States and Mexico. More than 3,000 human remains have been found in the Sonoran Desert since 2001, and many more will never be found. A nurse, educator, activist and occasional mallet percussionist on the steel-post fence marking the border, Bowden shared her experiences at the Betty Larier lecture, sponsored by the OHSU School of Nursing Ashland campus and held at Southern Oregon University on November 16. Bowden’s work with the Samaritans and the Border Community Alliance provided insights into the human, cultural and economic drivers for immigration. Bowden blogs at www.arroya.org.

In residence: National Center for Interprofessional Practice and Education*

Virginia Tilden, senior associate dean of research, and Peggy Wroth, senior associate dean for student affairs and diversity, spent three days at the National Center for Interprofessional Practice and Education in residence at the New Models of Care Require New Models of Learning Institute. Grantees (of which the OHSU School of Nursing is one of 16 in the country) of the new funding program called Accelerating the Development of IPE Initiatives in Community-Based Clinical Settings attended the Institute along with representatives of their community partner.

The OHSU project, Research Nurse Residents (RNR-IP) is a collaboration between the OHSU Schools of Nursing and Medicine, the OHSU Physician Assistant Program and our community partner, Klamath Falls Open Door Family Practice in Klamath Falls, Ore., who was represented by Chief Financial Officer Signe Porter.

The Institute was an intense immersion in the funders’ values and goals and in the teaching and research work plan of the project. It builds on the Interprofessional Care Access Network (I-CAN) model and accelerates interprofessional students' clinical expertise by working with elderly patients with complex social and medical needs in a rural/frontier community.

*First appeared on the internal SoN News blog

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The 2016 Protege Award from Friends of the National Institute of Nursing Research was presented to Christopher N. Lee, Ph.D., R.N., F.A.A.N., F.A.H.A., F.H.F.S.A., faculty member of the OHSU School of Nursing and a leading nurse scientist in integrative biosocial behavioral research in cardiovascular disease.

Congratulations to Min-Hyoung Song, Ph.D., R.N., F.N.P.-B.C., and Darby Moss, Ed.D., M.S.N., R.N., as the 2016 recipients of the annual Faculty Hartford Award for Research and Practice (HRAP).

In February OHSU School of Nursing announced that with a new matching grant of $70,000 from the Jonas Center for Nursing and Veterans Healthcare, it will fund the scholarship of seven doctoral nursing students for 2016-2018. As a recipient of the Jonas Center grant, OHSU School of Nursing is part of a national effort to stem the faculty shortage and prepare the next generation of nurses.

Alumna Sana Goldberg, a recent graduate of the OHSU School of Nursing Accelerated Bachelor of Science program, gave a TED Talk at Harvard University. Goldberg spoke about why she decided to pursue a nursing career after completing her education at a small liberal arts college in her talk, “What if You Became a Nurse?”

Kerri Winters-Stone, Ph.D. and research professor, received an administrative supplement from the National Cancer Institute to her R01 Preventing Falls after Cancer grant to participate in the first cohort of the NCI’s SPReNT (SPeeding Research Tissue Interventions Into Practice) program.

By the numbers

| Total number of alumni as of October 2016 | 12,850 |
| Alumni with baccalaureate degrees | 10,926 |
| Alumni with post-baccalaureate and master’s degrees | 2,092 |
| Alumni with master’s and doctoral degrees | 550 |
| Alumni with more than one OHSU degree | 718 |

School of Nursing

CONNECTIONS

A publication from the OHSU School of Nursing 2016

Greetings colleagues and friends

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

The start of a new academic year is a time to reflect on our accomplishments. I had the pleasure of doing both in my Welcome Back/State of the School Address on September 21st. There is an amazing amount of productive work happening across all of our missions, with robust graduations and enrollments in our academic programs, practice advances and national recognition of our nurse midwifery faculty practice and NIH and other research grant submissions, awards and impact. We are also engaged in significant strategic work as we seek to optimize all aspects of our operations so that faculty, staff and students are able to do their best work.

As recommended in the AACN Academic Nursing Report published in March 2013, the OHSU SoN is embracing and actualizing the vision of academic nursing as a full partner in healthcare delivery, education and research. The report can be downloaded at www.aacn.nche.edu.

“New Models of Learning Institute” with IPE their community partner.

School of Nursing Connections

By the numbers

SCHOOL OF NURSING ALUMNI

PORTLAND, OR

Non Profit Organization

PERMIT NO. 2888

www.aacn.nche.edu

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Transforming healthcare
by Cathy Carroll

The American Association of Colleges of Nursing’s report, Advancing Healthcare Transformation: A New Era for Academic Nursing, released in March, and it forms a basis for dialog and learning for the School of Nursing’s efforts to collaborate, partner and integrate with practice. “Schools of nursing have for many years been separated from clinical practice, which has had implications and consequences for health care, nursing education, and nurse-scientist research,” said Susan Bakewell-Sachs, dean and vice president for nursing affairs.

The School of Nursing and the OHSU Department of Nursing were already on a partnership journey, she said. “The report is validating of our past work and is challenging us to seek greater integration and partnership and implementation strategies to enhance patient experiences, improve population health, reduce costs, and improve the work life of professional care givers.”

Bakewell-Sachs and Dana Bjarnason, OHSU Health Care chief nursing officer and their teams have: established joint strategic goals, sponsored a staff and faculty group to gain expertise in care continuity and coordination to lead in developing new care models, appointed members to each side’s inquiry/research councils, and hold joint meetings with other leaders and teams at OHSU to make their collaboration visible. Bakewell-Sachs and Bjarnason also attend the OHSU Hospital Board of Directors meetings and their executive teams meet quarterly.

Bjarnason said, “I was struck by the humility of those who authored this significant assessment of the current state of affairs, acknowledging that academic nursing was not positioned as a partner in healthcare transformation, and that institutional leaders recognize the missed opportunity for alignment with academic nursing.”

OHSU’s nursing practice and School of Nursing drive significant collaborative efforts, including more than 20 initiatives within care continuity, improvement science, research, workforce development, international partnerships, and strategic planning and deployment. Nursing has many roles in Academic Health Centers — hospital systems that provide the highest levels of care to the sickest of patients. “Registered nurses and advanced practice nurses are essential providers of direct care,” said Bakewell-Sachs. “Nurses lead in safety and quality improvement of care to protect patients from errors, reduce length of hospital stays and support individuals and families as they transition from the hospital to home. Nurses work as team leaders and members of health care teams to determine and execute plans of care.”

The School of Nursing’s central focus on its 2016-2019 strategic map is to lead in developing contributions to enhancing patient experience, improving population health, reducing costs and improving the work life of healthcare providers. “This is the Triple Aim with the additional focus on professional caregivers — known as the Quadruple Aim,” said Bakewell-Sachs. “We can accomplish this more successfully through integration with our health system partners. The Triple/ Quadruple Aim is aspirational for the nation.”

Bjarnason, who was a member of the strategic planning task force, said, “One of the most important attributes of nursing is that it exists to meet societal needs. Nursing is dynamic and continually evolving. The strategic initiatives that we have mutually agreed upon to serve significantly impact our ability to forward the national vision of the Triple Aim, directly affecting outcomes related to patient experience, the cost of healthcare, and the quality and safety of care across the health continuum.”

Faculty member and first nurse anesthetist joins Doernbecher Children’s Hospital, connecting academic nursing with academic health system

By Lee Lewis Husk

In November, Julie Soelberg, M.S.N., CRNA., became a bridge — of sorts. As the first certified registered nurse anesthetist on the anesthesia team at Doernbecher Children’s Hospital and as a clinical assistant professor in the School of Nursing, she spans a gap between academic nursing and a university health system not always well aligned.

The 2016 report, Advancing Healthcare Transformation: A New Era for Academic Nursing, by the American Association of Colleges of Nursing builds a case for schools of nursing and associated academic health systems to partner to bring faculty into the clinical arena of the health system and, conversely, connecting the clinical service more closely with the nursing school. “To achieve a new model of interprofessional engagement within academic health centers, institutional leaders must embrace a new vision for academic nursing,” the report stated.

“Susan (Bakewell-Sachs, dean of the nursing school) and I have been talking about how we use her faculty to work in the hospital,” said Jodi Coombs, R.N., M.B.A., vice president for Women & Children at Doernbecher Children’s Hospital and OHSU. “There’s so much value of having somebody who can see both sides of the academic and operational aspects of health care. This is the cutting edge of how we bring value to health care as a whole.”

Coombs said that it’s not unusual for CNAs to work in a pediatric hospital. She said that Soelberg’s appointment to the Department of Anesthesiology and Perioperative Medicine team “brings a different disciplinary approach and builds robustness in our care of kids who require anesthesia.”

Soelberg has long been passionate about pediatric anesthesia and had worked as a CNA at the Children’s Hospital of Philadelphia. She finds the resilience of children inspiring. “I’ve taken care of very sick children, and they get joy of the simplest things,” she said.

She moved to Portland in 2012 and was “taken aback” at the lack of opportunities for an academic pediatric anesthetist. She therefore sought a position at the closest place with an academic pediatric facility – Seattle Children’s Hospital at the University of Washington – where she commuted monthly.

In 2015, the OHSU School of Nursing appointed her interim assistant program director for the Nurse Anesthesia Program. The clinical component of her job at OHSU was missing until the Schools of Nursing and Medicine partnered in 2016. “I can be engaged in nurse anesthesia education and also have a strong pediatric practice,” she said. “The opportunity to practice pediatric anesthesia in an academic facility in my backyard is very exciting.”

She looks forward to working with her medical colleagues at Doernbecher. “I’ve had positive and engaging interactions with many members of the anesthesia department,” she said. Soelberg joins with the university’s leaders in believing that the strong partnership will make the dual position a rewarding success.

Partner in preparing America’s demand for nurses

by Cathy Carroll

Nursing schools should offer programs at multiple degree levels (B.S.N., M.S.N., D.N.P., Ph.D.) to meet the contributions of academic nursing to education, practice and research according to the American Association of Colleges of Nursing’s report, Advancing Healthcare Transformation: A New Era for Academic Nursing, released in March 2016. Academic nursing should be a full partner in health care, in support of improving care and patient outcomes, quality and continuous improvement, new knowledge, and highly qualified nursing graduates from academic programs.

A prime example of the academic nursing contribution is the OHSU School of Nursing’s Nurse-Midwifery faculty practice. “We were recognized with a Certificate of Excellence because we participate in a voluntary national benchmarking program of clinical quality metrics,” said Cathy Emeis, Ph.D., C.M.N., assistant professor and program director for Nurse-Midwifery. “The OHSU Nurse-Midwifery Faculty Practice has maintained a robust data collection of our clinical outcomes since 2012.” The Certificate of Excellence recognizes the practice for “Triple Aim Achievement, exclusive breastfeeding within the first 48 hours, and breastfeeding at six weeks postpartum.”

The demand for nurse-midwives is strong in Oregon and in many parts of the nation. More than 40 percent of all U.S. counties do not have a maternity care provider. “Nurse-midwives are needed now more than ever,” Emeis said. “Currently, our class size reflects the number of clinical sites we can rely on. If we could build our preceptor and clinical site base, we could take more students.”

The U.S. has approximately 39 accredited nurse-midwifery programs, but only a few have integrated faculty practices, with most relying on community partners to provide the majority of clinical experience.

“Our students are fortunate that in their classroom faculty also work alongside them in the clinic setting,” Emeis said. “In addition to benefiting the students, this model provides faculty with feedback to evaluate the effectiveness of their teaching.”

Nurse-Midwifery student Anna Raffaelli said, “The presence of a faculty practice at OHSU was a big draw for me when applying to this program.” Student Avery Fisher agrees. “The same faculty teaching our coursework are alongside us in the clinic and on the Labor and Delivery unit as we attend mothers and babies. This working relationship allows for effective, critical feedback in our development both as academic learners and providers, and an educational experience tailored to each individual student’s learning needs.”