Happy holidays! Our fall semester is nearly finished. This summer and fall have been filled with new and exciting things.

Students and faculty were welcomed back to the new term with the new School of Nursing image painted on the wall across from our office. Thank you to Stephanie Rorie and Candice Sawyer for making the arrangements to beautify our hallway (pictured below).

Sadly, Stephanie has moved away. We appreciate all she has done for the School of Nursing and will miss her. We are happy to announce that Candice has been promoted to Administrative Support Coordinator. We are in the process of filling the Administrative Support Assistant position.

We are very proud of the new International Nurse Remediation Program Dr. Gayle Kipnis developed. Please read her article about the first cohort that finished their Obstetrics classes this summer. Thank you to our Enloe partners for welcoming them to your facility. We look forward to working with both Enloe Medical Center and Mercy Medical Center next summer, allowing more internationally trained nurses the opportunity to quality to apply for licensure.

President Hutchinson presented the new University Strategic plan this fall. The Strategic Priorities have been identified as Equity, Diversity, and Inclusion; Civic and Global Engagement; and Resilient and Sustainable Systems. Please see the link for details: [https://www.csuchico.edu/pres/_assets/documents/strategic-plan-2019-2024.pdf](https://www.csuchico.edu/pres/_assets/documents/strategic-plan-2019-2024.pdf) The School of Nursing will use this as a guide as we look to update our own strategic plan. We are excited to begin this process.
From the Director Continued…

Humboldt State will be re-launching their school of nursing and plans to enroll its first class of RN to BSN students in fall, 2020. Dr. Kimberly Perris, the new director at the CSU Humboldt School of Nursing, attended our fall advisory board meeting where we all expressed our excitement about their program and extended offers of support.

The Alternate Degree Task Force has pulled together department chairs from a variety of Health and Human services majors to explore ways to support pre-nursing students on their trajectory to a satisfying career in the health field. As you will read in Julie Garnett’s article “Chasing the Points,” not all pre-nursing students can be accepted into the nursing program. The reality is there just isn’t enough room in the program to accommodate all applicants. The task force received Student Success grant funding to develop marketing resources (including a website, brochures, and a video) and host student conferences so students can learn about the many wonderful health-related degrees offered through Chico State. With this mindset, the Alternate Degree Task Force has changed its name to the Health and Human Services Degree Options Task Force. We are looking forward to holding our first student conference this spring!

The School of Nursing is making major steps to integrate electronic health records into student learning. In the spring, we will be implementing a pilot project that integrates DocuCARE software into our first semester lecture and clinical courses including (skills lab and simulation). We plan to expand this learning resource into other semesters in the fall. We are excited to provide this excellent learning opportunity for our students.

The School of Nursing has again partnered with three community colleges in our region to explore ways to create a concurrent enrollment track for RN to BSN students. We are committed to looking at creative ways of supporting Associate Degree Nursing students who are interested in pursuing a bachelor’s degree in nursing.

I want to thank the faculty and students who participated in my research survey to assess the effects of the Camp Fire on nursing education. Their feedback will be helpful for future planning as Schools of Nursing refine ways that students can serve as a resource during disasters while also participate in a unique and transformative learning experience. I will be presenting my findings at the California Association of Colleges of Nursing in spring, 2020.

After being part of the nursing faculty since 1982, Dr. Carol Huston is wrapping up her teaching career at the end of this semester. As Nursing Professor and Director of the School of Nursing, she has been an inspiration to all who have had the privilege of working with her. You will be missed, Carol. Thank you for everything you have done to support nursing education and promote the profession. We know you have great plans for new and exciting ways to make the world a better place.

Mark your calendars for two upcoming events:
- Pinning ceremony - December 20th, 1-3 in the Bell Memorial Union (BMU) Auditorium.
- Public Health Nursing Poster Session-December 10th, 11-1 in the Trinity Hall Gallery.

In health,
Dr. Karin L. Lightfoot, Director
Dr. Paul Herman, along with mentor Dr. Brian Holland, University of Florida, College of Nursing, discuss the objectives of his poster presentation at the Sigma Theta Tau’s 45th International Convention in Washington D.C.

Over the last 18 months, the project consisted of two workshops in Indianapolis, Indiana, Sigma’s Headquarters, focusing on Strategic Planning, Conflict Management, Leadership Theory Models, Decision Making, Time Management, and Communication. The leadership project also included research focusing on the effectiveness of mentorship among nursing faculty. This project was presented through a virtual seminar with nursing leaders and educators from across the United States, culminating with a presentation at Sigma’s international convention, attended by over 4,000 nurses from around the world. Dr. Herman’s project entitled “Developing a model that encompasses both peer mentoring and co-mentoring, an environment of shared support and caring that will help to endear community, preserve scholarship, and cultivate teaching practices”. The data collected from this project will be used to develop workshops and training for the nursing faculty in the School of Nursing.

The Emerging Educational Administrator Institute (EEAI) is committed to making a lasting impact. Each Scholar, Mentor, and Faculty triad work tirelessly throughout the program to plan, implement, and lead a variety of projects. Not only do these projects impact the participants by expanding their personal influence and confidence, but they also have a profound impact on the supporting institutions, the profession of nursing, and global health.
Welcome

Faculty

JayaMae Gregory

I am a Wildcat! I graduated from the School of Nursing in December of 2011. Along with my BSN from California State University, Chico, I also hold a minor in Health Education. I am a passionate teacher and for seven years, taught extensive horsemanship to all ages of students through my own business, Lightfoot Horse Farm. My acute care nursing background extends to ICU, Cardiac/Neuro and Labor/Delivery/Postpartum. I am currently an independently contracted RN for the Santa Rosa Birth Center, assisting midwives with delivery and postpartum care of the mother and newborn in a low-risk, low-intervention setting, which has me traveling to Sonoma County once a month.

I was born in Southern California, raised in Connecticut, but have considered Paradise and Magalia home for the last ten years. After traveling the country for 12 weeks in a gifted RV with my husband and our three sons (ages 14, 17, and almost 2), I am happy to be back in Butte County, as we begin to rebuild our lives post-Camp Fire. I am thrilled for the opportunity to teach again, and am thoroughly enjoying working with 3rd semester Med/Surg students at Rideout Hospital in Marysville.

Dr. Crystal Gardner

I started off at Shasta Community College and graduated with my Bachelor of Science in Nursing from Humboldt State University in 1996. I earned a Masters in Nursing from California State University, Sacramento in 2014. Just recently I received my Doctorate in Nursing Practice: Education with The George Washington University.

I have worked as a nurse at Redding Medical Center (Neuroscience Unit nights), Foster Care, Public Health, Ryan White HIV/AIDS Program Coordinator, and starting my eighth year as a Credentialed School Nurse. I currently work at Shasta County Office of Education. I have 28 preschools and sixteen campuses that I oversee as the school nurse. I also started my fifth year teaching one class as part-time faculty in Early Childhood Education at Shasta Community College.
My oldest son (21) is attending his final year at Southern Oregon University with a degree in business. My middle son (12) is in seventh grade at UPrep and is enjoying being part of the school musical. The youngest (8) is in 3rd grade and has struggled in the academic setting all his life, but put a set of drums in front of him and he is at home! I love being a single mom and feel blessed to have adopted kids on my own.

Some fun facts about me: I’ve ridden a bike from San Francisco to Los Angeles over seven days, I’ve jumped out of a plane, I’ve been in a movie, and this past summer walked part of the PCT by myself. I love to travel and the past three years have visited Italy, Turkey, Cuba, Panama, Costa Rica, the new World Trade Center in NYC, Paris, and Iceland.

In the Office

The School of Nursing Office is happy to welcome two new student assistants. Marissa (pictured above, on the left) is an Exercise Physiology major who got hired at the beginning of the Fall semester. Marissa is president of CSU, Chico’s women's soccer club.

Our second addition is Alix (pictured left for Halloween) is a Communication Sciences and Disorders major who is hoping to be attending grad school after getting her BA here at CSU Chico.

Farewell

In September we said goodbye and good luck to our Administrative Support Coordinator, Stephanie Rorie. Stephanie was hire in the Spring 2016 as the administrative support assistant. She came to us originally from Butte County Public Health Department. Stephanie and her family are starting their new adventure in Prosper, Texas. She will be greatly missed in the School of Nursing Office, but we wish her luck on her newest adventure!
FOR IMMEDIATE RELEASE  
July 1, 2019

Contact:  
Rachel Kerr, DNP, RN  
rachel@envirn.org  
979.236.8103

[Washington, DC] (July 1, 2019) – The Alliance of Nurses for Healthy Environments (ANHE) is thrilled to announce the start of a historic year-long Environmental Health Nursing Fellowship program. ANHE, the only national nursing organization focused on the intersection of health and the environment, designed this first-of-its-kind fellowship program to train nurses to work with communities in tackling serious environmental health threats, including toxic chemical pollution, water contamination, climate disruption and related health impacts, and more. Funded by the Kresge Foundation, the program has a particular focus on environmental health equity and justice, specifically addressing the disproportionate impact of environmental exposures on vulnerable groups.

“Many nurses interested in addressing
environmental health issues want to work at the local level but may have difficulty identifying community needs or groups to work with” said ANHE’s executive director, Katie Huffling. “Similarly, community-based organizations have identified a need to partner with nurses to collaboratively address environmental challenges that communities are dealing with. This fellowship will connect nurses with communities most impacted by environmental injustices and increase the capacity of nurses doing this crucial environmental health work that improves the health of communities nationwide.”

The program includes 30 ANHE fellows from across the United States, with three from every EPA region. The fellows hail from Alaska to Puerto Rico and many states in between. In addition to geographical diversity, the fellows are diverse in terms of age, nursing specialty and expertise, educational attainment, race and ethnicity, gender, and more, reflecting the diverse nation and communities they serve. Paired with expert environmental health nurse mentors, the fellows will conduct projects in their communities to address a community-identified environmental health need and build support for community-driven solutions. In addition, the fellows will work to educate health professionals and colleagues in their communities about environmental health in order to expand knowledge and engagement of health professionals on critical environmental health issues.

The fellowship kicked off earlier this month with a transformative meeting in Philadelphia, where together the nurse fellows learned about environmental health and environmental justice from environmental health nurse experts and community leaders. ANHE nurse fellow Erika Alfaro Lemus said of the meeting, “It gave me perspective through real stories from people working in communities facing similar challenges as mine, and most importantly, [it gave me] tools to take action.” Over the next year, the fellows will interact and learn together in monthly webinars and will meet again in person next spring. “We see this program having a positive impact on communities nation-wide who are facing environmental challenges, and we hope this program will be considered as a practice model across the country for nurses and for informing leaders and the public about the significant work nurses are doing in environmental health,” said Azita Amiri, PhD, RN, ANHE mentor and assistant professor of nursing at the University of Alabama in Huntsville.

To learn more about the ANHE Environmental Health Nurse Fellowship and the program participants, visit https://envirn.org/anhe-fellowship/. Follow ANHE on Facebook and Twitter to view updates of the nurse fellows’ work throughout the program.

To view full article: https://envirn.salsalabs.org/anhe-fellowship?
Nurse Leadership Track
A five-semester online program that enables nurses to gain advanced knowledge and skills in the area of Nursing Leadership. Provides a broad foundation in aspects of nursing research, technology, advanced nursing roles and health care organizational systems. Culminates in a leadership practicum and the completion of a graduate level professional paper.

Admission Criteria
- BSN from a nationally accredited program
- California RN license
- 3.0 GPA for the last 60 units of undergraduate work
- Statistics course (3 units) completed within the last five years
- GRE Writing Analytics Score of 4.0 or higher

For more information contact:
Sarah Brown Blake
sbrownblake@csuchico.edu

School of Nursing
Trinity Hall 121
(530) 898-5891
csuchico/nurs
As this first year as a nursing student starts to wind down (just a tad), it's still crazy to think that I'm in this program! Since my first day here as a freshman, these were the 5 semesters I looked forward to the most! It's nice to see all of that hard work finally paying off. It was an interesting transformation into nursing school but I think I have learned what to expect. Its a big shift from the pre-nursing world, but it is one that I have enjoyed very much. Through all of the long nights studying and long clinical days, I have formed relationships with my cohort that I hope last a lifetime. I have met some of the best people in this program and consider myself blessed to have them a part of my life. To start off in an orientation room full of people you may not know to calling some of these people your closest friends is truly amazing. I'm excited for the next 3 semesters with them!

-Olivia Villarreal
Current nursing students usually fall in the post-millennial or millennial age group. The term millennial is heavily associated with technology, as it is embedded in our daily lives. I say our, because I’m a millennial myself, thus I’m often finding myself searching for new and exciting technologies to educate my students. One of the most fascinating new technologies available to all nursing faculty members sits in the basement of the library. This is where the Virtual Reality (VR) lab sits.

I explored the VR platform and became extremely excited with its possibilities, which are nearly endless. I leaned on my colleagues for ideas, Dr. Lightfoot mentioned maybe look into completing a lesson on intramuscular injections (IM). This is where my journey began. With the support of my Co-teacher Natasha Adams in N284 (Nursing Fundamentals) in 1st semester, I designed the IM lesson.

Students were brought down to the VR lab in groups of six, and we had enough equipment to run three students simultaneously on different headsets. As an instructor I actively guided them through the application, but they also were able to explore and make their own decisions/choices. This is true active and engaged learning. They did not need to wait for my cues, often they met the objectives with their own actions while immersed in the VR applications. Organon VR is one of the application platforms that was used. Here students were able to visualize the deltoid muscle, vastus lateralis muscle, all while immersed in a VR world. Each muscle or bone could be removed to find the anatomical landmarks we use in practice. The muscles could be held and spun around to look at all sides. Students could see how large or small the muscles were and what potential dangers were beneath them.

Next students moved into an extremely advanced application named ShareCare. Here there was no need to imagine yourself in the heart, because this application could place you there. Imagine yourself inside an artery. With the movement of your thumb the addition of plaque builds up, you continue this until it becomes
severely clogged. You have just given yourself coronary artery disease. Its an easy fix in VR, just click on stent placement. Suddenly a giant stent enters the artery and you can have firsthand experience how a stent opens the diseased artery, and blood flow returns. The visualization and education opportunity is unmatched. Next move on to look at the heart muscle itself. Turn a normal healthy heart into a diseased heart with heart failure or change the rhythm to atrial fibrillation.

Students also could see respiratory issues such as asthma, and COPD. The software allows you to walk around and look at the lungs in the diseased states seeing how airflow is constricted. To help increase airflow, an inhaler can be administered. Bronchioles open up and air is now moving more freely in the lungs. Feeling adventurous, click a button and transport inside the lungs to look at the alveoli, and explore from there.

Upon completion of the lesson the twenty students were asked to complete an anonymous survey in attempt for me to gain some rudimentary data. I received sixteen response. The survey used a traditional Likert scale, with an open comment question at the end.

Raw Data:

- 53.3% agreed and 40% strongly agreed that the VR lesson helped them apply their IM skills.
- 100% of survey respondents reported VR enhanced their learning experience and also reported that they found the technology engaging.
- 100% also reported the learning done in VR they could apply in their practice.
- 93.75% of respondents agreed or strongly agreed reported they would like more VR to be incorporated more into the nursing program.

Open response by the students

“I think this was really cool and the ability to participate in ways that directly relate to nursing would make our program stand out against others. “

“Would love to input VR into our learning throughout this entire program. It gives us a far better visual than any textbook could.”

“This was a very cool experience that was very beneficial to exploring the different parts of the body as well as understanding (by visually seeing) why certain muscles are used more often for IM injections than other muscles.”
“It was awesome and really helps bring perspective to what you're studying”

“It was such a cool experience and it really put things into perspective. It was nice to be able to see exactly what happens in certain disease processes as well as visualize on a real human body where certain nursing practices (IM) occur. It would be awesome to have VR incorporated throughout nursing school for different skills needed.”

This pilot lesson of VR was just the tip of the iceberg for utilization of this technology. Just with the two software applications available to nursing faculty, I see it having great benefits for my future 1st and 2nd semester students. The ability to visually see the pathophysiology of organs in the disease states such as heart failure, COPD, asthma, diabetes, breast cancer, A-Fib, and many others are learning tool unlike any other. Students love this new way to learn, as do I. I cannot wait to incorporate this technology into my classes. I predict in the near future we will be able to use VR in the nursing program as a supplement to our simulation program. There is great software available, in which you can custom design your own cases to fit the needs of your students. The opportunities are endless, and my journey has just begun.

A lot has been happening in the Skills Lab this fall semester. Here are just a few of the highlights: at the beginning of the school year Semester-1 students were pleased to host Enloe Medical Center Therapy Supervisor, Travis Breeding, PT. Travis spent more than a few hours with Semester 1 students discussing ambulation, safe mobility, transfers, etc. with all sections. Travis used various Durable Medical Equipment available in the Skills Lab to demonstrate. His expertise was evident and greatly appreciated by both faculty and students!

Several weeks later, Semester-1 hosted Enloe Medical Center wound nurse extraordinaire, Linda Reynolds RN, BSN, CWOCN. Linda spent time discussing wounds and wound care with 40 Semester-1 students. Linda brought several wound vacs allowing students to have hands on activities with this specialized equipment. This is another extremely knowledgeable local medical professional in our community who agreed to share her knowledge with our new students.

An extraordinary result of Linda’s visit; the Skills Lab was the recipient of several boxes/bins of donated wound & wound vac supplies to be used by all nursing students in the Skills Lab. These supplies for the Skills Lab are a much appreciated donation. Materials like these help immensely with hands-on wound education for our nursing students throughout their nursing education using the Skills Lab.

CSUC Nursing faculty and students want to thank again these individuals AND Enloe Medical Center for continuing to support the education of nursing students at Chico State!
Six years ago, Kristina Chesterman, a 21-year-old Chico State nursing student, was hit and killed by a drunk driver as she was riding her bicycle alongside campus. Her legacy continues to live on within our School of Nursing and across the world…

Every fall, the Kristina Chesterman Memorial Ride: Live, Love, Laugh & Ride, sanctioned by the American Endurance Ride Conference, is held in Magalia, a small mountain town just up the Skyway from our campus here in neighboring Chico. This endurance ride draws horses and riders from all over the North State, as well as Nevada and Oregon, and one year, the Australian Junior Team even flew over to compete! The ride is a backcountry race on courses set at distances of 35 miles and 50 miles. A 10-mile Fun Ride is also offered for teams not wanting to compete, or wanting a shorter distance to ride. The ride draws many sponsors and volunteers and all funds raised from the event go directly to financially supporting the Kristina Chesterman Memorial Clinic in Nigeria, a clinic which began with full-time faculty member Darcy Lewis.

Since its inception several years ago, the Kristina Chesterman Memorial Clinic, which is located within Upon This Rock Medical Center in Ozu Abam, Nigeria, continues to serve the health needs of the local community.
needs of the people of the entire Abam region of 28 villages. These villages have an estimated population of over 70,000 people. The medical care rendered spans from medical to surgical emergencies, in-patient and out-patient care and general surgical conditions. The total number of patients seen monthly spans between 120 to 150. About 8 to 10 general surgeries are performed monthly. In addition, the center has two ambulances, is staffed with two physicians, nine nurses, a pharmacist, and an accounting officer.

To date, the Kristina Chesterman Memorial Ride has raised over $16,000 for this medical center. This year, more than $3,000 was raised and donated through the endurance ride. The ride also saw a few current nursing students as volunteers.

Third semester nursing student Brea O’Boyle stated, “Overall, my experience at the ride was an absolute positive! I was able to spend my day with a local Vet who I had the opportunity to discuss anatomy and physiology with in a whole new way. I loved that I was able to connect things I have learned in the clinical setting to an outdoor environment involving animals! I learned a lot more about horses, but also about the dedication it takes to put an event together like this. To see a team of locals and healthcare professionals come together for this cause was a powerful day to be a part of!”

Tasha Haase, who is also in third semester, said she also had a “wonderful time” volunteering for the Kristina Chesterman Memorial Ride. She had the opportunity to take apical pulse rates on horses as they came into the veterinary check points. “Despite the horses having a slower heart rate than humans, I was able to incorporate my nursing experience taking apical pulses on patients in the hospital and apply it to horses in a working environment.”

Brooke Marigo, from fourth semester, also gave her time to volunteer at the ride this year. “My time volunteering at this ride was something very special. I was able to scribe for the endurance veterinarian the whole time and learned so much about the health of horses.”

The next Kristina Chesterman Memorial Ride: Live, Love, Laugh & Ride is already in the works. It is planned for the fall of 2020 and it is hoped that many more nursing students will want to get involved in this unique, valuable volunteer opportunity. Brooke herself said, “More nursing students should volunteer at this event because it really is so amazing to see the bonds riders and horses have.”

That, coupled with raising funds for such a worthy cause, while also raising awareness of health care needs around the world, makes the day more than worthwhile.
Nursing is a dangerous profession.

Nurses are often exposed to contagious and sometimes deadly diseases. They are sometimes confronted by violent patients, or those with them, and even at times by aggressive colleagues. They use dangerous equipment, like needles and other sharps. Sometimes they work in dangerous conditions in areas of human-made and natural disaster, like war zones, mass casualty shootings, floods and hurricanes. And wild fires.

On the morning of November 8, 2018, employees at Adventist Health Feather River (AHFR) were challenged by the task of evacuating their acute care hospital in the face of the Camp Fire. Sixty-seven patients were safely evacuated in a little over 45 minutes, via EMS, law enforcement, and private vehicles, while the deadliest wild fire in California history was approaching the hospital, traveling at a rate of a football field per second in 50 mph winds.

I was one of four ED nurses at AHFR the morning of the fire. For this reason, I participated in a panel discussion about the evacuation at the 2019 Annual Conference of the Emergency Nurses Association (ENA) in Austin, Texas. The panel also included Edwin Beltrán, the ED charge nurse on duty that morning, and staff nurses Cassie LeRossignol and Chelsea West.

The discussion was, in part, an educational presentation on best practices for evacuating a health care facility in response to an imminent external
disaster. It was also an opportunity for us as nurses to share with colleagues our personal experiences of trying to escape the lethality of the fire in hopes of making it home to our friends and families.

For my part, I recounted the professional dissonance I experienced in needing to disregard EMTALA in order to expediently steer patients to safety, like telling the patient who presented with abdominal pain that because of the fire she’d be better off seeking treatment elsewhere and allowing a 5150 psyche patient to leave under his own recognizance rather than with appropriate supervision. It is not everyday a nurse must decide to break rules in order to prevent harm to his or her patients.

I also talked about how close I felt I came to perishing in the conflagration while trying to evacuate myself and how disheartening it was to be forced to return to the burning hospital when traffic made the roads leading out of town nearly impassable. Each of us shared similar stories.

Speaking for the four of us, I also offered the following sentiment: It was not our commitment to the organization that allowed us to work effectively under such horrendous and frightening circumstances, but our commitment to our profession, to each other, and, ultimately, to our patients.

Carol Jorgensen Huston, Professor Emerita, School of Nursing has published a new book with Sigma entitled "The Road to Positive Work Cultures." Current evidence suggests that many work cultures are at best unsupportive and at worst toxic. One of the biggest challenges faced by organizations today then is how to develop a collaborative, productive, and positive work culture that boosts performance and employee morale.

The Road to Positive Work Cultures explores what constitutes a positive work culture, why it is needed, and the role of leaders in establishing and maintaining that culture.

Huston also offers insights from thought leaders focused on workplace culture. In addition, this quick-read book offers practical tools to help nurse leaders learn to maintain appropriate boundaries, build effective teams, avoid micromanaging, and reduce workplace stress. Many of the chapters include personal insights gained from Carol’s own leadership experiences, where she encountered frustration or failure as a leader. Her hope in sharing these stories is that readers will recognize that leadership is a journey and not a destination—and that although missteps occur, leaders who are authentic and create atmospheres of mutual respect, trust, and appreciation can positively impact the work cultures of others.

This book is a companion piece to Huston’s The Road to Leadership (2017). The book is available through Sigma or through Amazon.
The CSU Chico School of Nursing has introduced a new program specifically designed for internationally trained nurses that want to become licensed in California. It is called the International Nurse Remediation Program or INRP.

In order to achieve an RN license in California, the Board of Registered Nursing (BRN) processes the transcripts of nurses that completed their training in a foreign country and issues an individual report that identifies areas of deficiency that need to be remediated. This may include courses in medical/surgical, pediatric, mental health, or obstetrical nursing. These deficiencies must be remediated or retaken prior to taking the California NCLEX, the national licensing examination. The BRN is only able to provide them with a list of nursing schools in California that might allow them to be accepted into a course that has an empty seat. Many of the nurses wait years for an opportunity to remediate. Obstetrics is the most commonly needed area and CSU Chico’s School of Nursing had a list of over 130 nurses that had requesting to remediate obstetrics. It was clear that a solution was needed.

During the Summer Session 2019, the School of Nursing partnered with Regional & Continuing Education and Enloe Medical Center to implement this innovative pilot program focused on obstetrics for six nurses that had completed their training in Australia and in the Philippines. Following extensive interviews and testing, they enrolled in two new courses, NURS 317 and NURS 318, which provided both online theory and a clinical practicum in Chico. Since they lived in various areas of California, which included the Bay Area, Sacramento, Central Valley, and in Reno, Nevada, the CSU Chico dormitories were utilized for three weeks. They were a tremendously motivated cohort, and all six INRP nurses passed both courses and will become registered nurses in California.

The creation of the INRP took a dedicated team of nursing faculty and staff that included Dr. Karin Lightfoot, Candice Sawyer, Stephanie Rorie, and Dr. Gayle Kipnis. With funding, this program could be expanded to include remediation in other specialty nursing areas and potentially in other sites around the state.
All senior nursing students work on a public health project prior to graduation.

### Donation Drive

This semester our group has partnered with the WildCat Food Pantry for our fifth semester community project. Initially we had planned to work on collecting food donations as past semester students have. When we met with Joe Pickard who runs the pantry, he had mentioned that he wanted to try to incorporate more hygiene products in the pantry specifically feminine hygiene products. Women of low socioeconomic status often times struggle between meeting basic hygiene needs and focusing on education and careers. Our goal is to eliminate this barrier to education for women on the Chico State campus.

Therefore, this semester we are focusing on fundraising and getting donations of feminine hygiene products. Our annual nursing cohort competition has been very successful; in the first three weeks of the competition we have received over a thousand product donations and raised over $300 on our fundraising page. We have also done community outreach in the form of a pop up hygiene drive at a local coffee shop which allowed us to spread awareness of our project. We are continuing to collect donations and money for the food pantry until December 1st! For the month of November we plan to continue collecting donations in the media lab, will have an off campus hygiene drive, and will collect donations on the WildCat Food Pantry donation page. Help us meet the basic needs of women on campus!

### Global Health Program

Travel was and is my first love. Contrary to conventional thought, I was lucky to grow up in a military household where I lived and traveled around the world starting from a young age. I majored in international relations for my first bachelor’s degree at Chico State, where I was fortunate enough to have the opportunity to study abroad in Prague, Czech Republic. Studying international relations afforded me that opportunity, as all my classes were credit-based, meaning I was able to utilize financial aid while abroad. Also, since I was an out-of-state student, it was actually cheaper for me to go abroad! I learned so much about myself regarding resourcefulness, being independent and flexibility during my time studying abroad in Prague. I eventually graduated and moved to South Korea to teach English for two years. At the end of my time...
teaching, I decided to go back to school for nursing. I realized that there were numerous skills that I learned throughout my life that I could take into the nursing field with me. When I was offered to participate in the Honors Program, I knew that I wanted the focus of my project to be something I was passionate about and could possibly change the lives of future nursing students.

My Honors Project focuses on bringing awareness to the importance of integrating study abroad programs into nursing education. Studies have shown that many nursing-related skills are gained through international travel. Some of these skills are cultural competency, communication, confidence, and flexibility. For my project, I will be gathering questionnaires from all the semesters of the nursing program and presenting my findings at the end of the semester faculty meeting on December 13th, 2019. To all the nursing students out there, there are still opportunities to study abroad during the upcoming summer or winter semesters. For example, the Kristina Chesterman Clinic in Nigeria is a great opportunity for future nurses, and if interested, you should talk to Darcy Hostetter-Lewis for more information. Furthermore, to all the pre-nursing students out there, the myth is false, you can study abroad as a pre-nursing student. Go check out the Study Abroad Office on campus at the Student Services Center 440 to find out when you can attend an information session and to schedule an appointment with a Study Abroad Advisor. In addition to all of this, I just had my first nursing interview, during which I was asked what is unique that I can bring to the unit, and I talked about my international experience and all the skills that I have acquired. Happy Travels!

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Impacting CSUC nursing students’ attitudes toward and clinical knowledge about members of the community who have disabilities

Jacqueline Marois, SN

The quality care of clients with disabilities is an important aspect of both community and hospital nursing. For my semester project in Holly Kralj’s Public Health course, I am researching the healthcare needs of patients with common disabilities. Partnering with the Joe McGie Adult Day Center in Chico, the primary focus is formulating a training for CSUC nurses in 5th semester. For an extra unit, I am extending this into a research study—assessing the training’s impact on student perceptions of these clients. The goal is to increase education about and comfort with clients with common disabilities, such as Cerebral Palsy, Traumatic Brain Injury and Down Syndrome. An added aspect is an immersion activity with clients from the Joe McGie Center to improve mutual comfort between members of the community with disabilities and nursing students.

This research is valuable to healthcare providers because approximately 1 in 5 Americans report a disability (Reynolds and Wieseler, 2019), meaning we will commonly see these patients in our practice. Also, clients with disabilities such as Autism Spectrum Disorder are not only more likely to utilize healthcare services, but are more likely to experience complications or extended stays in the hospital related to their diagnosis (Jolly, 2015). I hypothesize that after the training and interaction, the students will demonstrate (via a pre- and post-
training Likert Scale research instrument) increased awareness about the needs of these clients and improved perceptions of persons with disabilities, or PWD.

Using evidence-based research, the training includes coverage of specific diagnoses and tips for nurses to adequately care for these clients. I also cover common barriers to quality care. An example: over-medication of analgesics or psychotropics due to misinterpretation of typical client actions as manifestations of pain or behaviors that are seemingly too difficult to manage without medication (chemical restraint). Also covered are historical laws surrounding PWD, the significance and responsibility of Medicare, and contributions of PWD to society. In theory, this training can be implemented into different semesters of the nursing program as part of the curriculum and into facilities that employ workers that interact with PWD, like schools and hospitals. The study can also be published for the reference of other researchers, to continue the conversation about needs of PWD. It is my hope that by increasing awareness through teaching about quality care for this population, nurses from Chico State will be aptly prepared to provide top-notch care to PWD and their families.

References


How to read the research graphs: I identified eight questions in my pre-training assessment as representative of student personal feelings forward clients with disabilities. The responses of 30 female and 6 male students are depicted here on a radar graph.

The color of the line coincides with specific questions asked in the initial assessment. The direction of the line points toward the reported feeling, whether very positive, very negative or somewhere in between, and the length of the line represents the number of students who felt this way. The more lines connected into shapes of each color, the greater variation between responses. Conversely, fewer lines indicate less variation in responses. These 2 graphs are divided by self-reported gender of male or female, but many other graphs have been created representing other factors that are gender-independent, such as consolidating responses of those with varying levels of experience with PWD and general awareness about specific topics like Medicare coverage.
Over the summer break, Dr. Musvosvi set out to Berlin, Germany to attend the 49th World Congress on Advanced Nursing Research on June 10-11. The goal of this international conference was to provide a transformative professional development experience while exploring latest innovations in nursing practice. The conference program emphasized evidence-based practice, educational innovation, practical application, and peer to peer networking and collaboration. I was not just a delegate at this conference. I had the privilege of being both a Poster and Podium presenter. Because of my history and background in Critical Care Nursing, my presentations were inspired by a study on the impact of Ventilator Associated Pneumonia (VAP) and what nurses can do to prevent VAP”. Conference presentation title: The Impact of In-service Education on ICU nurses’ knowledge AND compliance with practices for preventing Ventilator-Associated Pneumonia.

Abstract: Ventilator-Associated Pneumonia (VAP) is the leading cause of hospital- acquired infections in the Intensive Care Unit (ICU). A diagnosis of VAP automatically translates to increased morbidity and mortality rates, length of stay, and treatment costs. Although VAP prevention requires a multi-disciplinary approach, ICU nurses play a pivotal role in the prevention of VAP. The purpose of this study was to evaluate the impact of in-service education on ICU nurses’ knowledge and compliance with practices for preventing VAP. A quasi-experimental nonequivalent groups design was selected to examine nurses’ knowledge and compliance with ventilator bundle elements before and after in-service education. One sample nonparametric testing was used to analyze pretest and posttest scores. Twenty-five nurses from the interventional group scored 100% on the pretest (no room for improvement), resulting in a statistically significant score increase (p=.009). However, nurses who had room for improvement, had a mean score increase of 1.33 (P<.0.0 =0.0156. The overall compliance with ventilator bundle elements had a mean increase of 4.3% among the intervention group. Results of this study showed evidence to support the claim that an educational in-service is effective in improving knowledge and compliance with elements of the ventilator bundle.

Sharing knowledge and research findings at the international level with other healthcare providers was a such an invaluable experience for me. It was interesting to note that some of the health
challenges we face in the United States of America are global health problems. Coming together with other academics, and advanced healthcare practitioners to discuss findings and solutions to global health issues was and remains a step towards a solution to the health issues we face.

Two weeks after the Berlin conference, I was inspired by a rare opportunity to translate my theory knowledge into practice. I joined a group of medical professionals “Maranatha Volunteers international” on a 12-day medical mission trip to a remote village in Zambia in Southern Africa. The group was composed of 42 healthcare professionals including physicians, nurses, physician assistants and nurse practitioners. We set up same-day community health clinics, providing free medical care, vaccinations and health education for the locals. One of the highlights of this trip was being able to provide education seminars on men’s health. It is a challenge (culturally in that part of the country) for men to discuss their health problems and in most cases, men in the villages do not generally seek medical care until they are severely sick. The language barrier and limited education regarding medical terms and disease processes was a challenge. I led a team of six nurses/nurse practitioners and we were able to provide thirteen educational seminars in the local communities, covering topics on nutrition, prostate health, breast self-exams, managing and preventing diabetes, and hypertension. One family travelled over 300 miles by bus to the health clinic after they had heard about the free medical care over the local radio.

Running the same day clinics posed its own challenges. Our day typically began at 5 am in order for us to have time set up for the day. We had to sort out supplies for the day, set up our mobile pharmacy and then travel to our designated clinic locations for the day. On good days we attended to an average of 300 patients (otherwise more) with a staff of 6-8 providers. The days were indeed long. We often worked until dark when we could no longer see, then we would be bused back to our 1-star hotel for a local dish before retiring for the night-and repeat the same schedule for almost two weeks. The locals were very eager to learn about their health. Most of them requested written material for reference, some of the older patients brought their school age children to translate. The best experience was seeing the locals walk away empowered and more knowledgeable about their health. When our time was up and we had to leave, the locals were saddened. But we promised them that we would return-and we WILL.
The Points Chase Continues

For the fall 2019 BSN program admission process, the School of Nursing admissions committee reviewed 395 applications. Of these, 273 made the point sort. The initial point cut-off was 93 points. The average cumulative GPA for the initial offer group was 3.77. The average TEAS score was 90.8%. Applicants from the alternate list filled ten spaces. This resulted in a final point cut-off of 91 points, ending at alternate #25. Six applicants at 91 points, and 21 applicants at 90 points remained on the alternate list. The average cumulative GPA for the final fall 2019 admit group was 3.72. The average TEAS score remained above 90%, at 90.5%

An analysis of the initial offer group and final 40 acceptances for fall 2019 resulted in the following findings:

<table>
<thead>
<tr>
<th>FALL 19 POINTS CATEGORIES</th>
<th>INITIAL40: # Apps with associated points</th>
<th>FINAL40: # Apps with associated points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUC STUDENTS (from non-service area)</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>LOCAL SERVICE AREA</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>FROM OUT OF SERVICE AREA</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>KNOWLEDGE OF A FOREIGN LANG</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>HEALTH-RELATED TRAINING OR WORK EXP</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>VOLUNTEER HOURS</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>ALL PREREQS COMPLETED</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td>ALL CO-REQS COMPLETED</td>
<td>37</td>
<td>31</td>
</tr>
<tr>
<td>PBACs</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>AVG CUM GPA</td>
<td>3.77</td>
<td>3.72</td>
</tr>
</tbody>
</table>

Review of spring 2020 applications is currently underway. A total of 279 applications have been received. This is 27 less applications than for spring 2019. To date, 192 applications have made it to the spring 2020 review pool. Our goal is to have spring 2020 seat offers out no later than December 15.
As the total score for the point cut-off climbs, so does the number of highly qualified applicants left on the alternate list. As mandated changes such as local preference points and eliminating priority language points are implemented, applicants and potential applicants are finding the cut-off bar for Chico State Nursing further and further out of reach. What does this mean for all those exemplary applicants being left on our alternate list? It means that they must begin to work on a “Plan B,” so they can graduate in a timely manner (four years). Since pre-nursing is not a major, but rather a designation on the student record to earmark a student’s interest in earning a nursing degree, students must choose a major. They must assess their strengths and interests, and select a major that can best utilize the courses they’ve already taken.

School of Nursing director, Karin Lightfoot, has been reaching out to campus department chairs of majors in health-related fields and inviting them to join a newly established committee to address the number of students designated as pre-nursing, but not on track to graduate. First titled the “Alternate Degree Task Force,” Lightfoot’s invitations have been well received. Department chairs from Public Health, Child Development, Nutrition and Food Science, and Kinesiology (to name a few) have been meeting since August to discuss options. Now titled the “Health and Human Services Degree Task Force,” some exciting new developments have occurred as a result of these discussions. For more information about this, see Karin Lightfoot’s “From the Director” article in this newsletter!

**Where Do We Go From Here?**

**Now Hiring**

The School of Nursing is now hiring for a full time Medical-Surgical Professor. To apply please visit CSU, Chico’s job posting website: https://jobs.csuchico.edu/postings/5923.

Any questions about the position can be directed to Dr. Karin Lightfoot, klightfoot@csuchico.edu or at (530) 898-5891.
This is the same question I had when I joined the club in my first semester of the nursing program. I had the opportunity to join the American Association for Men in Nursing, North State Chapter as Volunteer Coordinator in Spring 2018. AAMN’s mission at Chico State has evolved to promote diversity across the field of nursing as well as create opportunities for public health promotion. Now as President, along with my incredible team of officers, we have brought new ideas to this organization to make our club stand out.

Nursing students often ask me what makes AAMN different from the other nursing clubs. Our club meetings have guest speakers from a wide variety of careers within nursing. We want nursing students to learn about the diverse roles that nurses can fill. For example, we’ve had presentations from a neuro-trauma RN, stroke coordinator RN, forensic RN, and CRNA. Our most recent meeting was an RCNP information session to give students the opportunity to ask a student who completed the program as well as the program coordinator any questions about the preceptorship. In the spring, we shift our focus from careers in nursing to information for newly graduated nurses. This past spring, we had
our first ever “new grad” panel of Chico State nursing alumni. The panel had nurses with vastly different experiences to better answer all our questions. One nurse talked about staying local while others discussed their experience in a new grad program. We also welcomed Kathleen Kirby to speak on writing nursing resumes. It was so successful that we are already planning the next “you graduated, now what?” meeting for spring.

Our events provide unique opportunities for nursing students. Each semester we plan a few events that center on public health promotion and education. The most recent event we held was new to our club: Stop the Bleed. We teamed up with Lifeline Training Center to teach bleeding control basics to students passing by on campus. Students and faculty were shown how to use a tourniquet and how to pack a wound, then were given the opportunity to practice these skills. The purpose of the event was to educate the public on how to control traumatic bleeding in the case of a mass shooting or other emergency until first responders arrive. In the spring, we also teach the public compressions-only CPR during our Keep the Beat event. The focus is on teaching how to recognize cardiac arrest and how to perform chest compressions until help arrives. Other opportunities for public health education include the spring health fair AAMN participates in by taking manual blood pressures and teaching about hypertension.

Becoming a member of Men in Nursing is easy! The only requirement is attending two meetings and volunteering in two club events in a calendar year. Membership earns nursing students a free cord for graduation. We hold elections towards the end of spring semester and will have many officer positions open! Check out our Facebook page for updates on meetings and events! https://www.facebook.com/groups/NorthStateMIN/

Casey Applegate-Williams | President
American Association for Men in Nursing
Alumni Corner

Alexandra “Sasha” Watts is a CSU Chico graduate. Alexandria graduated Fall of 2012 with a BSN. Sasha had worked at Feather River Hospital in the mother baby unit prior to transferring to Enloe. Sasha works in the labor and delivery department while attending graduate school. Sasha is pursing her degree at the University of California San Francisco in Nurse-Midwife/Women's Health Nurse Practitioner (CNM/WHNP) program. She is on board to graduate early the Spring of 2020.

This spring Sasha was awarded the Chico Community Hospital Auxiliary Scholarship through the North Valley Health Education Foundation (NVHEF). The Foundation is committed to endow scholarships in the Auxiliary’s name each year to hospital employees.

The NVEHF financially supports students involved in health sciences and educates people about health-related issues. Its mission is to assist people with financial need to become contributing members of society. The hope is that the investment in these medical students will benefit the communities they choose to serve. NVEHF is governed by 16 directors: 12 elected from the community and one each from Butte College, California State University, Chico, University of California, Davis and Enloe Medical Center. For information on applying for scholarships or to make a donation go to https://www.nvhef.org/

Congratulations Sasha and thank you for being a great example for other students to follow.
Every summer the California Department of Rehabilitation provides a Youth Leadership Forum (YLF) for students with disabilities. YLF is a six-day overnight leadership program held at California State University, Sacramento, where delegates stay in the dormitory for a college experience. Delegates learn advocacy and leadership skills from alumni and professionals with disabilities and create a “Personal & Career Leadership Plan” to help reach their future education, independent living, and career goals. Delegates interact with state and national leaders with disabilities, which may include celebrities, politicians, entertainers, and other adult role models with disabilities. Participants also make lifelong friendships with other statewide delegates and have mentorship opportunities with alumni.

This year Gema Knipe, (assistant professor for CSU Chico) who volunteers as a 24/7 nurse, was fortunate to recruit CSU Chico nursing students to assist as PCA’s for the 50 delegates plus 50 staff with physical and cognitive disabilities. The forum lasts a week and the hours are early and go late. The students helped with intake of information, keeping the delegates on track to come into the first aid room for their medication, helping to monitor diet, encouraging participation in activities and helping keep them hydrated and safe in the many outings in the community. They served in triage roles for medical care as well as assisted with activities of daily living. The students were generous with their time as they only had to commit to 40 hours a week. They gave above and beyond and made an impact on the success of the forum and the delegates.

I would like to recognize Aysu Solmaz, Eduardo Campos, Cindy Silva-Fernandez, James David & Natalie Bataresh for giving 110% of themselves to make a difference.

Anyone wishing to assist with YLF this coming July 2020 should contact Gema Knipe @ gknipe@csuchico.edu.
Carol Huston, Professor Emerita, School of Nursing and Pamela Medina Pittman (wife of Associate Professor Carl Pittman) have published a children’s book entitled *When Little Girls Dream*. This 38-page, hardcover, whimsical book suggests that when little girls dream, anything is possible. In addition, the foreword notes that little girls with dreams become women with vision! Carol and Pam want to thank all the little girls who gave them advice and ideas for the book. Perhaps a book for little boys will follow!

*When Little Girls Dream* ($14.95) is available through most major book retailers including Mascot Books and Amazon.

The book is also available at Made in Chico, 127 W. 3rd St., Chico, CA.

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**Song Brown Grant**

*Gema Knipe MSN, RN, PHN, CPN, CHSE*

Simulation: Providing Students tools in Caring for the neonate and mother affected by Opioid Use Disorder.

Gema Knipe and Becky Damazo applied and received the RN Special Program Song Brown grant for $124,000 for 2019-2021 to educate nursing students on Opioid Use Disorder. Student’s learning environment now require a new set of knowledge, skills and attitudes in caring for patients who are receiving Medication Assisted Treatment (MAT) and those withdrawing from opioid use. Through planned simulation scenarios student’s will be taught how to assess a neonate using the Neonatal Abstinence Score (NAS) and how to manage a patient on MAT.

Through the grant funding the Northern California Rural Simulation Center is acquiring a new neonate, SUPER TORY® S2220 that will demonstrate behavior of a withdrawing infant to assist the students in recognizing signs and symptoms.

Update on the Diversity Grant simulations

Three scenarios from the diversity grant are actively in use in simulation. Kudos to second semester for tackling two scenarios related to the transgender community and third semester for addressing the Hispanic community.
As a 2015 graduate of CSUC’s RN-to-BSN program, Shana Parker is happy to complete her MSN -Educator Track program in December 2019. Obtaining her MSN became a goal for Shana when she discovered a love of teaching while homeschooling her children. Shana has 30-plus years as registered nurse, mostly in critical care though she has also worked in recovery room, post-stroke rehabilitation, and home health. Shana also recently worked for a time as a nurse educator at her facility, where she still assists with teaching in addition to her position in the intensive care unit.

In order to complete her MSN degree, Shana chose to write a problem-solving professional paper (PSPP) for her culminating activity. Shana chose the topic of nurse burnout after experiencing the phenomenon herself at certain points in her career and seeing friends leave the profession because of burnout. Her research focus was to discover the most proven and effective strategies to reduce and prevent nurse burnout that could be applied to a specific hospital unit. Writing and research conducted over three semesters revealed that participatory action research (PAR) is a promising strategy for reducing nurse burnout. PAR is an iterative and cyclical group activity in which those who are affected by an issue work together to solve the problem. Shana’s oral defense on November 6, 2019 in Trinity Hall was an opportunity to share her findings via a power point presentation. She was encouraged by members of the graduate committee (Gayle Kipnis, Sarah Brown Blake, and Holly Kralj) to make the planned intervention a reality and make a difference to those suffering from nurse burnout. With her MSN, Shana is on track to move forward in her career as a nurse educator.
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