Greetings,

I am hoping you and yours are keeping safe during this pandemic. The School of Nursing has been working hard to keep our students, faculty, staff, and community safe while also ensuring students are able to progress in our programs in a meaningful way. High quality education and safe nursing practice continue to be foundational to our programs.

Spring semester 2020 will be etched in all of our memories. Midway through the semester, CSU Chico transitioned to online teaching. Our faculty brilliantly incorporated virtual simulation and telehealth into their clinical courses. Thanks to our community partners, a limited number of students were able to return to the clinical setting, primarily at Enloe Medical Center. Some 5th semester students were also able to complete their senior practicum at Oroville Hospital. Students also worked with new partners including Paradise Medical Group and the Work Training Center.

Student awareness about policies and advocacy for nursing education and nursing practice increased. Students witnessed first-hand how regulations impact their education. They used their voices to express concerns to their legislative representatives and the Board of Registered Nursing that their progress would be impacted under the existing mandates for 75% direct patient care in clinical courses.

The silver lining around this giant thundercloud has been the discovery of new and innovative ways of teaching that we plan to continue, even when we return to our “new normal.” One example is the inclusion of telehealth. Through telehealth, some of our Medical-Surgical students conducted assessments and helped develop patient-centered care plans with people living with chronic illnesses. Behavioral Health students through video interacted with clients living with mental illness. This presented new opportunities.
From the Director Continued…

Pediatrics and Obstetrics students engaged in teaching children and families online about pregnancy, childbirth, and promoting health during a pandemic. Other students worked with developmentally-challenged clients, teaching them about reducing the spread of communicable diseases. These alternate teaching modalities offered a variety of new skills for our students and enriched their understanding of developmental milestones, case management, and managing complex challenges families face while trying to maintain health during stressful times. Students were also immersed in wide-ranging virtual simulation scenarios that helped enhance their assessment, communication, and critical thinking skills.

I want to thank all our clinical partners who made it possible for our students to progress during a very challenging spring and summer. I also want to thank Dean David Hassenzahl, President Hutchinson, Provost Larson, and Chancellor White for putting student and employee safety first while also maintaining expectations for high-quality education. Because we have known since April that we will be primarily online in the fall, we were able to prepare accordingly. Many of our nursing faculty participated in special trainings this summer to enhance their online teaching strategies, including an intensive GoVirtual workshop provided by Chico State. And of course, my deepest gratitude to our faculty and staff who worked many long, hard hours to develop and implement new strategies for quality nursing education.

The good news is that most of our partner hospitals have been able to accept students back to clinical this fall and our SimCenter has re-opened. All of our students progressed to the next semester, our 5th semester students graduated, and we launched a cohort of new students. Our MSN students were able to complete their Advanced Nursing Care Practicum this spring and our RN to BSN students completed their summer rotation at public health settings for the Community Health Nursing Practicum.

We are very fortunate to have this incredible support. This is not the case for many Schools of Nursing across the state.

From the bottom of my heart, I thank each of you. Thank you for being a part of the puzzle that allows our students to learn, experience, and engage in ways that will help them be the best nurses possible and prepare them to meet global health care challenges in the 21st century.

In health,
Dr. Karin Lightfoot, Director

Phyllis Salopek started her education at Butler County Community College in Pennsylvania where she received her AS in Biology. She then went on to get her BS and MS in Nursing right here at CSU, Chico in the class of 1989 and 1998, respectively. From there she got her FNP from Western University of Health Science in Pomona. She was hired at the SON in 1999 as an instructor and has since worked as an Assistant Professor for the School of Nursing, LVN-BSN advisor and has been the Semester I Coordinator since 2009. She has also served as assistant director since August 2019. Throughout her career, Ms. Salopek has worked in a variety of hospital settings including a cardiopulmonary specialist, and RN-SWAT, and teaching for Enloe Hospital.

Dr. Gayle Kipnis attended Golden West College, Northern Arizona University, University of New Mexico, and UC San Francisco, earning her ADN, BSN, MSN and finally her PhD. She has previously taught in Flagstaff, Arizona teaching Med-Surg and Obstetrics, and teaching the Masters-Entry Program in Nursing at UC San Francisco before coming to Chico State in 2011 as an Assistant Professor and eventually earned a tenure position in 2016. She served as Assistant Director for the School of Nursing from 2018-2019. Dr. Kipnis spearheaded the International Nurse Remediation Program (INRP), which allows internationally trained nurses complete deficiencies in their license in order to receive their license in California. We welcomed our first Obstetrics cohort in the summer of 2019.
Becky Damazo entered the Faculty Early Retirement program (FERP) in the summer of 2015. Becky began her career at CSU, Chico in 1982 as a part-time instructor and became full time in 1988. Along with then SON director Dr. Sherry Fox she developed the Rural SimCenter and has been acting as the director while in the FERP program.

Congratulations Becky Damazo on your recognition as Outstanding Emeritus for the College of Natural Sciences. Thank you for the contributions you have made to nursing education and Chico State’s School of Nursing.

Jared Axen, a California resident, graduated from the MSN program this spring. He successfully presented the content of his problem solving professional paper entitled “A Plan to Increase Nurses’ Knowledge of Diabetes Management on a Telemetry Unit” to a virtual audience on April 14, 2020. In his paper, Jared proposes an innovative clinical educational intervention that combines a diabetes education course with clinical experience and mentoring.

Jared has practiced as a registered nurse for over 11 years with a specialty in telemetry nursing and stroke care. In 2012, he received the Hospital Hero Award from the Hospital Association of Southern California for his contributions to the nursing profession and patient care. In 2013, he was featured as "The Singing Nurse" on the CBS hit "The Doctors Show" where he received the Nurse of the Year Award for providing exceptional nursing care. He is currently serving as a travel nurse in various hospitals throughout Southern California, providing patient care during the COVID-19 pandemic crisis.
MSN Nurse Educator Track

Nurses gain advanced knowledge and skills in the area of nursing education in this part-time Master’s program designed for working professionals. Courses emphasize foundations in research, technology, health systems, and expanded nursing roles, and include instruction and curriculum development for advancing nursing careers in academic and clinical settings. The five semester curriculum combines online courses, two clinical experiences in the student’s geographic region, and culminates in the completion of a graduate-level professional paper.

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- California RN license
- 3.0 GPA for the last 60 units of undergraduate work
- Statistics course (3 units) completed within the last five years*
- May be enrolled in pre-approved course through fall 2020

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

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The MSN Program at California State University, Chico is accredited by the Commission on Collegiate Nursing Education
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CSU Chico
Master of Science in Nursing
Nurse Educator Track
Accepting Applications for Spring 2021
Application Deadline
Nov. 1st, 2020
By Katherine Duckwitz and Tamari Gurevich

As part of the Chico State School of Nursing curriculum, 5th Semester nursing students participate in public health clinicals, which range from working with school nurses, mothers and babies, Butte County Public Health, and Indian Tribal Health. In the past, each student would be assigned placement in one of the aforementioned rotations. However, in the fall of 2019, a new approach was piloted. Over the course of the semester, students had the opportunity of rotating through various clinicals throughout the Butte County Department of Public Health (BCDPH), such as Environmental Health, Animal Control, Physicians Committed (a mental health screening program at local public high schools), Communicable Disease, Emergency Preparedness, shadowing the BCDPH Public Health Nursing Director, home health with a local agency, and working with the homeless population. These multi-departmental rotations enabled each student to fully comprehend the wide scope of community and public health nursing and to gain a multi-faceted perspective on the many roles public health assumes in Butte County.

A unique aspect of the new approach was that the rotation included The Jesus Center. The Jesus Center is a homeless shelter in Chico, CA, which provides a multitude of resources such as meals, clothing, and shelter to those in need. The students coordinated a clothing drive to benefit all persons utilizing the Jesus Center, assisted staff, and provided education to the women of the Sabbath House, a temporary home for homeless women and children at the center. Each Wednesday, a group of students went to the Jesus Center to teach a “Life Skills” class to the women of the Sabbath House. The classes were prepared, designed, and presented by the students in accordance with the requests and identified needs of the target population.

Since the first “Life Skills” session marked the beginning of a new relationship with these women, the students started with a simple Hand Hygiene and Cold/Flu Management class. What the students discovered was that not only were these women willing to engage and participate in open discussion, but many of them were informed and highly interested in the subjects of health and wellness. The women identified topics that they wanted to learn more about in consequent classes—topics such as, but not limited to: How to read a nutrition label, vegetarian/vegan diets, women’s health, mental health, and heart health. After the final “Life Skills” class of the semester, the women identified topics that they wanted to cover for the following year, and they expressed their interest in continuing the program. The women were engaged, interactive, participated in discussion, asked questions, and were both open and receptive to new information. And, although the nursing students had come to teach them, the women taught the students a great deal about the challenges faced by the homeless population and the power of humility and human kindness.

The women often shared their own
experiences in relation to each Life Skills topic. For example, they expressed how much of a challenge it was for them to eat nutritious foods because they didn’t have access to an oven or stove, and that prepared “healthy” foods were often unrealistic given their financial situations (ex. a salad can be $6 while a burger at McDonalds is $1). It became clear to the nursing students that education was not one-size-fits all. These women could get thorough education on nutrition and beneficial diets, but if those lessons were not tailored to them, they wouldn’t be effective. The students decided to bring them a CrockPot recipe book so that the women could apply the information they learned in the nutrition class to their daily lives. However, the students later learned that a CrockPot was not the best way for these women to prepare meals because they were not allowed to leave anything cooking during the day when they were not at the Sabbath House. The students then started planning
incredibly eye-opening for the students, who then used that information to improve their own nursing practice by being cognizant of their thoughts, words, actions, and kindness while working with homeless clients and other vulnerable populations.

These rotations, which focused on the various components of public health, provided new perspectives on working with communities and enabled each student to be increasingly conscientious of their overall impact. Whether it be preserving the health of a community or working with vulnerable populations, nursing extends far beyond the walls of the medical centers and clinics that most people associate it with. The basic foundational principle of nursing is to give each person the best care possible, regardless of who they are, where they come from, or their current circumstances. As nurses, our ultimate goals are to protect, advocate for, and make a positive impact on the patients and communities we serve. Being aware of our impact on not only individuals, but entire communities, empowers us as nurses to positively influence our environment and the people within it. By rotating through the different departments of BCDPH and, especially, the Jesus Center, the students gained immense knowledge and insight into the unique perspectives within their community, which empowered them to improve their practice and create positive change as they transitioned from students to professional nurses.
Congrats Grads!

Fall 2019

Spring 2020
During our first semester, our cohort attended a bleeding control basics course at Enloe where we were introduced to Stop the Bleed. Stop the Bleed is a national coalition that provides free training to the public on life-threatening bleeding control techniques. This program came together by a group of trauma surgeons after the 2012 Sandy Hook Elementary School shooting, when autopsy reports revealed the children who died on scene had bled out from their wounds. Sandy Hook exposed the medical community to a knowledge deficit among the public on life saving bleeding control skills. Stop the Bleed provides free training geared towards preparing non-medical personnel on what they could do in the event of an emergency resulting in life-threatening bleeding such as a mass shooting or car accident. After being elected President of the American Assembly for Men in Nursing (AAMN) – a CSUC nursing club dedicated to community health education – my officer team and I were inspired to have our organization be part of Stop the Bleed’s movement. We partnered with Lifeline Training Center to host a brief bleeding control skills training event in Fall 2019. With this approach, we were able to educate busy students and faculty walking through campus on how to put on a tourniquet, pack a wound, and apply pressure in the case of a life-threatening bleed in just a few minutes.

After this event, AAMN applied for the Wildcat Sponsorship Award from the CSUC Staff Council (STAC). It was our hope that with these funds AAMN would be able to purchase our own bleeding control training supplies. We would further
our mission of community education by teaching bleeding control techniques in classroom settings and hold more frequent training events throughout campus. After being selected as finalists, myself and Vice President Jenna Livengood presented our proposal on behalf of the club to the STAC earlier spring semester. We received word shortly after that AAMN had not only been chosen to receive the sponsorship, but we had also been invited back to train the members of the council! Along with training supplies, the funding will provide AAMN the unique opportunity to donate the first bleeding control kit to the university.

In order to elevate the work that the club began, I started a senior community health nursing project with Stop the Bleed. Myself, Katie Jones, Jasmine Carillo, Amanda Huppe and Emily Dennis worked together to provide a full bleeding control basics course as registered associate instructors for Stop the Bleed. This semester, the five of us worked diligently with President Gayle Hutchinson, her executive assistant, Risk Management,
We would like to extend our heartfelt congratulation and gratitude to the students who have worked for the School of Nursing who graduated this spring.

Congrats graduates!

Emily Fuller, one of the student assistants for the School of Nursing, graduated with a BA in Psychology with Honors in the Major. She started working for the School of Nursing in October of 2018 and stayed with us through the summer. She will be starting work for the Sonoma County Sheriffs Department.

Alix Armstrong, another student assistant, graduated with her BS in Communication Sciences and Disorders. She started working for the School of Nursing in September 2019 and stayed on with us until graduation. She’ll be remaining in Chico to pursue her MS in Communication Sciences and Disorders.

Katherine Lynch, student assistant to the RCNP program, graduated with her BS in Nursing with Honors in the Major. Katherine is now working on the telemetry floor at St. Mary’s in Richmond, Virginia.

We’re pleased to welcome Nick Murray to the School of Nursing as the Administrative Support Assistant. He joins us from Chico State Enterprises where he worked for three years before coming onboard with the SON. He’s a proud daddy of a one-year old daughter, a dog, and a cat. Come say hi once we are back in the office!
According to the Williams Institute, several studies have shown that many LGBT older adults delay or avoid health care, or conceal their LGBT identity in fear of discrimination based on their sexual orientation and gender identity (2016). California State University, Chico State nursing students Lawrence Rosaluna, James David, Eduardo Campos, and Grace Hepworth focused on tackling the issue of health care discrimination against lesbian, gay, bisexual, and transgender (LGBT) patients through various means in their community project. The nursing students held LGBTQ+ Ally trainings in order to educate health care providers on how to give affirming and inclusive care to this underserved population.

Lawrence Rosaluna states that, “the most rewarding aspect of this project was seeing how receptive people were to the trainings.” He adds that, “a total of 27 nursing students attended the training. Imagine the amount of people whose lives they will touch through their careers.”
Changes Beyond the Covid-19 Safety
Measures Bring New Titles and New Faces to
The SimCenter

Outgoing Director, Becky Damazo, the creative mind behind the founding of the SimCenter and recent Distinguished Emeriti recipient, retired to beautiful Puget Sound, WA at the end of last semester. To fill the role vacated by Becky, three new positions have been created. Gema Knipe, CSUC faculty, will fill the new position of Simulation Educator for the School of Nursing as well as continue her teaching of the N400 all-simulation class. Betsy Voelker, the SimCenter’s Operations and Technology Specialist, will add the SimCenter administrative duties under the new title of Managing Director of the SimCenter. Providing the bridge between the SimCenter and the School of Nursing, Dr. Karin Lightfoot, Director, will take on the title of Executive Director. Working closely together, these three veterans aim to provide the expertise, premium leadership, and quality education we’ve all come to expect from the SimCenter.

If you had the opportunity to visit the SimCenter in the few first short weeks of Spring Semester, you may have noticed the smiling and helpful, Simulation Technologist, Tiffany Astrologo, was missing. She caught the education bug that often accompanies being in an academic setting. Tiffany left her post in January with plans to pursue a spot in medical school. To fill that vacancy, and in what is a new role for him, Matt Ross, took up the challenge of the Simulation Technologist role just weeks before the shut-down for COVID-19. Matt’s former

Northern California Rural Simulation

Betsy Voelker

Changes Beyond the Covid-19 Safety
Measures Bring New Titles and New Faces to
The SimCenter

By completion of the training, participants were given a pin that they could add to their work badges, signaling their allyship. A questionnaire was sent out by the group in which 122 individuals who identify as LGBTQ+ responded. Approximately 80% of the respondents stated that they would feel more comfortable if they knew their health care provider received ally training. In addition to ally trainings, the nursing students
jobs and back ground give him a leading edge when it comes to medical equipment. Previously, he worked in the Bio-Med department and as an anesthesia technologist.

A second familiar figure will be missing next semester as well. David Watkins, our faithful student worker had worked at the SimCenter for three years before graduating last semester with a degree in Engineering. He moved to Salt Lake City, Utah to secure a job in Engineering there. Curious enough, medical engineering jobs lead the pack of the jobs he pursued. The student job David held at the SimCenter has been converted into a part-time Simulation Technologist position. This means another new face will be joining the SimCenter Squad of Technology soon!

Speaking of new faces...The SimCenter was the recent recipient of a most generous matching gift for purchase of two new Simulation Manikins. This wonderful contribution from Butte Creek Foundation, and facilitated by John and Jamie Burghardt, provided half of the approximately $100,000 cost. A portion of the matching amount, $25,000, was designated by Karin Lightfoot, Director, from the Chico State School of Nursing funds, and the remaining amount was collected from grants and other sources. Their generosity provides a safety net for the center’s aging adult manikins.

The new manikins include a Laerdal SimMan Essential (who looks a lot like his brother, SimMan 3G) and Gaumard Susie. She is our first non-pregnant adult female. Our current adult manikins are 6 and 9 years old. Realizing they age equivalent to computers, we know this generous donation came just in the nick of time. Many sincere thanks to our donors for their support and for making a difference in Simulation Education. Look for Essential and Susie’s debut in late September!

Covid-19 Safety Measures
Working Together to Keep our Community Healthy.

I think you’ll agree that the list of safety measures is growing exponentially as we’ve now had time to learn about and think through all the ways those spikey little virus balls can attack! What it boils down to in a nutshell is NO Contact, please. We’d like to include not touching the same things or even sharing each other’s breathing space. To that end, here are items we’ve implemented to keep us all safe from the virus:

Blended classes-Class sizes will be limited to fewer students than the usual 10 per group. The remainder of the group will attend, watch, and debrief through Zoom.

No congregating-Arrive to the SimCenter no more than 10 minutes early, or please stay in your car until time.

Entrance doors are locked-There is a side door to the right with an additional keypad for entry. The code will be new as of the end of August. Masks are required inside building.

Classroom assignments and zoom information will emailed ahead of class time. If you have any doubt when you arrive; We have a thermometer gun to check your temperature. If you didn’t bring a mask, masks will be available at the classroom doors. Go directly to your table and place your things on the table only, not the floor. Each student will have a table to themselves for social distancing. Agreements will be on your table and will be filled out each visit with the pencil on your table.

Water Coolers have been removed as they are communal. Bringing your own water bottle is a good idea.
When using Bathrooms there will be a paper towel available to use for grabbing the key and door knobs. Both will be cleaned as often as possible. Still, it’s best to remember not to touch your face before you’ve had a chance to thoroughly wash your hands. If a line starts, please use the distance markers on the hallway floor for up to 3 people.

Air Purifiers have been added to both “landlocked” classrooms to deliver ventilation and help with air flow.

Students in Scenarios will use gloves and be given goggles from a “clean” bin. When finished, goggles can be placed in “dirty” bin and gloves disposed of. Students can provide their own shield or goggles if wanted.

Sim Educators and Sim Staff will wear face shields at the control center. SimCenter can provide and store the shields for future use.

Curtains and linens have been removed. Mattresses are covered with white vinyl covers for easy cleaning. Patient gowns will be changed between cases.

If you have any doubt that you might be sick, as previously mentioned, classes will be a blend of Zoom and on-premises. If you have any doubt that you might be sick, please let your instructor know. You will still be able to attend and participate with the session from home.

Thank you all for working together to keep our community safe.
We hope your learning experiences at Chico State helped you to pursue a rich and satisfying career in nursing. Are you willing to help current students in the School of Nursing do the same? Many learning experiences at Chico State are being threatened by the State of California budget crisis. As a result, the Chico State School of Nursing is working harder than ever to provide the best educational experience possible for nursing students while managing an ever-decreasing budget. Are you able to help us purchase needed equipment with a gift to the School of Nursing? Please consider making a donation through the California State University, Chico online giving website. To access the site, please paste this address into your web browser: www.csuchico.edu/givetoNS under Gift Designations put the amount and percentage next to “School of Nursing.”

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