



NURSING Notes

CAL STATE LA

SPRING 2016

CALIFORNIA STATE UNIVERSITY, LOS ANGELES



First cohort of ADN-BSN Collaborative students graduated Summer 2015

P5



Semester Conversion at Cal State LA

P6



L.K. Whittier Foundation donation given to Simulation Laboratory

P8

FROM THE DESK OF THE DIRECTOR

Dr. Lorie Judson, School of Nursing Director

Welcome to our inaugural newsletter highlighting our School of Nursing! We are proud of our school and want to update our alumni, emeriti faculty, practice partners, and friends with our accomplishments and ongoing projects. In future issues, we would like to hear from you regarding your achievements and successes.

From the University perspective, you will notice we have a new logo and a redesigned mascot. For more information, visit <http://www.calstatela.edu/brand>. Another University-wide change is the move to semesters in Fall 2016 (see article on page 6).

In keeping with the Institute of Medicine (IOM) report of 2010 with a goal of 80% of the nursing workforce prepared at the BSN

level by 2020, we currently have four different paths to the BSN degree at Cal State LA. The *first* is our generic pathway: nursing pre-requisites at Cal State LA or a community college with application and admission to our BSN program. The *second* is our traditional RN-BSN program for returning RN's who seek the BSN. In the past these were working RN's who were seeking the BSN. More recently these are new graduates from an Associate Degree in Nursing (ADN) program who wish to continue with their education to increase the likelihood of being employed. This is a part-time program, taking two years to complete. Our *third* program is an Accelerated BSN for students with a previous bachelor's or higher degree who have now made a career de-

cision to become an RN.

And finally, our newest program partially funded by the Robert Wood Johnson Foundation through HealthImpact (formerly the California Institute of Nursing & Health Care, or CINHC), is our ADN-BSN Collaborative program.



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FROM THE DESK OF THE DIRECTOR

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In this program, students from 13 area community colleges begin their education at the community college and are co-enrolled at Cal State LA. Selected students take courses during the summer between their two years of nursing at the community college and the summer immediately after graduating with their ADN. After successfully passing the NCLEX they are enrolled the following fall for one more year in a seamless progression to the BSN. This program utilizes the California Collaborative Model of Education (CCMNE) and has been adopted by the CSU Chancellor's office as the model for our CSUs in the state and recognized nationally. Both the ABSN and the ADN-BSN programs are administered through Extended Education at Cal State LA, known now as the College of Professional and Global Education (PaGE).

U S News and World Report has ranked Cal State LA's graduate nursing program (and the only CSU) in the top 100 (#52) in the nation. We currently have five Nurse practitioner options and this fall have reinstated the education track for the Master's degree (see article on page 16).

We are now partners in a Doctor of Nursing Practice (DNP) consortium with Cal State Long Beach and Cal State Fullerton and graduated our first class in 2014! (see article on page 17).

Please read these and other articles highlighting our School of Nursing and visit our webpage at <http://www.calstatela.edu/hhs/nursing>.

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WELCOME

New School of Nursing Faculty Members

DR. ANGELA HUDSON

Dr. Hudson is an associate professor in nursing with 30 years of clinical experience. She received bachelor's and master's degrees in nursing from San Diego State University, a PhD in nursing from University of California, San Francisco, and completed 2 years of post-doctoral studies at UC San Francisco. As a post-doctoral fellow, Dr. Hudson conducted research in symptom management strategies among African American women infected with HIV. Because there remains no cure for HIV infection, Dr. Hudson's research trajectory currently pertains to HIV prevention among at-risk youth and young adults. She received funding from the Robert Wood Johnson Foundation to conduct a feasibility study exploring the effect of an evidence-based HIV prevention intervention administered to young adults who recently exited from foster care. She is completing a manuscript of study results and pursuing funding to examine the effect of the intervention in a larger population of former foster youth. Dr. Hudson's recent publications pertain to a) substance use among homeless former foster youth; b) foster youths' perspectives on educational and career mentoring; and c) foster youths' perspectives on their relationship with primary health care providers.

Dr. Hudson has held faculty positions at California State University, Fresno and University of California, Los Angeles, where she taught maternity-newborn nursing, research methods, and women's health courses. As a family nurse practitioner, Dr. Hudson served as a volunteer clinician at community health clinics in Fresno, CA and Los Angeles, CA. She currently works on a per diem basis in the labor and delivery unit at Holy Cross Medical Center in Mission Hills, CA.



PhD, FNP
Associate Professor, School of Nursing
Robert Wood Johnson Foundation Nurse
Faculty Scholar

Research/Clinical Expertise:

STI prevention in at-risk youth and young adults, maternity-newborn nursing, women's health and health promotion interventions

DR. JEAN O'NEIL



RN, DNP, FNP-BC
Assistant Professor, School of Nursing

Dr. O'Neil has clinical experience in telemetry and ICU nursing as a staff nurse as well as a charge nurse, and helped open Kaiser Woodland Hills Medical Center as the Assistant Director of Education. As a certified FNP, Dr. O'Neil has worked in a variety of settings, from Urgent Care and the Emergency Room to Community Care Clinics. Dr. O'Neil has also served as faculty at Mount St. Mary's, UCLA, and USC's School of Nursing where she has taught both undergraduate and graduate nursing students. She currently works as an FNP and the NP in charge of a Los Angeles high school health center, maintains a clinical practice at a community clinic, and also works as an Emergency Room NP.

Her DNP clinical project and research involved the design, implementation and evaluation of a computerized educational program on STDs for a high school clinic. Her field of interest is in adolescent medicine and the impact of cultural and socioeconomic differences in regards to their compliance in the area of family planning and sexual health. Besides providing clinical support and care for her high school students, she has started a Woman's Empowerment group for teen girls at her high school clinic. She and her co-workers are also working on ways to get more teen males as well as the LGBTQ teens to utilize the high school clinic.

Dr. O'Neil is a member of the California Association of Nurse Practitioners and Sigma Theta Tau. She recently presented a poster for Sigma Theta Tau (Orange County) on her work with the Implementation of a Computerized Educational Project on STDs for a High School Clinic. She is very excited to get back to faculty work as part of Cal State LA's School of Nursing.

Research/Clinical Expertise:

Family Medicine, Acute Care Medicine, ER Medicine, Adolescent Medicine, Family Planning and Sexual Health Medicine, Cardiovascular Medicine, Nurse Practitioner Role, Patient Education, Nursing Education; UCLA, Cal State Fullerton/Los Angeles

Jean O'Neil, RN, DNP, FNP-BC is joining the faculty as a tenure track Assistant Professor of Nursing. She graduated with her bachelor's in nursing from the University of Hawaii and from UCLA with her master's in nursing as a cardiovascular clinical nurse specialist and a post-masters certificate as a family nurse practitioner. Most recently, Dr. O'Neil completed her Doctor of Nursing Practice degree (DNP) through the CSU Consortium Program.



CONGRATULATIONS TO OUR FIRST ADN-BSN COLLABORATIVE COHORT!

P. Betsy Manchester, ADN-BSN Collaborative Program Coordinator

61 students in our first collaborative cohort of 69 students graduated with their BSN degrees from Cal State LA in June 2015. The ADN to BSN Collaborative students began BSN courses at Cal State LA in June, 2013, while still at their community colleges completing their ADN degrees. All graduates are now employed as RNs!

Cohorts 2 and 3

Cohort 2 will graduate in June 2016 with their BSN degrees. Many of these Cohort 2 students have secured jobs as RNs.

Cohort 3 completed their Summer 1 courses and have returned to their community colleges to finish their ADN degree work. They will be back with us in Summer 2016. Cohort 3 energetically elected class officers and developed a website for their cohort.

CA Progress toward 80% BSN by 2020; Recognition by Sue Hassmiller, PhD, RN FAAN Robert Wood Johnson Foundation, Future of Nursing Campaign for Action

We are well on our way to reaching our goals in CA...not there yet but we certainly have made impressive progress. We received a Shout-Out from Campaign for Action Director Sue Hassmiller to a big state with equally big news: The percentage of nurses in California's workforce with a Bachelor's of Science in Nursing or higher increased from 53.2 percent in 2012 to 61.5 percent in 2014! The accomplishment, reported in California's biannual Survey of Registered Nurses, shows the state is on a great upward trend". Cal State LA is the largest collaborative in CA with 13 community college partners and now yearly admissions of 80 students.

Travel Time

Lorie Judson and Betsy Manchester have been travelling up and down CA as well as to Albuquerque, NM sharing our Cal State LA collaborative plan. It seems that our Cal State LA collaborative has become the demonstration project for other states. We have been successful in bringing the majority of the 17 Cal State LA partner schools into the "collaborative fold". The most recent collaborative startups are CSU Fresno and CSU Monterey Bay.

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ADN-BSN COLLABORATIVE

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We have been working with all the CSUs and private universities at the last CACN meeting in November to further disseminate information and assist other schools with adoption of the collaborative model in formats that meet their individual needs.

Home on the Ranch

Our ADN-BSN Collaborative website has been completely revised to reflect our Q2S transition. Explore our new information and enjoy our photographs. Kudos to Brittany Brooks for all her expert and artistic efforts in making this shine! Visit our website at <http://www.calstatela.edu/hhs/nursing/academic-programs-associate-degree-nursing-adn-bachelor-science-nursing-bsn>.



SEMESTER CONVERSION AT CAL STATE LA

Beginning Fall 2016

Dr. Jon Christensen, RN-BSN Coordinator, Nurse Counselor

About two years ago the faculty at Cal State LA received a directive from the CSU Chancellor stating that all CSU campuses that were still operating under a quarter-based system would be converting to a semester-based system. There were many reasons offered for the benefits of converting to semesters and a vision statement to support the need to convert was sent to all faculty that included the following rationale:

- Provide an exceptional opportunity to redefine the educational experience at Cal State LA and to strengthen our institutional commitment continually to align our curriculum, pedagogy, and services with our educational values and goals.
- Create a rare chance to develop a curriculum that reflects the distinctive mission of the university, evolving disciplinary concerns, and emerging best practices for teaching and learning.
- Address important student success needs.
- Increase the number of students (especially our under-represented minority students) in our entering first time first year cohorts that will graduate in six years.
- Align the curriculum at Cal State LA with WASC and CSU mandates.
- Cap undergraduate degree programs at 120 semester units.
- Increase the utilization of high impact practices in academic programs.

While both the need to convert to semesters and the vision statement were clear, change is understandably difficult for a university and its faculty that have operated under a quarter-based system for many years, and this created measurable amounts of stress for faculty and students. Cal State LA faculty were informed that this campus would be the first of the CSU campuses to go through the conversion process, and it became affectionately known as Q2S. The first term of the new semester system will begin in August 2016.

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SEMESTER CONVERSION

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Fortunately for the faculty at Cal State LA, the Chancellor's Office dedicated many resources toward the Q2S process beginning with the appointment of a Q2S Director. He, along with a small group of advisors created a timeline to conversion that was shared with all faculty. In addition to this, substantial funds were given to departments and to lead faculty who spent numerous hours in committee meetings and at their computers working on Q2S conversion activities. A Q2S website was also created on the Cal State LA website with tabs created specifically for students, faculty, and advisors. Finally, a pledge was given to all Cal State LA students that states that for those students who are at Cal State LA during the conversion process, their graduation date will not be prolonged. Furthermore, tuition costs will not increase due to the new semester-based system. For those wishing to read more about the Q2S process, please go to the Cal State LA website and click on "Semester Conversion".

An activity that was occurring in tandem with the Q2S planning was the re-visioning of the Cal State LA general education (GE) philosophy and student package. A GE steering committee was formed to address these tasks and proposed a new GE philosophy with accompanying criteria for faculty input. The final GE proposal was sent to faculty at the beginning of 2015.

Each college and department now had the tools necessary to move forward in developing their own Q2S curriculum. The challenge for the School of Nursing was that the new curriculum had to be pared down from

192 quarter units to 180 quarter units, or 120 semester units. This represented a significant decrease in the number of units we were able to offer in our program. To accomplish this, a retreat was held and facilitated by Dr. Lorie Judson. She led the faculty through the process of determining what our new (smaller) curriculum would look like. By the end of the retreat, all faculty in the School of Nursing had reached consensus on our curriculum and were ready for the next step which was to actually design and implement the new curriculum. The deadline for writing the new curriculum was June 2015, so that it could be ratified by the college and by the university Educational Policy Committee (EPC). For those interested, the new curriculum can be found on the School of Nursing website.

The School of Nursing, through its department-based curriculum committee, asked faculty with expertise in their specialty areas to write the syllabi for the individual courses that comprise the new curriculum. Faculty worked tirelessly to complete this task. The members of the curriculum committee will review each syllabus over the course of the fall quarter 2015 for final revisions and approval.

As mentioned, the new nursing curriculum will be implemented and begin in fall semester 2016. That is less than one year away and there remains much to be done. One major activity being worked on in the School of Nursing is advising students who will be caught in the transition on the best course of action to take to graduate by the appointed time for their cohort. This entails the students working with program directors and

advisors to complete a transition plan that is approved by nursing advisors and submitted to the university. This step is necessary to ensure that all students know the exact courses and sequence of courses to take so that their date of graduation is not delayed.

The result of all of the hard work by the faculty and staff of the School of Nursing is that we have a curriculum that supports the Chancellor's vision, meets the requirements of our accrediting bodies, and most importantly meets the needs of our students in preparing them for the needs of patients and the healthcare environment of the 21st century. We look forward to working with our students and alumni in a new, semester-based system that will continue to support the accomplishments and success of faculty and students.



For more information about Semester Conversion, please visit the Q2S website:

<http://www.calstatela.edu/semesterconversion>

SCHOOL OF NURSING

SIMULATION LABORATORY



*Jane Hook, Simulation Lab Faculty Manager
Stefania Allen, Instructional Student Assistant,
BSN Student Class of 2016*

Preview Day 2016

April 2nd was an exciting day for hundreds of potential nursing students and their families. Knowledgeable staff and students participated in providing helpful insight into nursing practice as well as practical guidance on what it takes to make a successful transition into our nursing program. Potential students and families began their day asking faculty questions as they were oriented about our program, then rotated throughout our physical assessment labs where they were greeted by freshman nursing students ready to provide simulations of physical assessments. After that, they journeyed to our computer testing center where they were informed of test preparation for the state

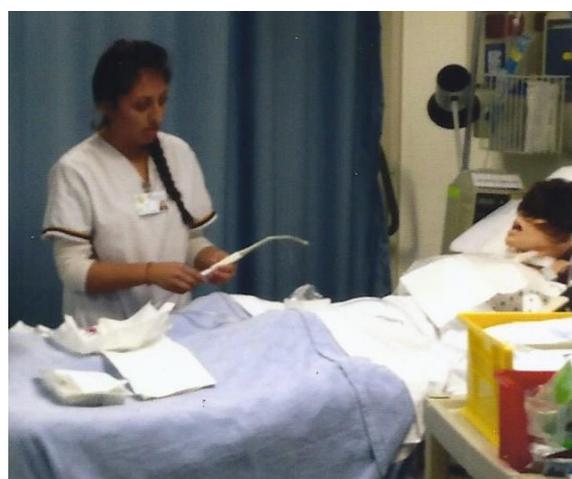
board exam. Finally, their journey ended in our simulation lab where professor Benson Yeung guided them through a condensed acute care life support scenario on our advanced life support manikin for a glimpse into the realistic training that Cal State LA nursing students are equipped with.

Why Simulations Make Nurses Better

Have you ever wondered why we have nursing simulation as part of our curriculum? Whether or not simulation experiences make nurses more competent matters because so many colleges and hospitals are integrating this form of teaching method for

current and future practice (Hansen & Bratt, 2015). Mistakes are a likely part of the learning process and with simulated practice, “providers have the opportunity to develop and refine their skills without putting patients at risk” (Mullen & Byrd, 2013). Simulations are needed to familiarize nurses with events that are rarely encountered yet crucial enough not to be left to chance. Although it takes substantial effort to organize effective simulations (Sanford, 2010), the simulation environment has the ability to provide nurses at all career levels added experiences that have been proven to contribute to safe practice (Hansen & Bratt, 2015).

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SIMULATION LABORATORY CONTINUED FROM PAGE 8

Something to Celebrate

This quarter our simulation lab has received exciting news! The L. K. Whittier Foundation has donated a large grant to take student learning to the next level. \$685,000 will be used for items such as up-to-date I.V. pumps, additional pediatric and Intensive Care Unit supplies, and to accommodate the telelearning experience. The future is very bright for Cal State LA's School of Nursing.

Pediatric Highlight

The care of patients throughout the lifespan is especially important during the early stages. When caring for pediatric patients, nursing students not only learn special consider-

ations for this age group, but also learn how to effectively care for the family as a whole and guide families in how to provide the best care for their little one. In the photograph below (bottom right), Professor Delores Greenwood is shown guiding her students in emergency management of the pediatric patient experiencing whooping cough.

Practice Makes Perfect

No Lab Report is complete without an update on student extracurricular activities. Every nursing student at Cal State LA values teamwork. The picture above (top left) shows Karen Sario coaching her fellow classmate Nicholas Marquez on urinary catheter insertion and removal competency. They are taking advantage of their ability to schedule

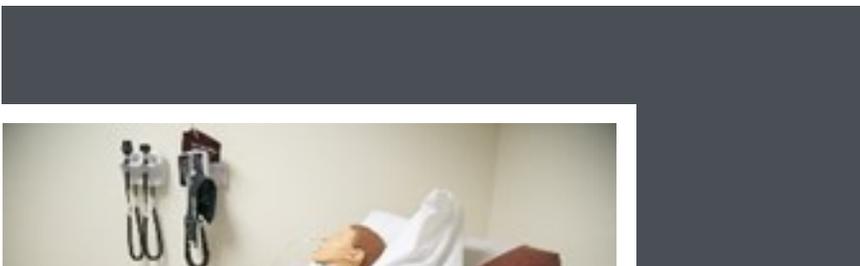
practice in the simulation lab during their down time and are a testament to the passion our students have for perfection.

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SIMULATION LABORATORY STAFF

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RN SIMULATION LABORATORY MANAGER

Peggy Rodner, RNP, MSN, RN

TECHNICIAN/ASSISTANT

Anderson Chan, BS

MENTORS

Stefania Allen, Gayane Erdoglian, Spring 2016

STUDENT NURSE EXTERNSHIP PROGRAM



AT KAISER PERMANENTE



*Benson Yeung
Lecturer and Clinical Faculty
Kaiser Permanente Southern California,
Regional Professional Development and Education Consultant*

The Kaiser Permanente Student Nurse Externship Program, which operates under the California Board of Registered Nursing Work Study Program, is currently in its fifth year of operation preparing future nurses and nurse leaders while narrowing the academic-service gap. Since its inception in 2011, more than 60 nursing students from Cal State LA have successfully completed the six months work study program. Upon completion of the program, senior nursing students from the baccalaureate program learned to integrate quality and safety competencies when planning and providing nursing care through interdisciplinary collaborations; utilize evidence-based models of self-reflection to enhance clinical decision making skills; practice effective professional

communication skills as members of the healthcare team; and discovered the importance of the professional nursing roles in the clinical practice settings. Experienced staff nurses (Professional Partners) from several Southern California Kaiser Permanente Medical Centers served as role models to the students, and helped educate the students in evidence-based strategies to improve clinical judgment, communication skills, and leadership skills to ensure quality of care. To date, the Student Nurse Externship Program has completed five sessions totaling 65 pairs of nurse externs and Professional Partners. The nurse externs worked in a variety of clinical settings, including medical-surgical, telemetry, labor and delivery, pediatrics, and critical care. Student nurse externs demonstrat-

ed accountability by correlating knowledge, skills, and activities to behavior and nursing activities. Additionally, the program highlighted the power of partnerships between academic and service organization while narrowing the preparation-practice gap. Service offered clinically pertinent experiences, enabling the transfer of theory into practice. Academic partners brought clinical examples back to the classroom, enhancing the situated learning process. This is truly an innovative student nurse externship program in Southern California guided by Dr. Lorie Judson and Ms. Yolanda Ramirez for the past five years. It engaged both the faculty at Cal State LA as well as the hospital staff from Kaiser Permanente. Graduates were better prepared for practice and brought valuable lessons back to the classroom as they completed their required coursework.

For more information visit www.journalofnursingregulation.com - "A Student Nurse Externship Program: Academia and Service Collaboration" by Ramirez, Zimmerman, & Judson, Volume 4/Issue 1, April 2013.





FINANCING GRADUATE STUDENTS' NURSING EDUCATION

Dr. Nnenna Weathers
Principal Graduate Advisor

The School of Nursing at California State University, Los Angeles accepted applications for a fourth round of Health Resources and Services Administration (HRSA) Scholarships for Minority and Disadvantaged Students in the fall of 2015. The purpose of these scholarships is to increase the number of minority and disadvantaged nurses in primary care and in medically underserved areas. These scholarships will also help increase minority and disadvantaged students' retention and graduation. Successful graduate student applicants will be awarded a scholarship in amounts up to \$15,000 that will be applied to reasonable costs of tuition, books, and housing for the academic year.

Several students have shared stories of how this scholarship has helped them. A particularly memorable story of how this grant can be helpful is that of one student's dilemma. This student had to choose between living in his car or continuing his nursing education because he could not financially afford to

pay for both housing and his nursing education. Realizing that education was his way out of poverty, and having a deep desire to be a nurse, he decided that living in his car was the only viable option. Upon realizing that this grant was available, he applied and was selected. This student was then able to move out of his car and into an apartment, and to successfully complete his education. He is now employed as a nurse in a primary care setting. Other students have benefitted from this grant by being able to focus more on their education and less on how to finance it.





COMMUNITY SERVICE AND CLINIC PARTICIPATION 2014-2015

*Dr. Donna Scemons
Assistant Professor*

In October 2014, negotiation began with Bienvenidos Federally Qualified Health Center (FQHC) to begin sending graduate and undergraduate students to this primary care clinic as part of a number of nursing courses' requirements. The contract was signed in November 2014 for both the clinic at 507 South Atlantic Blvd, Los Angeles, CA 90022 and the Wellness Center at Garfield High School at 501 S Woods Ave, Los Angeles, CA 90022. The original plan was to begin sending graduate nursing students for clinical primary care hours beginning winter 2015.

In December 2014, Dr. Donna Scemons, PhD, FNP-BC, CNS began volunteering weekly as an FNP-BC at the clinic. During this time, Dr. Scemons became familiar with all of the physician and nurse practitioner providers as well as the support staff at both locations. This activity allowed her to evaluate the clinic for the specific clinical activities that would be available for School of Nursing graduate and undergraduate students.

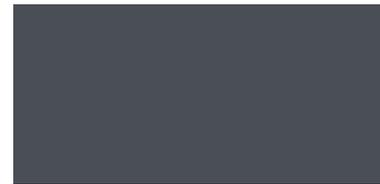
hours at the clinic. One student was a first-year and one student was a second-year FNP student. Due to the positive clinical experience both students continued and completed their clinical hours during spring 2015. The second year student graduated in June and was employed by the clinic, a position that the student sought. Another second-year student was informed by Dr. Scemons about potential employment at the clinic. This student was hired as a full time FNP. In April 2015, Dr. Scemons was appointed to the Community Board and Chair of the Medical Committee. At this date Dr. Scemons continues in both roles at the clinic.

During winter 2015, undergraduate students were informed of the potential for completing required volunteer hours at the clinic. Two ADN-BSN Collaborative students volunteered and began this effort at the clinic, where they completed their required volunteer hours. The experience was positive and both students continue to volunteer on their own time at the clinic with no plans to cease this activity. Also in this quarter, a flyer was posted in the pre-nursing program advising students of the possibility of com-

pleting volunteer hours. Several students applied but most were not Spanish speaking. The clinic had decided that this language was necessary for these specific volunteers; therefore, the flyer was amended. To date, three pre-nursing students have applied and been accepted by the clinic.

The clinic was in need of a diabetes mellitus education series. With the collaboration of the full time Family Practice DO, Dr. Scemons developed a series of six sessions that explain diabetes mellitus, including patient controlled activities, laboratory studies, rationale and achievement of clinically appropriate levels, medication review and compliance, dietary adherence, activity objectives and rationale, and skin care. Clinic patients attended and were encouraged to bring a family member. For the summer quarter, a second year family nurse practitioner student was recruited and began meeting on an individual basis with patients identified by the providers as needing education on nutrition, medication adherence, and activity. This student admitted that this advanced her knowledge level and also assisted her in learning various clinic systems and processes. This student will begin clinical hours to complete the FNP required clinical hours.

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COMMUNITY SERVICE

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Summer 2015 brought with it the need for 10 students in the Accelerated BSN program to fulfill required volunteer hours for completion of their course. Nine of these students volunteered at the clinic for a total of 30 hours each during this quarter. In general, the students learned a variety of functions and processes common in primary care clinics. We also demonstrated that Spanish-speaking fluency was not necessarily a mandatory requirement for volunteering at this clinic.

This quarter also presented the opportuni-

ty for the 10 students in the Accelerated BSN program to complete required clinical hours in a primary care clinic. The Gleicher-Chen Health and Wellness Center agreed to allow placement for all 10 students in the clinic at 3743 S La Brea Ave, Los Angeles, CA 90016. The students were able to complete the course requirements and all were pleased with their achievement of learning objectives and goals. At the end of this quarter the medical director agreed to precept a second-year family or adult nurse practitioner student. The medical director also asked to be included in the School of Nursing's active volunteer program, which includes pre-nursing and nursing students. As of this date we have a

pre-nursing student who is in the interview process for volunteering and several other students who have requested information on this site.

In general, the community outreach program has opened two new clinics to the School of Nursing; both clinics have expressed their desire to continue an ongoing relationship with the School of Nursing and our students. In addition, Taffany Lim, Senior Director, Engagement, Service & Public Good is working with both clinics (at Dr. Scemons' request) to begin collaboration with nutritional and dietary programs, public health, marketing, and health care economics programs.



*Benson Yeung, Lecturer
Danne Dela Cruz, SNA co-president,
BSN Student Class of 2016*

The National Student Nurses' Association (NSNA) convention was held from April 8th through April 12th at the Phoenix Convention Center in Phoenix, Arizona. The event involved general sessions, seminars, workshops and poster presentations that touched upon various nursing topics. Topics included NCLEX-RN test taking strategies, specialized nursing introduction seminars, nursing research, professional development and career fitness, and moral and ethical dilemmas in nursing practice.

In addition to these topics, the NSNA convention also housed the policy-making body

that engaged in making resolutions for the state and school chapters of SNA. Our days began with the mini NCLEX-RN review sessions. In these sessions, we reviewed content and learned effective test taking strategies. The scheduled sessions followed the NCLEX-RN review session. For the sessions, each one of us attended a different seminar that was provided throughout each day. At the end of the sessions, we met up with each other to share the information we learned such as how to build an effective nursing resume, what it takes to be an emergency nurse or a flight nurse, how to start a career in nursing research while in school, and how to make an impact in our prospective nursing careers.

We spent some time looking through poster presentations created by nursing students like ourselves and browsing through mer-

NATIONAL STUDENT NURSES' ASSOCIATION 2015 Convention

chandise made by various SNA school chapters.

Danne had the chance to meet with other SNA leaders and build relationships with them. He learned how to be more involved in our community not just through volunteering services, but also in leaving an impact on the community we serve. We also attended the exhibit hall, which had numerous representatives from hospitals, graduate schools, and nursing resources: Kaplan, Herst, and Elsevier.

We found this experience extremely helpful and rewarding in navigating our nursing career paths. Each and every day was a day full of learning and memorable experiences. We were able to network and meet amazing people that inspired and taught us that there is more to nursing than we knew. Through this convention, we have all learned that nursing is very diverse and broad. We learned that there are so many specialties out there that we did not know about, such as travel nursing or being an emergency flight nurse.

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What's New and Happening in the

SCHOOL OF NURSING?

Generic BSN



*Dr. Darlene Finocchiaro
Chair of BSN Programs, Principal Undergraduate Advisor*

As we began the new school year, the Generic BSN Program admitted 67 students for the Class of 2018. It seems like it is getting more competitive each year: we received over 500 applications and accepted students that averaged a 3.75 GPA in prerequisites classes. Although we have seen a significant increase in male student enrollment yearly (with approximately 40% last year), only 25% of the current class is male.

Once admitted into the program, the anxiety of the demands of nursing school begins. In previous years, new students had a full day of orientation one day before school began. This year, orientation was a two-day process with the first day in July. On this day, students were introduced to the demands of nursing school, as well as ordered their uniforms, met their student mentors, learned about the health clearance requirements and student health center services,

and had the opportunity to buy their textbooks early. The second day of orientation was more focused on university services and meeting course instructors.

The hope is that this approach will lessen student anxiety and have students more prepared for the first week of school.

Determining the admission of 60-70 to the program each year has been a very daunting task. As such, the school of nursing has decided to use the Nursing CAS (Nursing's Centralized Application Service) this coming year to aid in our acceptance decision process. This system allows applicants to use a single online application and one set of materials to apply to multiple nursing programs at one time and is a service provided by the American Association of Colleges of Nursing.

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NSNA CONVENTION

CONTINUED FROM PAGE 13

Most importantly, we learned that there are many advancement opportunities in this career. Also, we learned that we can make an impact not only in the lives of our patients, but also in the communities we serve. During this event, we even met nursing students that had completed global medical missions, which we never even thought was possible until attending this event. The NSNA convention allowed us the wonderful opportunity to make lifelong memories, meet new people, network, and learn more about nursing and the many opportunities that come along with our chosen career.





Accelerated BSN

GENERIC BSN CONTINUED FROM PAGE 14

The undergraduate faculty have spent many hours redoing our curriculum for the Fall 2016 semester conversion. Many courses, especially Fundamentals of Nursing and the Medical Surgical Nursing courses, had to be redesigned to meet the semester time pattern and the mandated decrease of units to 120. This has allowed us to update our curriculum and to use new, innovative, and creative teaching strategies. Front-loading of skills and a stronger emphasis on physical assessment preparation will occur. This curriculum will also result in an increase of capstone preceptor hours from 120 to 135 and a Care Management course incorporating leadership and the use of ambulatory clinic opportunities.

Simulation activities are increasingly being added to our curriculum. Every clinical course has simulation activities, sometimes two or three different scenarios or patient situations. Students continue to learn from this experience and evaluations are very positive. A "Sequence of Care" simulation for beginning nursing students has demonstrated better outcomes in the student's first clinical rotation.



*Dr. Kathy Hinoki
ABSN Coordinator*

Cal State LA began its *Entry Level Master's in Nursing (ELMN)* program in 2004 for non-RNs who held a previous baccalaureate or higher degree in a discipline other than nursing. In three years' time, the successful completion of this rigorous program would result in an individual attaining an MSN degree as a nurse practitioner. In listening to our graduates in recent years and following employment trends, it became clear that possessing a BSN was becoming a necessity in today's job market. These two factors served as the impetus for what turned into a two-year process to convert the ELMN program to our current ABSN program. The School of Nursing department, the college of HHS, campus upper administration, the CSU Chancellor's office, and the California Board of Registered Nursing represented the various approval bodies that were required before putting a cohort of students through this new ABSN program.

The ABSN program aligns with the curricular content of our traditional BSN program at Cal State LA, except that this accelerated version is completed in approximately 15 months, in comparison to the three year timeframe for the traditional program. Graduates of the ABSN program who remain in good academic standing have the option of being directly admitted into the traditional MSN program or may elect to leave upon receiving their baccalaureate degree.

We are proud to say that we have graduated our first class of ABSN students as of September 2015. Out of the 29 students who successfully completed the program, all 29 have elected to go directly onto the MSN program, with the goal of becoming nurse practitioners. It's exciting to be able to give individuals with a previous degree or job the chance to go after the career of their dreams...a career that they have come to realize will enable them to serve others in a caring, compassionate manner and one that will give them the ability to improve the overall health of our nation.



*Dr. Gail Washington
Associate Director, School of Nursing,
Chair of MSN Programs*

Academic year 2014-15 was a year of resilience, transformation and success for the master's program. Here are some quick facts about the master's program, top successes of the year, our expanding programs, and highly regarded reputation:

- US News has ranked Cal State LA's graduate nursing program (and the only CSU) in the top 100 (#52) in the nation. We were approved by the California Board of Nursing and accredited by the Commission for Colleges of Nursing Education (CCNE). The curricula effectively reflect the American Association of Colleges of Nursing (AACN) essentials for graduate education.
- Community engagement and partnerships have been established with several facilities.

MSN Programs

- Graduate admissions for fall 2015 exceeded expectations with more than 300 highly qualified applicants. Because of the robust applicant pool, 45% more students (131) were admitted to the education option and four NP options: FNP, AGPCNP, AGACNP, and PMHPCNP this Fall. Post-master's certificates are available in all options.
- A new application process was piloted for fall 2015 admissions. Qualified applicants were invited to campus for an interview and writing component. This interpersonal connectedness was a positive experience for both faculty and applicants.
- A mentoring and tutoring program that involves peer to peer and alumni mentoring and tutoring opportunities began in fall 2015. Former Cal State LA graduates are giving back by staying connected to the program through mentoring and preceptorships.
- More than 100 preceptors from various Southern California facilities were recognized for their service, commitment, dedication to our graduate students' success.
- Graduate students showcased their academic achievements with research based poster presentations at the annual Sigma Theta Tau and SON research day.
- Twelve graduate students had manuscripts accepted for publications in peer-reviewed nursing journals. Graduate students are high achievers and many continue their education in various doctoral programs.
- A career workshop was implemented in spring 2015 for graduating seniors. Health care managers, nurses and physicians presented interesting professional opportunities for the graduates.
- Kathy Sacco, an honor student in the SON, was the student speaker at the College of Health and Human Services' Commencement ceremony.
- Dr. Thomas Barkley, the former Director of Nurse Practitioners and Coordinator of the AGACNP program, recently retired. His contributions to the SON have been invaluable.

Our MSN Programs offer accessible and quality education to meet the evolving needs of nurses and healthcare regionally, nationally and globally.





The Southern California

CSU DNP CONSORTIUM

*Dr. Paula Vuckovich
Family Psychiatric/Mental Health Nurse
Practitioner Program and DNP Program
Coordinator*

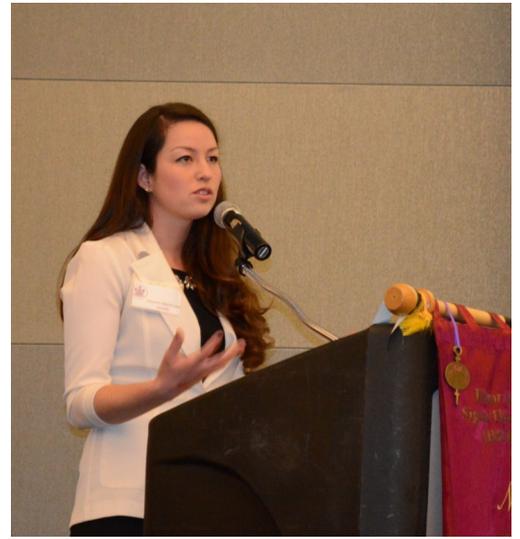
Since the American Association of Colleges of Nursing began advocating for the terminal degree for advance practice nurses to be the Doctor of Nursing Practice, the School of Nursing at Cal State LA wanted to offer the DNP degree. However, the plan for higher education in California did not permit any CSU to offer a doctoral degree in nursing. Nonetheless, the School of Nursing put offering the DNP on our five year plan. With much lobbying, the legislature finally agreed to permit a pilot project of California State Universities providing Doctor of Nursing Practice Degrees. The Chancellor's office decreed that to maximize the resources available the pilot programs would be done by consortiums rather than single campuses. Based on our expressed desire to offer such a program, Cal State LA's School of Nursing was selected to join with Cal State Fullerton and Cal State Long Beach in the Southern California Consortium. All three Schools of Nursing participated in planning the curric-

ulum. The consortium received approval of its plans and admitted the first cohort in fall 2012.

To date, the consortium has been highly successful. It received accreditation from the Commission on Collegiate Nursing Education (CCNE, the credentialing body which accredits all three schools) within one year without any recommendations, which is very unusual. To date it has graduated 56 students who have completed remarkable projects. Students are assigned to a campus based on finding a faculty chair on the campus who has the expertise to match the student's identified project plan. Cal State LA's School of Nursing faculty members have chaired the projects of 13 of those graduates, including that of the student who received the Outstanding DNP Student award in the first cohort. Project results have included a plan for improving communication between providers and clients that has been implemented system-wide in a major health care system; a gout education pamphlet in Chinese; a nurse-driven protocol for sepsis management that improved the care of sepsis patients; policies and procedures for using

Acute Care Nurse Practitioners in the emergency room; and a plan for a career ladder for nurses in a community hospital, among other significant results. Across the consortium, projects have been documented in publications and local and national presentations. The 26 students of Cohort Three who will graduate in the spring have similarly important projects underway.

Student surveys of our current students and alumni show high satisfaction with our primarily face-to-face program. Northern California also has a DNP consortium, but that consortium's program is on-line. Both consortiums have been so successful that the CSU has invited the legislature to look at our results early (not required until late 2016) in November of 2015, so that the CSU system can obtain ongoing approval for offering Doctor of Nursing Practice degrees. Ongoing approval is particularly necessary for Fullerton's Nurse Anesthesia students as anesthesia programs that do not offer a doctorate will not be accredited after 2020. It is expected that national certification for all advance practice nurses may require doctorates in the near future.



FACULTY AND STUDENT RESEARCH:

DRIVING PRACTICE

*Dr. Darlene Finocchiaro
Chair of BSN Programs,
Principal Undergraduate Advisor*

The 10th Annual Evidence-Based Nursing Forum (EBNF), co-sponsored by the Cal State LA School of Nursing and the Nu Mu Chapter of Sigma Theta Tau International Honor Society of Nursing, was held on February 12, 2016 in the University Golden Eagle Ballrooms. With close to 400 in attendance, there was much anticipation for this event. It was the 10 year anniversary and it was the first time the theme was on faculty and student research, which covered various topics and not just one idea or area of interest. We had wonderful community and university speakers on such topics as “Men in Nursing,” “Health Concerns of the Aging Population,” “Prevalence of Obesity,” and last year “Exploring Forensic Nursing.” We hope to continue this trend of diverse topics in the future. For 2016, it was decided to have our own faculty and students present what they

have been doing in research, especially since this was a common request on previous EBPF evaluations.

Our first speaker, Dr. Jon Christensen, spoke on his PhD Dissertation: “Experiences of Gay Persons of HIV-Positive Men: An Exploratory Study.” Following was Dr. Nnenna Weathers, who presented “Researching HIV-Negative post-Incarcerated, African American, Male to Female Transgender Persons: Lessons Learned.” Before the break, Dr. Ayman Tailakh, primary investigator, introduced senior students Diana Diokno, Hae-won Macfarlane, and Shirley Jiang, who discussed their research study “Stress, Sleep and Caffeine: Determinates of Health and Lifestyle among College Students.”

Professor Benson Yeung and several students who participated in the Kaiser Student Nurse

Summer Externship Program shared with the audience some of their unique and rewarding experiences, as well as how the experience has influenced their implementation of patient care.

Dr. Jean O’Neil passionately presented her research on the “Implementation of an Innovative Computerized Educational Program on Sexually Transmitted Infections for a High School Health Center,” while Dr. Phoebe Kim presented her DNP project on the “Development of a Post Burn Pruritus Relief Protocol.” The research and innovative projects were exciting to learn about. Based on the EBPF evaluations, the audience commented that the topics were interesting, relevant, and relatable.

CONTINUED ON PAGE 19



PERIOPERATIVE COURSE

AT CEDARS-SINAI

FACULTY AND STUDENT RESEARCH

CONTINUED FROM PAGE 18

Besides the presentations, there were 24 posters to view. Most of the posters were presented by students who were proud to share their work and receive a certificate of recognition. A few poster topics included "Evidence Based Practices for Patients with Obesity," "Primary Prevention of Cardiovascular Diseases among Hispanic Mothers of Low Socioeconomic Status," "Surgical Site Infections in Bowel Surgery," and "What Good are Gowns: A Review of the Need for Increased Contact Precautions and Isolation for MRSA Patients." To end the morning, the Nu Mu Chapter STTI held its famous raffle, resulting in lots of winners receiving great prizes as well as making \$515.00 for future student scholarships. Following the raffle, many pictures were taken illustrating the vast student participation and fun.

The EBPF has been a success for the last 10 years and it is now a yearly SON tradition. It entails much organization and time from many student volunteers (30 this year) and Nu Mu Board participation. At this year's EBPF, special recognition was given to Dr. Lorie Judson, Director of the SON, who, with her leadership, started the event. She took the annual poster recognition event and worked with the Nu Mu Chapter to turn it into something big. She planted a seed and it grew. It will continue to grow next year and is scheduled for Friday February 10, 2017 with the topic to be determined. Hope to see you there!

*Inigo Ernesto Noriega, RN, MSN, CNOR
OR Educator Program Coordinator, Cedars-Sinai Medical Center*

According to a survey AORN conducted in 2014, the average age of OR nurses is 53, and 25% of AORN members are looking at retirement in the next few years (AORN, 2014). As a result, there will not be enough skilled perioperative nurses (Healthcare Traveler, 2013). Cross Country reported that competition to hire quality specialists is only going to become more intense (CrossCountryStaffing.com, 2014). It is imperative for healthcare organizations to start looking at succession plans to meet future staffing needs.

In 2011, the Institute of Medicine (IOM) Report on Future of Nursing recommended to support nurses' completion of a transition-to-practice program (pre-licensure nurse residency), and programs that transition nurses into new clinical practice areas such as Perioperative (OR) and Post-Anesthesia Care Unit (PACU). Since the 1990s, Cedars-Sinai has been training post-licensure nurses into the OR and PACU areas. Approximately 80% of the nurses from the OR and PACU have graduated from these two training programs.

Currently, the Operating Room and Post-Anesthesia Care Educators are training 11 OR

and 10 PACU trainees. The increasing demand to continue training nurses into the OR has led leadership to plan creative educational programs. In 2014, Linda Burnes Bolton, Dr. PH, RN, FAAN, Jane Swanson, RN, PhD, Lorie Judson, PhD, RN, NP, Cal State LA Director School of Nursing and Jan Decker, RN, Med, MA, Surgery Service Line Director, discussed creating an elective Perioperative Nursing class. The Perioperative elective class started on March 30, 2015!

Ten students from California State University, Los Angeles were selected to enroll in the Perioperative Course. The partnership between Cal State LA and Cedars-Sinai consists of two elective classes, one during their Junior Year and the second during their Senior Year. Students who complete both courses will have the opportunity to apply to a new grad residency program. This collaborative effort between the two institutions marks a significant investment in the future of the Perioperative nursing pipeline. The Cal State LA nursing students completed their first elective OR class on June 9, 2015. Now, they are taking the second perioperative course! The future of Perioperative Nursing looks bright!



UPCOMING EVENTS

■ MAY 22, 2016

Sigma Theta Tau International
Honor Society of Nursing
Nu Mu Chapter New Member Induction
Luminaria's Restaurant
12:00 pm - 3:00 pm

■ MAY 23, 2016

Dr. Paula Vuckovich's Retirement Party
Cal State LA Golden Eagle Ballrooms
5:00 pm - 8:00 pm

■ JUNE 9, 2016

Commencement: MSN and DNP students
Jesse Owens Track and Field
3:00 pm

■ JUNE 11, 2016

Commencement: BSN students
Jesse Owens Track and Field
4:00 pm

■ JUNE 12, 2016

Pinning Ceremony:
2016 Basic BSN Graduates
Quiet Cannon Event Center
10:30 am



Find out about additional
School of Nursing
news and events at

[http://www.calstatela.edu/
hhs/nursing/news-
scholarship-and-events](http://www.calstatela.edu/hhs/nursing/news-scholarship-and-events)

Don't forget to check out
the Cal State LA
University Event Calendar
as well!

[http://www.calstatela.edu/
univ/calendar/index.htm](http://www.calstatela.edu/univ/calendar/index.htm)

ALUMNI GIVING AND UPDATES

As you know, our Cal State LA nursing students are exceptionally dedicated. Most are the first in their families to attend college, and most are working to simultaneously finance their education. In addition, Cal State LA world-class faculty are critical to our program's success. The support we receive from you allows us to provide a transformative educational experience for our students and faculty. When you give to our School of Nursing, you can direct your contribution to meet the needs of a specific impact or initiative — and help students and faculty achieve their highest goals. Wherever you choose to give, your gift makes a difference!

For more information on how to make a specific gift to the University, contact our director of development, Dr. Greg Lehr, at (323) 343-6829 or greg.lehr@calstatela.edu today, or select the “donate now” button below. Thank you for choosing to give to Cal State LA.

DONATE NOW



We welcome updates from our alumni. We would like to know what you have been doing since you graduated from Cal State LA: career progress, research, family updates, and any other significant activities or experiences you have been involved in or have accomplished that can be featured in our next edition. Please send your stories and photographs (along with the program you graduated from and the year you graduated) to Stacey Warner at swarner@calstatela.edu. We look forward to hearing from you!

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