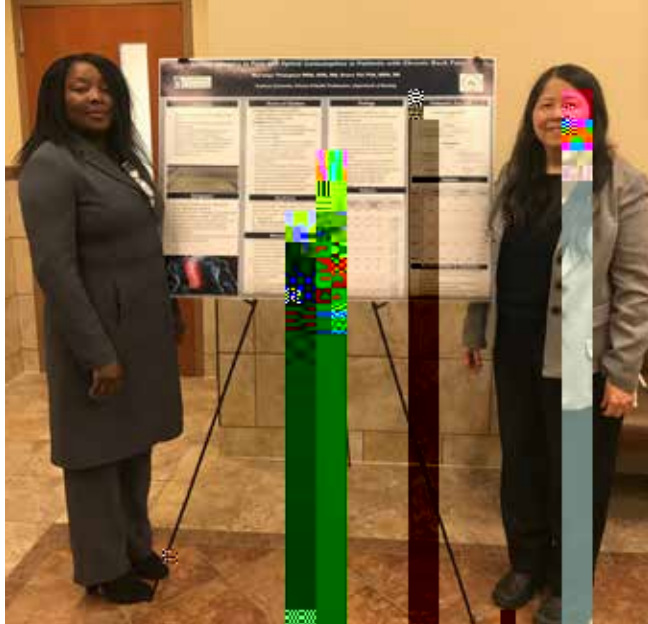


NURSING



Time, they say, is the enemy of humanity. The 2018-19 school year rolled by so quickly, and the faculty and staff of the School of Nursing are grateful for another productive God-led year. This is the year that the Nursing Department transitioned to become the School of Nursing. During my travels this year, I found myself in quiet moments on the

By Jochebed B. Ade-Oshifogun, PhD,
RN-BC, CNE
Associate Professor, Chair,
School of Nursing



DNP Mentorship and Nursing Research Symposium

By Grace Chi, PhD, MS, RN
Professor, School of Nursing

rium at Andrews University. As former president (2016-2018) of the Eta Zeta Chapter and current Awards Chair (2018-present), I enjoy supporting the scholarly activities of the Nursing Honor Society. Community personnel, local nurses, and students from the College of Health & Human Services were all invited to attend both podium and poster presentations. The main focus of the two podium presentations was on nurses' burnout levels and turnover rates, and the poster presentations covered a variety of different topics, including natural therapies (music or aromatherapy) and work with diverse populations.

As a DNP Scholarly Project Chair, I encouraged my DNP student, Marvelyn Thompson, to use this opportunity to disseminate the findings of her scholarly project as a poster presentation. The study was focused on the effects of guided imagery on pain and opioid consumption for patients with chronic back pain. The results indicated that guided imagery is useful in decreasing chronic back pain. Thompson also noted a trend toward decreased opioid consumption although this shift was not statistically significant. Therefore, the results were encouraging. This was Thompson's first experience presenting a poster at a scholarly conference. She was enthusiastic about sharing her study findings with the audience who, in response, expressed that the poster information was informative, useful and professional. In the end, it was a wonderful evening of learning for nurses, nursing students, and community members.

As a professor, throughout the learning process, I motivated and guided students in understanding clinical scholarship, disseminating findings, and advancing knowledge. I hope that my role and my efforts, combined with the students' efforts, can amplify their potentials for academic success as well as professional growth.

The American Association of Colleges of Nursing, in their 2006 article titled "The Essentials of Doctoral Education for Advanced Nursing Practice," emphasized the important objectives of a professor in a Doctor of Nursing Practice (DNP) program: to help students advance knowledge, understand clinical scholarship, develop analytical methods for evidence-based practice, and establish interprofessional collaboration for improving patient outcomes.

To be an effective professor, I need to bear in mind that each doctoral student possesses unique clinical experiences and flourishes in varying learning environments. I take this into consideration when guiding students in their individual scholarly projects. I assist students in designing logical projects, encourage the study of thought-stimulating concepts, help students perform tasks beyond their current level of achievement, and provide feedback for continual improvement. A student's clinical expertise becomes a major asset when exploring new territories of evidence-based knowledge, and yet I also encourage students to seek new learning opportunities.

One example of such student development is centered on research. On April 22, 2019, the Eta Zeta Chapter of Sigma Theta Tau International Honor Society of Nursing and Bronson Healthcare held their Spring Research Symposium in Newbold Auditorium

Alumni Spotlight

By Miriam Morgan-Skinner, DNP,
FNP-C, BSN, RN-BC
Class of 2018

I graduated in December 2018 with a Doctor of Nursing Practice. A few months later, I sat and successfully passed the Family Nurse Practitioner certification examination.

My scholarly project focused on readmission rates of postsurgical patients. The study revealed infection in incisions and wounds as the leading cause for readmission. As a result, I created a policy which was implemented within the organization that participated in the study. At the time

of the implementation, the organization was comprised of three major hospitals. It has since grown and now encompasses four times the original number of hospitals, allowing the policy to make an impact on a wider patient population.

My interest in incisions and wounds led to an employment opportunity as a wound care and bariatric nurse practitioner. This position allows me to actively participate in treating infections through holistic care and education. In this role, I will further my education through a wound board certification



Miriam Morgan-Skinner

program and do additional research in this area. I fully attribute my recent employment and opportunity for growth as a researcher to my relationship with God, my family's support, and my experience in the School of Nursing. I was held to high standards and was molded to be a better scholar and clinician by my chair, committee members and faculty. I was able to seek knowledge which has changed my life, to affirm faith through a deeper devotional and prayer experience, and now I am able to change the world through patient care.

By Carol Rossman, DNP, APRN-BC
Professor, School of Nursing

Class of 2019 Intercultural Mission Trip: Belize

By Shawna Henry, MSN, RN
Associate Professor, School of Nursing

Every year, the Andrews University senior nursing students embrace the serving nature of the profession by participating in a mission trip. This trip is part of the course Intercultural Mission Service in Nursing. The emphasis of the course is on service to people from various cultures. "Gifted to Serve" was the theme of this year's trip.

In collaboration with WeCare Mission Trips of the Center for Youth Evangelism, the students traveled to Santa Elena in Belize, with the goal of fulfilling the course objectives. However, what started out as a mere school project quickly developed into a meaningful service opportunity. The students immersed themselves in their call to serve. Their activities included working alongside the staff of the La Loma Luz Adventist Hospital, taking inventory of hospital supplies, and interacting with local school children in health education activities. The students also participated in worship activities in one of the local churches, and Ade-Oshifogun, department chair, certified approximately 25 teachers in CPR.

The joy of serving helped the team discover that not only were they gifted to serve, but they were also gifted by the blessing of service.





Andrews University Nursing Students Partner with Community High School Students

By Shawna Henry, MSN, RN

Jochebed B. Ade-Oshifogun, PhD, RN-BC, CNE

Khonnah Weithers, MSN, RN, FNP-BC, CCRN
Assistant Professor, School of Nursing

Carlisle O. Sutton, M.Div., MSCID

In a typical classroom, students aspire to become engineers, doctors, lawyers, or teachers. In low-income urban settings, many students have difficulty visualizing themselves achieving professional success. Such is the case for many students at Benton Harbor High School. In response to this challenge, the School of Nursing decided to initiate a mentoring program called “The Empathy Project” to develop the skills of these high school students in order to help them envision and attain their future career goals.

Carlisle Sutton, Director of Community Engagement, Integration, and Service at Andrews University, under the guidance of university provost, Christon Arthur, developed the mentoring program as a way for the university to engage with the community and to develop our students into world changers. The goal of “The Empathy Project” was to evaluate the effect of community engagement activities on Benton Harbor students and on the nursing students’ level of empathy. A mentoring program between university students and high school students would not only offer a service to the Benton Harbor community but would also provide the university students with the many benefits that come with service learning. Because nursing is a service-oriented profession, it was an ideal program to use as a pilot mentoring initiative that could later be employed by other university departments.

Sutton approached the School of Nursing, and together they developed a plan to engage high school students who might have an inclination toward a career in the health professions. The planning team, which consisted of Sutton, along with Chair Jochebed B. Ade-Oshifogun and professors Khonnah Weithers and Shawna Henry, developed the Andrews University Nursing Community Partnership. The program was designed to facilitate a mentoring experience between nursing students and high school students and also to arm high school students with practical health-care skills and knowledge that they could use and share with their community. The plan required significant student support in order to be successful, and Andrews University Student Nurses Association (AUSNA) president, Johanna



Erickson, and her team enthusiastically embraced the idea and helped recruit student mentors.

During the fall semester, 13 nursing students partnered with 11 Benton Harbor High School students. Participants received training in hands-only CPR and care for traumatic injuries. In the spring, senior nursing students, as part of their mission nursing class, continued the instruction by focusing on health practices meant to decrease the incidence of lifestyle diseases. The high school students learned about making healthy choices related to rest, activity, and nutrition.

Both groups were impacted by the meetings, which were held over a period of five weeks.

The high school students appreciated the time spent with their mentors. After the class on nutrition, one student expressed that she had never read a label before and was quite pleased she was now able to understand the information provided. During the end of program social, one of the Benton Harbor students made a memorable statement. After receiving her certification of participation, she said, “I am going to show this to the members of my family that thought I will not amount to anything. This is the evidence that I am on the right path, and I plan to go to college.”

Stuti Dass, a sophomore nursing student, shared, “We are building interconnecting relationships. Reaching out to the community made me feel like a disciple. Helping the kids learn a certain skill set that they could implement in their setting or situation, and in turn teach others around them, was a fulfilling experience. It helped me seize the opportunity given to me through AUSNA, to reach out to them using skills that I already had. This was such a wonderful program for us to be a part of, and I pray it continues.”

The School of Nursing plans to continue to develop the program in order to increase its impact on more high school and nursing students next year. The school solicits your prayers and support as it continues to meet the needs of the high school students and also develop mission-driven nurses. In the School of Nursing, we seek to fulfill our university mission to “Seek Knowledge. Arm Faith. Change the World.”





Pinning Ceremony

By Jochebed B. Ade-Oshifogun, PhD, RN-BC, CNE

In May 2019, the School of Nursing held a beautiful ceremony commending our graduates. The nine pre-licensure nursing graduates were welcomed to the nursing profession as they declared the nursing oath while the four Doctor of Nursing Practice students were affirmed in their advanced practice roles. Our speaker was Barbara Harrison, Clinical Associate Professor of Nursing. She challenged the graduates to pursue their high calling — to serve their professions, patients, families and communities.

Five BSN students received awards during the pinning ceremony.





Changing the World: A DNP Student's Project

Submitted for the team:

Jochebed B. Ade-Oshifogun, PhD,
RN-BC, CNE

Dixon Anjejo, DrPH
Team Member, School of Public Health,
Nutrition & Wellness

Eric Rutto, MD
Team Member, Physician, Reale Hospital,
Kenya

Andrews University's mission to change the world is embodied within the School of Nursing's vision to engage globally. The School of Nursing embraces this vision in its teaching philosophies and instructional methodology. Our Doctor of Nursing Practice (DNP) students take this mission to heart. Their scholarly projects are making a difference not only in the United States of America but also around the world. One such example is the project conducted by DNP student Sabina Bett.

Bett saw the need of diabetic patients in one particular community in Kenya, and she determined to make a change for this population through education and awareness, no matter how many challenges stood in her way. Because of the international nature of her project, she

had to obtain Institutional Review Board and Ethics Committee approval at five levels — Andrews University; University of Eastern Africa Review Ethics Committee; the National Commission for Science, Technology and Innovation; the county government; and Reale Hospital. The cost of travel between the United States and Kenya was also a significant hurdle.

Bett studied the "effectiveness of an educational intervention on diabetic knowledge & HbA1c on Kenyan adults with Type 2 Diabetes mellitus," using an experimental approach. She observed a significant difference in participants' levels of HbA1c after the three-month intervention period. She also found a considerable increase in diabetic knowledge, and self-efficacy levels were also increased post-intervention. The local county government was pleased with her project, which resulted in the project being featured on the local television channel in Kenya.

Bett believes education is the most effective strategy in defeating diabetes and its complications. There has been considerable post-study interest in her project. After the study, she educated more than 200 community members from Uasin Gishu County, Kenya. Through her scholarly project, Bett embodied the mission of Andrews University to change the world. As the chair of Bett's project, I firmly believe that world changers are made at Andrews University.





Eta Zeta Chapter at Andrews University Going Strong in Its 35th Year

By Khonnah Weithers MSN, RN, FNP-BC, CCRN