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## Linfieldpdx, 2016

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# Linfield *pdx*

LINFIELD COLLEGE | PORTLAND CAMPUS ALUMNI NEWSLETTER

2016



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## About the cover



Estrella Cilenti '17, left, and Hayley Furlong '16, both nursing majors, took part in home visits in Arequipa, Peru during "Healthcare in Peru," a January Term class. In addition to providing nursing care in urban and rural areas, students gained cultural insights through collaboration with local partners. They connected with local children by giving them small gifts such as journals, pencils, crayons and cards. – Estrella Cilenti '17 photo



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## Notes from the dean

Greetings colleagues and friends,

Writing this column gives me time to reflect on accomplishments and goals of the past year. The Linfield-Good Samaritan School of Nursing is a dynamic part of the Linfield community. Nearly 25 percent of entering freshmen indicate an interest in nursing. Each year we admit 200 students into the pre-licensure major in three separate cohorts, with total enrollment constant at 393 students.

Our RN-BSN program remains strong with more than 200 students. We are honored that the demand for a nursing education at Linfield remains high and we are committed to providing the best experience possible for our students.

Our faculty are active and engaged not only in the classroom but also in the profession. More than 60 percent have active practices outside of their teaching responsibilities. Nine are certified in advanced practice. The experiences they bring to the classroom strengthen our nursing program and models lifelong learning and professionalism. More than 30 percent of our faculty published or presented on the national and international level during the past year. Of particular note were Joanna Rowe and her colleagues who earned the prestigious American Journal of Nursing Award for best Child Health book for *Family Health Care Nursing, Theory Practice and Research*.

Having such a robust program also brings challenges. There is more competition for traditional clinical sites in the acute care settings, so it is important to design learning experiences with high impact. High fidelity simulation is one way to provide students with a safe exposure to a wide variety of health situations from active labor to an acute myocardial infarction. When students encounter similar situations with real patients they are prepared to integrate what they know. In addition, we use standardized patients, actors, to role play acute depression or psychosis so students can hone their therapeutic communication.

Robust programming also means we are constantly in need of qualified faculty. We have been extremely fortunate this year in adding six new faculty members, along with two new members of our Experiential Learning Center.

We are also delighted to welcome our newest high fidelity simulator, Lucinda; affectionately known as Lucy. Lucy is able to go into active labor and deliver a baby while also experiencing a wide range of medical issues.

We are very appreciative of the ongoing interest and support you give to Linfield-Good Samaritan School of Nursing. Keeping up with innovations and the changing environment in health care is challenging and expensive. Your dedication, financial support and interest allow us to stay abreast of our needs.

Thank you. Please keep in touch. Tell us about your successes and engagement in the profession of nursing. We love hearing from you.

Sincerely,  
Mallie Kozy, Ph.D, RN  
Dean of Nursing



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# The public face of clinical education

Jana Taylor is the public face of clinical education at Linfield-Good Samaritan School of Nursing.

In her new role as coordinator for clinical education, she works with nursing faculty, adjuncts and partners at clinical sites, and with other schools of nursing in the Portland area.

Taylor, professor of nursing at LGSSN, is no longer teaching, yet she continues to be engaged with students and shape nursing education.

“I am at a point in my career where I can have an impact on more students by taking on the challenges of this job,” she said.

Linfield’s curriculum has a community-based approach. Taylor works collaboratively with the nursing faculty, and lab and clinical coordinators to secure and create clinical experiences in both hospitals and community-based settings that integrate the concepts and theories students are learning in a given semester, and build on those learned in previous semesters.

“Instead of teaching in individual silos like we have done historically in nursing, this is an integrated model that takes into account that a patient may have more than one medical issue, such as depression and diabetes, and this influences both acute and chronic health concerns,” she said.

Each of Linfield’s four semesters include clinical experiences called Integrated Experiential Learning (IEL). Under state rules, clinical groups are limited to eight students per clinical instructor. With 390 students per semester, there are between 46 and 49

different clinical groups, utilizing over 100 unique health care placements each semester.

Prior to Taylor’s position, the clinical facilities administrator and IEL coordinators were responsible for developing clinical opportunities and communication with the clinical site, meaning that one hospital might have three or four individuals monitoring Linfield students. Work completed by Julia Mantle, clinical facilities administrator, focusing on requesting, scheduling and onboarding students, is critical to the day-to-day successes in clinical education.

With Taylor and Mantle, communication between the college and the clinical sites is streamlined. If changes occur, whether relating to hospital policy or how a clinical is handled at Linfield, messages are delivered in a timely and consistent manner.

As the need for more baccalaureate-trained nurses has increased, so has the demand, competition and complexity for securing clinical sites. Time spent working with clinical sites had become more and more dedicated to finding and scheduling locations.

Taylor now focuses on collaborative arrangements with Linfield’s clinical partners and can anticipate and solve potential problems. She sits in on meetings that include all schools of nursing and clinical partners to try to fairly distribute the limited number of clinical sites in the metro area. In addition, Taylor can identify potential opportunities that will benefit both Linfield students and clinical partners.

Taylor also coordinates the hiring



*“Instead of teaching in individual silos like we have done historically in nursing, this is an integrated model that takes into account that a patient may have more than one medical issue, such as depression and diabetes, and this influences both acute and chronic health concerns.”*

*– Jana Taylor, professor of nursing*

of adjunct clinical professors, which includes between 30 and 40 per year to teach at different clinical sites. That ensures that expectations and issues related to LGSSN are communicated more consistently, freeing up the IEL coordinators to focus on helping the adjuncts understand course objectives and student expectations.

“Jana, coupled with Julia, are the bridge between our school and clinical education,” said Mallie Kozy, dean of nursing.

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# Medical mission trip changes lives

A medical mission trip to a slum in Kenya changed the lives of several Linfield College nurses.

Led by Tara Lepp, professor of health, human performance and athletics, working with Open Arms International (OAI) and Vivian Tong, professor emerita of nursing, seven Linfield nurses were part of a team of 14 that set up a free clinic outside Eldoret, Kenya, in January and provided free medical care to some 4,500 patients over five days.

The nurses worked in three areas. In triage, they assessed and screened patients. In the treatment station, they performed lab tests, initiated and monitored IV therapies, cleaned and treated wounds, and administered injections. At the pharmacy station, prescriptions were filled and patients were instructed on how to take the medications. They also assisted in other areas including registration, the doctors' station and the prayer tent. Prayer is a component of medical treatment in Kenya, with the exterior of the medical school displaying "Doctors treat. God Heals," according to Lepp, who volunteers with Open Arms six to seven months out of each year.

This was Tong's second stint with OAI, having served with two medical teams in 2014 for a total of six weeks.

"That experience was life changing and I knew I would

return," Tong said. "Little did I know I would bring a team of nurses. At the clinic, I was constantly reminded of how much Americans possess and consume and yet 'things' do not satisfy our needs. Medical mission work taught me that the greatest satisfaction in life is to give."

Paige Bosch '15 had studied in Thailand during a January Term course, but this time she was able to put her nursing skills to work.

"This really opened my eyes to poverty and hunger and will forever change the way I see the world," she said. "It was a good reminder of the many different ways you can deliver nursing care. You don't need a bunch of fancy equipment. We helped hundreds of people without x-rays, MRIs, oxygen and catheters."

Krista Collins '15 received her nursing degree in December and passed her license exam just days before leaving for Kenya, where she put her newly minted nursing skills to the test.

"I learned how to be an RN and not a student nurse," she said. "My peers helped me develop and this will help me in my first job. I've seen real poverty, sickness, pain and suffering, along with compassion, laughter and friendship. This will help me think creatively in providing



care during extenuating circumstances.”

Karen Kraus '10 participated in a January Term health care course in India and joined a medical-dental group to help build an orphanage in Zimbabwe.

“I had wanted to go back to Africa and now I could utilize my skills and work with other nurses,” Kraus, currently an operating room nurse, said. “This allowed me to gain more confidence and at the same time, help others. I found I could use different types of nursing skills that I don’t normally use.”

Nicole Elwell, an RN who is completing her bachelor’s degree online, previously worked with non-governmental organizations in Peru and Nicaragua. This opportunity allowed her to deliver direct nursing care.

“I learned a lot about health problems that people in poverty face as well as what resources are available to them,” she said. “This has made me grateful for the resources I have to help patients at home.”

This was the third visit to Open Arms for Maureen Fox '14. Her first was as part of her RN-BSN program. She returned last July with her 11- and 16-year-old sons. This January, her 20-year-old son accompanied her.

Fox said she felt more prepared for this visit. While she loves organizing and creating systems, and working with people, being the charge nurse was not her favorite task. However, she learned a lot about directing the flow of patient care, leadership and what it takes to really engage others.

“I have always tried to treat each patient like a human being, showing concern and empathy for them and their life situation,” she said. “Every trip adds to my life experience and knowledge about the world and I walk away inspired and humbled.”

Carol Mitchell, an adjunct clinical faculty member, retired from nursing four years ago and was apprehensive about her skills and usefulness as a clinical nurse. She had nothing to worry about since much of the care was basic and what was new, was new to all the nurses, such as diagnosing tropical diseases like malaria. She was even able

*Linfield was well represented at a medical mission in Eldoret, Kenya, in January, including, back row, left to right, Tara Lepp, professor of health, human performance and athletics; Krista Collins '15, Paige Bosch '15, Maureen Fox '14, Karen Kraus '10, Vivian Tong, professor emerita of nursing; front row, left to right, Carol Mitchell, adjunct clinical faculty member, and Nicole Elwell, an RN-BSN student.*



*Carol Mitchell, top, adjunct clinical faculty member at the Linfield-Good Samaritan School of Nursing, attends to a wound at the clinic in Eldoret, Kenya; Krista Collins '15, Nicole Elwell, an RN-BSN student, and Paige Bosch '15 play with children before medical camp opens.*

to share her wealth of nursing skills by teaching the newer nurses about wound care.

She called the experience life-changing. “Caring for patients with so little, who live in deplorable conditions; the joy and gaiety of the children, the gratitude and instant smiles of everyone made me feel so humble,” she said. “I have not prayed so hard for God’s guidance since my children were very young. I was proud to be among such a wonderful group.”

# PDX news

## Grants awarded

**Joyce Betita**, Experiential Learning Center director, received grants for nursing simulation lab equipment from the Hillside Foundation (\$6,000), the Jackson Foundation (\$3,500) and the Samuel S. Johnson Foundation (\$5,000).

The funds were used to purchase a MetiMan high fidelity manikin, which is one of the best in the business. High fidelity simulation is used to provide students with a safe exposure to specific patient situations. It is one method used to train students so they are prepared for their encounters with real patients. High fidelity manikins can simulate a wide variety of health situations from active labor to an acute myocardial infarction.

## Linfield: leader in nursing

Linfield faculty and alumni are making an impact on nursing leadership throughout the state.

**Beverly Epeneter '68**, professor and associate dean of nursing at the Linfield-Good Samaritan School of Nursing, is serving as the nurse educator representative on the Oregon State Board of Nursing. The OSBN provides guidance and regulates entry into nursing, nursing education and continuing safe practice.

In addition, four people affiliated with Linfield are also serving on the board of the Oregon Center for Nursing, which facilitates research and collaboration for nursing professionals. Members include:

- **Mallie Kozy**, dean of LGSSN
- **Denise Fall '98**, hospital nurse executive for Legacy Salmon Creek Medical Center in Vancouver, Wash.
- **Margaret Nagi '12**, staff nurse for Cascadia Behavioral Health Center
- **Leda Garside**, member of the Linfield Board of Trustees and iSalud! Services Manager/Cultural Liaison Tuality Healthcare

## Portland Campus staff changes, retirements

Three faculty and staff will retire this year from the Portland Campus.

**Joyce Betita**, director of the Experiential Learning Center, will retire this summer after seven years at LGSSN.

**Barbara Limandri**, professor of nursing, will retire this spring after 12 years at LGSSN. She will present a last lecture, "Nursing: Intelligent Women Need Not Apply," Monday, May 9, at 5:30 p.m. in Peterson Hall, Portland Campus. The last lecture series is sponsored by the Office of Alumni Relations.

**Mary Lee Nitschke**, professor of humanities/psychology, retired at the end of fall semester after 31 years.

## What my stethoscope means to me

The stethoscope is perhaps the most visible symbol of a nurse. We asked a few alumni what the stethoscope represents. Here are their responses.

### Alexa Corona '13

*ICU nurse, Vanderbilt University Medical Center*

"My stethoscope is one of the most vital tools I have at my disposal. I use it every day to help assess my patients' status. I can check placement of OG/NG tubes, take manual blood pressures with it and a lot more. I could not do my job effectively without it."

### Casey Jones '07

*Nurse educator, Global Health Service Partnership*

"My stethoscope is an intimate tool I use to listen to patients. Whether heart, lungs, bowels, arteries, veins, swallow or articulation, the information guides my next action. I've heard the woosh of a baby's heart inside the mother, and stillness after the last heartbeat of a then dead elder."

### Nancy Rollins Gantz '73

*CEO, consultant for CAPPs International*

"My flexible and powerful stethoscope of 40 years has traveled to over 45 countries around the globe; embraced hundreds of cultures, traditions, principles and values; thereby discovering unlimited boundaries from which to constantly learn, grow and experience myself as a passionate nurse leader."

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# Celebrating a partnership

The longtime relationship between Linfield College and Salem Health was celebrated March 31 with a reception for alumni at Salem Hospital. Salem Health has partnered with Linfield in a number of ways over the years, including providing receptorships and clinicals for pre-licensure BSN students, providing mentors for RN-BSN students and offering employment to nursing graduates and other Linfield alumni. More than 100 Linfield alumni are currently employed at Salem Hospital. An upcoming partnership with Chemeketa Community College will pilot a hybrid RN-BSN transition course open to Salem Health nurses who want to pursue a BSN.



*Clockwise from left: MacKenzie Linder '16 and Jason Kintz '10 and '16; Jesse Whipple and Ryan Yartzak '13; Beverly (Baggenstos) Epeneter '68 and Karen (Babcock) Hartman '94; and Jana Taylor, Julia Mantle, Kelly Honyak '11, Melissa Jones, Peter Ashton '10 and Sheila Loomas.*





## Recognizing excellence

Nominations are open for the annual Lloydena V. Grimes Award for Excellence in Nursing.

The award is presented annually to a graduate of the Linfield-Good Samaritan School of Nursing or an alumna/us of the Good Samaritan Hospital School of Nursing. It recognizes excellence in the nursing profession in honor of Grimes, a nursing leader in the State of Oregon and director of Good Samaritan Hospital and Medical Center School of Nursing for 30 years.

For more information or a nomination form, go to:  
[linfield.edu/portland/alumni](http://linfield.edu/portland/alumni) or contact Travis  
McGuire, 503-883-2387, [tmcguire@linfield.edu](mailto:tmcguire@linfield.edu).



Past recipients of the Lloydena V. Grimes Award for Excellence in Nursing are, from left to right: Patrick Roden '85, Diane (Hall) McLean '68, Wilma Pope '56, Beverly (Baggenstos) Epeneter '68, Nancy Rollins Gantz '73 and Sara (Mansfield) Mosher '01