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Linfield *pdx*

LINFIELD COLLEGE | PORTLAND CAMPUS ALUMNI NEWSLETTER

SPRING 2017



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Honoring excellence

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About the cover



The Linfield-Good Samaritan School of Nursing is outpacing the national average when it comes to training male nurses. During the 2016-17 academic year, 17 percent of Linfield's enrollment was male. In recent years, Linfield has increased male faculty mentors as well.

Aster Wolfe '17, above, will graduate in December.

(J. Lukas photo)

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Notes from the deans



Dear colleagues and friends,

We are pleased to greet you as co-interim deans of the Linfield-Good Samaritan School of Nursing and to take this opportunity to reflect on the past year. Nursing comprises the largest segment of health care providers in Oregon. There are approximately 41,000 nurses in the state, up 6 percent since 2014, according to the Oregon Center for Nursing. Linfield College nursing graduates are among them.

A survey of our 2015 graduates provides a glimpse into the work they do. More than half find employment in hospitals and work in a variety of areas – medical, surgical, pediatrics, intensive care units and others. Our graduates live and work all over the United States and around the world.

We clearly remember when we graduated from nursing school in the late '60s and early '70s, the average annual nursing salary was \$25,000 – about \$13 an hour. Compare that to the 2017 annual salary of a nurse in Oregon of \$86,424 – \$41.55 per hour. Our nursing program is competitive and sought-after. In 2016-17, we had 660 applicants for 200 student slots. We also admitted 128 students with prior baccalaureate degrees into our 15-month accelerated program, and we have approximately 200 students in our online RN-to-BSN program.

The winds of change have clearly hit the School of Nursing this year. A national search is underway for the Dean of Nursing position. We have welcomed a number of new personnel to campus, and we are personally preparing to say goodbye to long-time colleagues. Professor Jana Taylor is retiring in June after 26 years at Linfield and Carol Roberts, visiting assistant professor, is retiring after teaching six years.

Our student evaluation methods have changed, as well. We switched from HESI to using the Kaplan Testing and Evaluation program. This change is important because it includes practice testing throughout the semester so that students know what areas need improvement and review. It also includes a four-day live Kaplan NCLEX review course for all graduating seniors during finals week. Through intensive NCLEX intervention plans, our pass rate is improving dramatically and sits at 90 percent for our December 2016 graduates.

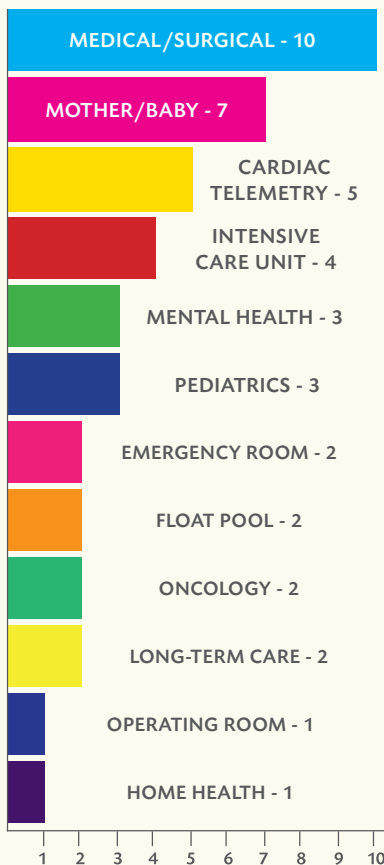
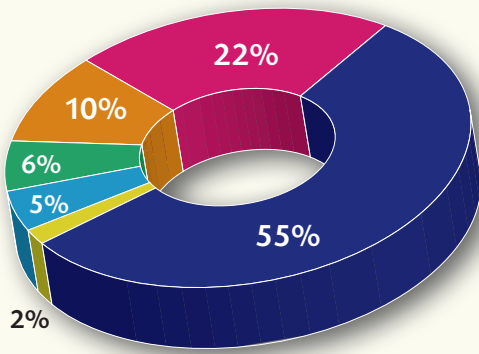
Even after you graduate, we invite you to stay connected with Linfield and the School of Nursing. We remain an active and vibrant campus, and we look forward to the changes and opportunities coming in the next academic year.

Joanna M. Rowe, Ph.D., RN
Professor and Interim Dean of Nursing

Beverly Epeneter, Ed.D., RN
Professor and Interim Dean of Nursing

Where do they work?

Linfield surveyed approximately 200 nursing graduates from 2015. Of the 42 responses received, here's a look at employment.



Students jumpstart careers with LSNA events

"I'd definitely go into nursing," Blake Thies told 32 Linfield College nursing students gathered in the Peterson Hall auditorium, "if I wasn't so grossed out by blood and all that stuff."

The students laughed, and the recruiter for Prestige Care Inc. turned to the big screen where he had a resume for the Dwight Schrute character from "The Office" TV show. It included a camouflage background and a long list of resume no-no's.

"People like me look at the average resume for about six seconds," Thies says. "Don't be this guy, or you'll never get another look."

It was basic, nuts-and-bolts advice, courtesy of a professional development night in April organized by the Linfield Student Nurses Association. The LSNA arranged a similar night in the fall semester, too – a first for the student group.

The local chapter of the National Student Nurses Association has increased its visibility and grown its membership on campus this year in a variety of ways.

Four members also went to Texas this spring for the NSNA national conference.

Professor Paul Smith, LSNA advisor, said the group is a professional organization rather than a student club. He sees that as an important distinction, and the driving force behind the types of events and outreach LSNA has organized this year.

"Nursing education is often very skills-oriented and hands-on," Smith said.

"LSNA helps instill the importance of getting involved in the larger profession, also."

Jennie Kayasone '17, LSNA's student president, appreciates that focus.

"At some point, we're all going to graduate," said Kayasone, a San Francisco native who already holds one bachelor's degree and was a social worker before coming to Linfield to study nursing. "We're here for two years, then we're going to be nurses the rest of our lives. We're moving toward a profession, not just a job."

In addition to the professional development nights and national convention, LSNA organized a year-long effort to work with the nonprofit Girls Inc. of the Pacific Northwest. Linfield students held workshops and hosted middle- and high school students to answer questions about nursing careers, nursing education and higher education in general.

The chapter has also facilitated mock job interviews for Linfield students, hosted a week-long series of events for National Nurses Week in May and has been working hard to connect current students with alumni and provide other career-related opportunities.

For the students involved, it's a lot of work on top of an already-busy academic schedule. But, said Kayasone, "it's completely worth it."

Nursing, she said, is "a profession where learning never stops. We're very much focused on that, and starting that before we even leave school."

– Scott Bernard Nelson '94

Linfield outpaces national average

The patient, an older woman in Georgia, did not want Paul Smith as a nurse. With patience, he convinced her to let him help, though she said she wouldn't allow him to do any personal care. Over the course of Smith's 12-hour shift, the woman slowly grew more comfortable and eventually dropped all of her objections.

Smith, now an assistant professor at the Linfield-Good Samaritan School of Nursing, shares that story from years ago with male students to help them understand the resistance they could face in the field. But that isn't the only reason he tells the story.

"I want them to understand how they, as nurses, can demonstrate being caring, confident and competent," Smith said. "They can provide care that is evidence-based and not specific to gender, but relates more to the human side of nursing – the aspect that uses both science and art to deliver care."

The number of male nurses nationwide is on the rise, but still lags far behind females. According to a 2015 National Nursing Workforce Survey, among nurses licensed between 2013 and 2015, slightly more than 14 percent were male. That compares to just 5.8 percent of males identified in a 2000 survey.

Linfield numbers are higher yet. The enrollment for the 2016-17 school year included 17 percent male students.

The stereotype of nursing as a female field, reinforced in movies, TV shows and elsewhere, may be one reason fewer males opt in.

Smith blames "the way that nursing has been portrayed in the media as a female role, just like many have viewed physicians as a male role." But he sees the tide turning, with more male students expressing interest.

Originally a pre-med biology major, Kyle Davis '17 wanted to do something in the medical field. He said people automatically assumed that meant he wanted to be a doctor. After job shadowing doctors and nurses, however, he realized nursing was the better choice.

"I realized that nursing was more of the patient interaction side of things that I wanted to do," Davis said, "more

"I want them to understand how they, as nurses, can demonstrate being caring, confident and competent. They can provide care that is evidence-based and not specific to gender, but relates more to the human side of nursing – the aspect that uses both science and art to deliver care."

– PAUL SMITH, ASSISTANT PROFESSOR OF NURSING

of the hands-on kinds of tasks that I found interesting and why I fell in love with medicine in general."

A lack of male role models, including male faculty, also impacts the low number of male nursing students. The Oregon Center for Nursing found in a 2014 survey of nursing faculty that just 6 percent were male, while 12 percent of registered nurses in Oregon were male.

This, too, is changing. When Smith joined the faculty in the fall of 2014, he was the only male nursing professor at Linfield. Today, he is one of three.

"Linfield has a commitment to diversifying the student population, which will result in diversifying the workforce," Smith says.

Jonah Flores '16, who completed his nursing degree in December, believes male nurses can bring different skills to a medical facility. For example, he's found that some male patients respond better to him, and his size and

ge in male nurses



The number of male nurses nationwide is on the rise, but still lags behind females. Males, such as Avi Best '17, make up 17 percent of Linfield nursing students enrolled this year.

strength have been useful.

"I'm kind of a bigger guy, so it is easier for me to haul around those larger patients," Flores said.

Linfield is also reviving the student 'Nursemen' club. The group gives male students from different cohorts the opportunity to talk about common issues they face in the profession.

"The goal is to have a place where the guys on campus can just be guys, but also to become more community involved," said Erick Ferguson '18, who helped restart the club this year. "Next semester, I would like to start looking at some community outreach volunteer opportunities,

and perhaps some high school speaking just to encourage the next generation of students to consider nursing as a career."

The story Smith tells about his female patient in Georgia all those years ago, and the lessons about quality of care, seem to have hit home for Linfield's male students.

"When people come into the hospital, it's a very emotional time for them, they are vulnerable," Davis says about why he has become even more passionate about his chosen career. "I just love to be that person they look to and put all their trust in to take the best care of them."

– Kevin Curry '92

Former immigrant pays it forward



Jackie Webb's deep understanding of immigrants comes from the most natural of places. She is one.

At age 9, Webb emigrated from Chile with her mother and siblings to Stamford, Conn., following her father who had come two years before.

"My father was so pro-education, we arrived on a Friday and started school Monday," said Webb, who spoke no English the first day of class. "I was immersed and had to fend for myself. There were no ESL-type programs to help my transition, but I managed to figure things out."

Webb, associate professor of nursing and faculty advisor for the Multicultural Student Nursing Club, said she learned to work harder than everyone else, just to keep up.

"I know how difficult it is for our own Linfield students when English is not their first language," she added. "My parents couldn't help me with my homework. There were many issues during the transition."

Now, Webb shares her insights with Linfield students and members of the Portland community. She started a peer-tutoring program at Linfield after watching students struggle with challenging concepts in the Pathophysiology and Pharmacology class. She also helps students understand the challenges of families with limited resources by sharing her own experiences as a bilingual nurse practitioner in Multnomah County and providing volunteer opportunities.

Students get hands-on knowledge doing screenings of children of migrant workers at Head Start – weight, blood pressure, eyes, hearing, anemia – while also learning about the role of the nurse practitioner. Webb developed a home visit clinical rotation so students can see how patients manage their chronic illnesses. Students learn first-hand how to assess the many variables impacting an individual's ability to heal.

"One of my biggest roles is to get students to understand what a tremendous impact they can have in their communities," she said.

Students, including Juan Vidal '17, call Webb an

advocate and mentor.

"Her background helped her understand my needs as a student, and as a person," Vidal said. "I'm a first-generation immigrant who had to learn English and fight through thick barriers. Without Dr. Webb, I simply would not be where I am today."

Julia Nguyen '18, a member of the Multicultural Student Nursing Club, said she has learned the importance of curiosity, as well as fundamental nursing concepts, from Webb.

"Dr. Webb is dedicated to sharing her knowledge with us so that we can become the best nurses in the future," said Nguyen, who is currently taking three classes from Webb. "She cares about our success and takes the time to explain concepts and gives us individual attention when we need it."

Webb is passionate about healthcare for immigrant populations. She is on the Oregon board for the National Association of Hispanic Nurses (NAHN), and also serves on the group's national policy committee. At the state level, she works with the Oregon Health Authority on the Cultural Competence Continuing Education review committee.

"It's important to work with other healthcare providers to understand the struggles and barriers, both with patients and the health care system," she said. "I share a lot of stories with my students. Students remember the stories."

– Laura Davis



Professor Jackie Webb, left, advisor for the Multicultural Student Nursing Club, with Julia Nguyen '18, center, and Jennie Kayasone '17 in the Multicultural Center.

Author discusses 'sacred work'

"Marcus, my name is Jennifer. You were in a car accident," the emergency room technician told Marcus Engel.

"You are in the hospital. I'm here."

In the more than 23 years that have passed since Engel heard those words, he has become a popular author and speaker. On Feb. 27, he shared with Linfield-Good Samaritan School of Nursing students and faculty the horror of the car accident he and three friends experienced driving home from a hockey game.

Engel lost his eyesight, and one doctor described the broken bones in his face as "a bowl of cornflakes." But he survived. And, eventually, recovered. He came to Linfield to talk about the accident, but even more to talk about his experiences as a patient and all the health care professionals who made his six-month recovery at St. Louis' Barnes-Jewish Hospital possible.

"Simple human presence is the cornerstone of care," Engel said.

"That quote was inspiring," Jackie Webb, associate professor of nursing, said afterward. "In a world that values time efficiency and technology, we often forget what it means to be truly present with another human being."

Linfield students taking the NURS 315 Professional Communications course have been required to read Engel's book, *I'm Here*, for the past six years.

"The book is a powerful story, written to illustrate the impact effective, compassionate communication has on patients when they enter the healthcare system," said Webb.

Compassion was a cornerstone of Engel's presentation. He told the students about a nurse named Barb, who said to him after he came out of a 25-hour surgery, "I get to take care of you for the next eight hours." That phrase left an impact on Engel, since it made him realize Barb viewed nursing as a privilege rather than an obligation.

"There's nothing more important in this world than taking care of the sick and injured," said Engel. He called the nursing profession "sacred work."

Engel calls himself a "terrible patient." He described a difficult conversation with an ophthalmologist who let Engel know they wouldn't be able to restore his sight.



Author Marcus Engle at Linfield with his service dog, Elliot. Engle lost his eyesight in a car accident 23 years ago.

"I wanted to hurt those surgeons," he said.

Because of his facial injuries, his communication was limited to writing on yellow legal tablets. He wrote to the doctors, "How can you look at yourself in the mirror if you can't fix me?"

"I greatly appreciated his perspective on pain," said Karina Navarro '17. "Marcus made it clear that sometimes when patients are in pain they may lash out at us, but that we must keep in mind that it's not personal."

Webb reached out to Engel three years ago about coming to Linfield and wrote a Faculty Diversity Grant to pay for the visit. Student Affairs, the Multicultural Nursing Student Association and the Department of Nursing provided additional financial support.

Engel's day at the School of Nursing included two presentations to packed auditoriums, a lunch with nursing faculty and dinner with the Multicultural Student Nurses Club. Webb said it was a powerful day.

"The art of nursing is not about how many IVs you can start or how many lab tests you've memorized, but about how well you are listening to your client's story," she said. "It's in the listening that nurses can be most effective in meeting the needs of their patients."

- Travis McGuire

Alumnus makes a terrible day easier



Eric Timmons '10, left, is a leader in the nursing field inside and outside the hospital walls.

For his efforts, Timmons earned the 2017 Lloydena V. Grimes Award for Excellence in Nursing from the Linfield-Good Samaritan School of Nursing.

Timmons, a nurse in the intensive care unit at Salem Hospital since 2008, provides mentorship to co-workers while ensuring patients receive the best care possible, and he continually strives to keep his unit running efficiently. He provides teaching opportunities for new staff members and assists them through the learning process.

Timmons is active on a number of hospital committees – Code Blue Committee, Inpatient Stroke Council and the Rapid Response Team. He also picks up shifts throughout the Northwest as a flight nurse.

His favorite aspect of nursing? Finding ways to make a terrible day easier for his patients.

“I meet patients and their loved ones often in a state of crisis, shock and disarray,” said Timmons. “It is at that time that I can go beyond just the clinical aspect of nursing and meet their needs in a holistic manner, which is greatly satisfying.”

Nominations are open for the 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, and honors Grimes, 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, call 503-883-2607 or email alumniPDX@linfield.edu.