



# BEREA COLLEGE

## BACCALAUREATE NURSING PROGRAM

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### ANNUAL NEWSLETTER

# 2016-2017



Our Success Story Continues...

## A Letter from our Chair...



**Join us in summer 2017 for NUR 200 Health Promotion in Ghana!!!**

As we conclude another academic year, the ISLAND newsletter celebrates our accomplishments and shares bright plans for the future of Berea College Nursing. The Kentucky Board of Nursing recently reaffirmed their approval of our capacity to accept 40 nursing students per cohort, and we are vigorously working to increase enrollment, particularly of underrepresented students. To that end, Dr. Judy Ponder is leading a team of colleagues to increase our enrollment as her designated project for the Sigma Theta Tau International Nursing Faculty Leadership Academy.

Here's a related fact. Our current nursing student demographics represent a significant increase in men and minority students compared to national norms. While the overwhelming majority of students in today's baccalaureate nursing programs are female (91%) from non-minority backgrounds (73.5%) (<http://www.aacn.nche.edu/aacn-publications/issue-bulletin/effective-strategies>), our May 2016 graduating cohort consisted of 71% females and 43% non-minority students. With news that our May 2016 graduates are passing NCLEX-RN and have jobs, we are adding to the diversity of the RN workforce in Appalachia and beyond. The May 2016 graduates will exceed our expectations for excellence in nursing as the alumni before them have demonstrated.

Speaking of beyond Appalachia, nursing is delighted to offer a new non-Western international perspective, NUR 200 Health Promotion in Ghana course. The course, scheduled for summer 2017, is designed for nursing and non-nursing students to engage in health promotion experiential activities in Ghanaian communities and as such also fulfills the active learning through service requirement. We are partnering with the Agogo Nurses Training College and the Agogo Presbyterian Hospital to bring this course to fruition. What a fabulous opportunity for nursing and non-nursing students to learn another culture while engaging in life-changing activities to improve the health of Ghanaians. For more information, go to <https://www.berea.edu/cic/bist-ghana-2017>.

We had an overwhelming turnout for the Summer Reunion. Please see the pictures of our fabulous nursing alumni who have been so supportive and actively engaged in our students' and the program's ongoing success on page 9 or go to: <https://www.facebook.com/groups/107403793329/> Thanks to Lyle and Laurie Roelofs and Chad and Lisa Berry for attending and holding an informational session about the new building. Thanks to Janis Tolliver and Lori McKeel for creating the lovely corsages and boutonnières, a huge hit with alumni. As always, thank you for staying connected with us.

All the best,

*Monica Kennison*



# *Sigma Theta Tau International*

The past year has been an exciting one for the Berea College Honor Society of Nursing (BCHSN). Since its inception in 2013, BCHSN has worked toward becoming a chapter of the Sigma Theta Tau International Honor Society for Nurses (STTI), the only international nursing honor society worldwide. Through an opportunity to partner with the University of Kentucky's Delta Psi Chapter of STTI, Berea College nursing students are now eligible to join this prestigious organization. STTI recognizes and honors nursing students who have shown superior academic progress and leadership. Junior and senior nursing students who are in the top 35% of their cohort and have a 3.0 or higher GPA are invited to join this honor society. STTI membership benefits include access to scholarships, research and educational materials, networking, as well as resume enhancement.

Berea College was excited to induct eight students into the society on April 10, 2016. Seniors Gladys Kamau, Ifeanyi Madujibeya, and Stephanie Walden, and Juniors Chioma Amaechi, Kendra Messer, Marian Popa, Rachel Snider, and Yunpeng (Ray) Xia, were inducted into the Delta Psi Chapter along with over 80 students from the University of Kentucky College of Nursing.

Congratulations to these students for achieving the high academic standards required to join this honor society.



# Awards and Internships

## **Awards 2015-2016**

Chioma Amaechi—Inducted into Sigma Theta Tau International

Anna Hall—W.H. & Mabel Simmons Dean Scholarship

Gladys Kamau—Inducted into Sigma Theta Tau International & awarded the Olive Ruth Russell Fellowship

Ifeanyi Madujibeya—Inducted into Sigma Theta Tau International & awarded the Julia Braden Thompson Award

Kendra Messer—Inducted into Sigma Theta Tau International & awarded the Edd C. Hogg Memorial Scholarship

Nicole Oguike—Margaret Rogers Nursing Award

Marian Popa—Inducted into Sigma Theta Tau International & honored as a national Phi Kappa Phi

Bridget Ruuska—Henry W. & Edna Austin Award

Olivia Russell—Graduate School Fellowship

Rachel Snider— Inducted into Sigma Theta Tau International

Stephanie Walden—Inducted into Sigma Theta Tau International

Yunpeng (Ray) Xia—Inducted into Sigma Theta Tau International & awarded the Martha E. Wylie Award

## **Summer 2016 Internships**

Chioma Amaechi—Student Nurse, Waters Memorial Internship, Cardinal Hill Rehabilitation Hospital, Lexington

Amy Angevine—Summer Internship Program, Health First (Viera Hospital, Melbourne, FL)

Kiona Davis—Student Nurse, Waters Memorial Internship, Cardinal Hill Rehabilitation Hospital, Lexington

Kirsten Davis—Student Nurse, Waters Memorial Internship, Cardinal Hill Rehabilitation Hospital, Lexington

Trinity Goodman—Norton Healthcare Externship, Louisville, KY

Elizabeth Heller—Cleveland Clinic (Stephanie Tubbs Jones Health Ctr.)

Kendra Messer—Student Nurse, Waters Memorial Internship, Cardinal Hill Rehabilitation Hospital, Lexington

Jessica O'Quinn—Summer Internship Program, Health First (Viera Hospital, Melbourne, FL)

Marian Popa—Student Nurse Academic Practicum, Emergency Dept., UK

Yunpeng (Ray) Xia—Student Nurse Academic Practicum, UK HealthCare

*Many thanks to our Newsletter contributors:*

*Nursing faculty, staff, and students.*

*Dr. Judy Ponder, Editor*

*Ms. Lori McKeel, Corresponding Editor*



# *Congratulations Class*



*Jessica Gates*

Knoxville, TN



*Gladys Kamau*

Naiobi, Kenya



*Kirsty Maxson*

Urumqi, China

*of* 2016...



*Mamdouh Nakada*

Cairo, Egypt



*Nicole Oguike*

Aurora, IL



*Stephanie Walden*

Lexington, KY

*Ifeanyi Madujibeya*

Lagos, Nigeria  
*(not photographed)*



# BCASN

Berea College Association of Student Nurses (BCASN) peer mentoring can provide students with support by giving information, guidance and encouragement. BCASN officers initiate this program at the beginning of the academic year.

Junior and senior nursing students are paired with freshmen and sophomore nursing students to help alleviate anxiety and increase student interaction at various levels in the curriculum.

The Nursing Program would like to thank the graduating Berea College Association of Student Nurses (BCASN) Officers: Nicole Oguike, Stephanie Walden, and Gladys Kamau for their service and dedication. Many thanks to Rachel Snider (class of 2017), for stepping in as Secretary. Congratulations to our newly elected officers.



President—Rachel Snider  
Vice President—Chioma Amaechi  
Secretary—Kiona Davis  
Treasurer —Kendra Messer  
Faculty Sponsor—Dr. Judy Ponder



## White Coat Ceremony, November 2, 2015



### Faculty and Staff

(Left front) Dr. Monica Kennison, Ms. Janis Tolliver, Ms. Susan Vickous,  
Dr. Connie Lamb, Dr. Lisa Turner, Dr. Carol Kirby, and Dr. Judy Ponder

# Faculty Presentations, Publications, Scholarly Work

**Dr. Lisa Turner, PhD, RN, PHCNS-BC**, developed an online learning course for Savant Learning Systems' Community/Public Health Nursing RN to BSN course. As the subject matter expert, Dr. Turner outlined the course into 15 topics, developed and video recorded a presentation for each of the 15 topics, and designed engaging and debatable discussion forum questions and course assignments for each topic. This course will be available for nursing programs to purchase and use in their online programs.

Dr. Turner worked with Drs. Marcia Stanhope and Jeannette Lancaster as an assistant editor in the ninth edition of their well-respected and popular Public Health Nursing textbook, published in January 2016. In addition to her work as assistant editor, Dr. Turner also authored two chapters in this edition of the textbook. The first was the chapter on School Health Nursing and the second was the chapter on Leadership in Public Health Nursing.

In June 2016, **Dr. Turner and Dr. Judy Ponder** co-presented a poster at the Association of Community Health Nurse Educators' Annual Conference in Indianapolis, Indiana. The poster, entitled "Undergraduate Community Research in Appalachia," discussed the impact of engaging a pre-med undergraduate student in a public health nursing research project and the effects of community gardens on health outcomes of Appalachians.

**Dr. Connie Lamb, PhD, MSN, RN, CNE**, co-authored the following article to be published in Transformative Dialogue later this summer: Anderson, B., Jones, S., Kelly, B., Lamb, C., Ortquist-Ahrens, L., Robillard, M., and Sowers, N. (2016). Can Formative Peer Review Ease the Transition for Experience New Faculty?

Dr. Lamb attended a Drexel Simulation conference in January 2016.



**Dr. Monica Kennison, EdD, MSN, RN**, completed the Commission on Collegiate Nursing Education (CCNE) on-site evaluator training program.

Dr. Kennison is also the primary investigator for Expressive writing among healthy college students: A self-help strategy to improve quality of life ongoing study.

2016 Kennison, M., & Dzurec, L.C. "Civility in the workplace: So close, yet so far away. University of Kentucky Faculty Development Conference, Lexington, KY, May 16, 2016.

2015 Kennison, M. & Dzurec, L.C. "Seeking the magis: A pathway to enhancing civility in higher education," Symposium presentation, Sigma Theta Tau International Nursing Research Congress, San Juan, Puerto Rico, July 28, 2015.

2015 Dzurec, L.C., & Kennison, M., Gillen, P., & Grube, T. "In the family way: Unacknowledged family dynamics commingled in victim accounts of their workplace bullying communication." Symposium presentation, Sigma Theta Tau International Nursing Research Congress, San Juan, Puerto Rico, July 28, 2015.

**Janis Tolliver, ADN, RN**, attended the International Nursing Association for Clinical Simulation and Learning Conference (INACSL) July 2016.

**Dr. Carol Kirby, DNP, RN, CNM, and Dr. Judy Ponder, DNP, MSN, RN**, co-presented a poster on "Testing & Remediation Policies to Promote NCLEX-RN Success" at the 2016 American Association of Colleges of Nursing (AACN) Faculty Development Conference, in St. Petersburg, Florida.

Dr. Ponder presented a poster on "Testing & Remediation Policies to Promote NCLEX-RN Success" at the 2016 Kentucky League of Nursing (KLN) conference in Louisville, Kentucky.

Dr. Ponder has had a manuscript accepted for publication in the Journal of Christian Nursing entitled "Resilience in the face of adversity: For me, for my students."

Dr. Ponder was selected to participate in the 2016-2017 cohort of the Honor Society of Nursing, Sigma Theta Tau International (STTI) and The Elsevier Foundation Nurse Faculty Leadership Academy (NFLA).

The NFLA is a highly selective 20-month mentored leadership academy designed to:

- Foster academic career success
- Promote nurse faculty retention and satisfaction
- Encourage personal leadership development
- Cultivate high-performing, supportive work environments in academe



(from left)

Barbara Patterson, PhD, RN  
Martha Scheckel, PhD, RN  
Judy Ponder, DNP, MSN, RN  
Monica Kennison, EdD, RN



# SUMMER REUNION NURSING 2016



# Faculty Embrace Simulation Best Practices to Enhance Student Learning

Simulation is a teaching method used to promote, improve, or validate a student's progression from novice to expert. Simulation-based learning experiences are reality based, structured opportunities for students to use their knowledge while providing patient care in a safe, non-threatening environment. During simulation experiences students develop the ability to critically think through a clinical situation. Simulation experiences are not meant to replace the traditional clinical day; however, they are meant to enhance learning in a controlled safe environment. With the use of simulation, students are able to make and correct their clinical errors without adverse consequences. Having recognized the value of simulation, faculty are committed to using this teaching strategy throughout the curriculum.

## Berea College Nursing Simulation Purpose Statement

The purpose of integrating simulation, using methods of best practice, is to provide standardized experiential learning opportunities designed to advance student development, enhance critical thinking, and prepare students for entry into professional practice. Selected simulation scenarios will be determined based on a needs assessment.

A lot of time and energy is spent planning a simulation experience. Faculty work together along with the Nursing Clinical Skills Lab Coordinator to set up a realistic scene. The manikin and the scene are theatrically prepared to simulate realism. On simulation days, our nursing department takes on a Hollywood theme! Students are provided a clear set of learning objectives to guide their preparation, performance and evaluation.



A simulation experience is composed of three phases: *pre-brief, simulation and de-brief*. The pre-brief phase is equivalent to the pre-conference of a traditional clinical experience. During the pre-brief phase faculty assign students activities that help link the simulation experience to the learning objectives. For example, if the learning objective is to insert an indwelling Foley catheter, the student may be assigned to review a video of this skill. The second element of pre-brief is establishing a trusting environment including confidentiality and code of conduct. Students are expected to treat the simulation like a clinical experience. Protecting the privacy rights of the patient and practicing inter-professional communication with their peers is an expected behavior.

Following the pre-brief, students are asked to enter the clinical skills lab setting and provide nursing care to their assigned patient. The amount of support, advice or prompting provided to the students during the simulation is dependent upon their level in the program, and the learning objectives of the simulation.



For example, if a beginning student is struggling with "what to do next", the faculty member may pause the simulation, prompt, and begin again. If the simulation involves a senior level student, currently in their capstone course and preparing for entry into practice, the faculty member may choose to offer no advice and no prompt, forcing the student to rely on their own skills and knowledge base to provide the necessary care. In the event the senior student makes a poor clinical decision, the patient outcome could be negative, but the reality of the situation, this is not a human being, it is a manikin, and we can process the situation, reset the scene and run through the simulation again to help the student practice better clinical decision making skills.

The de-brief phase is critical to student learning. This phase is comparable to the post-conference of a traditional clinical day. Faculty recognize the impact of this final phase and have adopted a structured framework called *Three Step Debriefing with Good Judgement*.

During this final phase, the faculty will aim to:

1. Create a trusting environment where participants are comfortable exploring their own critical thinking and clinical decision making regarding actions taken and actions not taken during the simulation experience.
2. Create an environment where participants self-identify gaps in their knowledge and skills, reflecting on the simulation experience and how the experience relates to their future practice.
3. Allow the specific simulation learning objectives to serve as a guide to the debriefing session.



Our Clinical Nursing Skills Laboratory is currently occupied by five mid-fidelity computerized patient simulators ranging in age from infancy through adulthood. Students are able to demonstrate competent physical assessment and practice a variety of skills from basic patient care to complex nursing skills including:

- Oral and nasal intubation
- Tracheostomy care and tracheal suctioning with lung secretions
- Insertion and care of endotracheal tubes
- NG tube insertion for suction or feeding (The stomach can be filled with gastric content or receptive to a feeding)
- Gastrostomy tube care and feedings
- Ileostomy stoma care
- Foley catheter insertion
- Rectal suppository insertion
- IV insertion at multiple sites with simulated blood return
- Subcutaneous and intramuscular injection sites
- Phlebotomy
- Central Line management
- Sterile and non-sterile dressing changes

### The manikin's are fully equipped with sounds including:

- Heart sounds synchronized with ECG monitoring
- Blood Pressure measured by auscultation of Korotkoff sounds
- Unilateral brachial and radial pulses synchronized with ECG
- Auscultated lung sounds synchronized with a breathing pattern (Normal, Cheyne Stokes, Kussmalls, apneic)
- Lung sounds, including rhonchi, wheezes and crackles
- Normal or abnormal bowel sounds
- Vocal sounds (preprogrammed or added imoromtu by the faculty)

## May we introduce you to the Sim family...



Nursing Kid realistically represents a six year old child. This manikin is ideal for clinical training of common and uncommon in-hospital pediatric patients including wound assessment and care, first aid and child abuse training.



Nursing Anne realistically represents an adult female patient. This manikin is ideal for practicing assessments, interventions, and clinical decision making skills to ensure best patient outcomes.



Nursing Baby is a 6-month old simulator with realistic anatomy and clinical functionality.



Nursing Kelly realistically represents an adult male patient. This manikin is ideal for practicing basic to advanced patient care skills.

