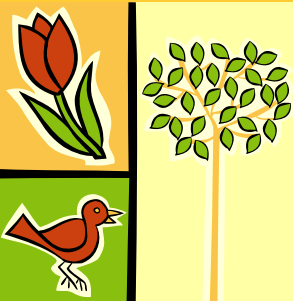


May
2007

CSB/SJU NURSING DEPARTMENT



Spring Semester 2007

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CCNE Accreditation

The nursing department is in the last stages of the year-long reaccreditation process with the Commission on Collegiate Nursing Education (CCNE). During the 06-07 year, the faculty completed the Self-Study process which culminated in the submission of a written document to CCNE in February. The site-visit team completed the on-campus evaluation component April 16-18. The team's exit oral report indicated that, in their view, the nursing program was in compliance with all standards and each key element within the standards!!!

Next Steps:

It isn't over 'til it's over..... The evaluation team now prepares a written report and submits it to the main CCNE office where it will be polished and sent to us by the end of May. We can then respond to correct any "errors of fact", but not argue any points. The Self-Study and the Evaluators Report is then sent to a review committee which

meets during the summer. We have the opportunity to submit additional evidence to the review committee if we choose. The review committee sends a recommendation to the CCNE Board of Commissioners for consideration at its meeting in Sept/Oct 2007. CCNE notifies us of their decision within 30 days of the Commissioners' meeting, last time the letter came in early November.

We owe a great deal of thanks to a number of people and offices that helped make the site visit a success. We very much appreciate the support of our department Advisory Committee *very* ably represented during the visit by Deb Stueve, RN (Director of Mental Health Services at St. Cloud Hospital, CSB '89, RN degree-completion) and Sue Strohschein RN, MS (MN Department of Health -Central MN Regional coordinator, PHN services). Our internal college services were also impressive and included the Library, Information

technology, Academic Advising, Registrar, and Academic Affairs); thank you all very much! A number of non-nursing faculty also met with our evaluators; they spoke very well of our students and left a positive impression with the evaluators. Thanks go to Kari-Shane Davis, Theology department, Dr. Liz Wurdak, Chair Biology, Dr. Roger Narloch, Chair Psychology department and Dr. Frank Rioux, Natural Science Division Head. Lastly, the evaluators were very impressed with our students and faculty (as we are!), remarking repeatedly about how hospitable, knowledgeable and committed to learning they are. The institutional mission was clearly verified in all of the meetings; as a department we are *very* lucky to work with such a grand team!

Dates to Remember:

- Friday, May 11 Pinning Ceremony 5:30-8:00pm at BAC Petters Auditorium
- Saturday, May 12 CSB Commencement 2:00pm Clemens Field House, HCC
- Sunday, May 13 SJU Commencement 2:00pm Saint John's Abbey Church
- Monday, May 14-Friday, May 18 Kaplan's NCLEX Review. HAB 128

Nursing Faculty Involved in CSB/SJU Continued Accreditation

The College of Saint Benedict and Saint John's University are currently seeking continued accreditation through the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Achieving accreditation means more than successfully jumping through a hoop. It means that we are high-quality institutions that are constantly striving to improve. Our HLC site visit is scheduled for October 13-15, 2008.

Prior to this site visit, the institutions must submit an in-depth self-analysis of how effectively we are living our mission of "providing the very best residential liberal arts education in

the Catholic university tradition" by fostering "integrated learning, exceptional leadership for change and wisdom for a lifetime". This means we need to develop a comprehensive and evaluative self-study report. The major emphasis of this report is determining to what extent CSB/SJU have met the five criteria set forth by HLC. The topics of these criteria are 1) mission and integrity, 2) planning for the future, 3) student learning and effective teaching, 4) the discovery, acquisition, and application of knowledge, and 5) engagement and service. More information on the five criteria is available in the accreditation handbook located on the HLC website at ([http://](http://www.ncahigherlearningcommission.org/)

www.ncahigherlearningcommission.org/).

The development of the self-study report will be a compilation of work by many people across the institutions. Carie Braun of the Nursing department has been appointed as the self-study coordinator and is chairing the subcommittee working on Criterion 1 (Mission and Integrity). Matt Byrne, also a nursing faculty, is working on Criterion 2 (Planning for the Future). A web site has been established for accreditation. Please visit the site at

www.csbsju.edu/2008accreditation.

Induction Ceremony for Nursing Honor Society

On the evening of April 19, 2007, there was a historic celebration. The Kappa Phi Chapter Of Sigma Theta Tau International (STTI) at CSB/SJU and the nursing honor society at Saint Cloud State joined to create an At-Large Chapter of Kappa Phi. Thirty students and community members were inducted into the organization. Karen Morin, the director of the Nursing Department at University of Wis-

consin, Milwaukee came as a representative from the STTI organization to officiate at the chartering ceremony. Many of the students brought family and friends to see them as they were honored at the event. Members can look forward to enhancing their professional nursing career through the collaboration of these two groups. There is an up-

coming nursing research conference at Centracare Health Plaza on Tuesday, May 15th. This event is sponsored by the new At-Large Chapter of Kappa Phi. Congratulations to all the new inductees!



2007 Inductees into the Kappa Phi Chapter of STTI.



Inductees Erica Havlicek, Callie Fulton, and Rachel DesMarais enjoy the pre-ceremony dinner.

Speaking of Controversy

Article Submitted by Matthew D. Byrne, RN, MS, CPAN

Over the course of the past year and a half I have had the opportunity to be involved with the Controversial Conversations Project at CSB/SJU. The project was funded by the Teagle Foundation and was aimed at analyzing and promoting dialogue on topics that are controversial in nature such as abortion, immigration and homosexuality. I applied last year to have the Hispanic/Latino cultural selective classes serve as a research laboratory. As a part of the project both classroom and public events were observed and data collected in order to analyze aspects of these conversations and assist students and faculty in making them respectful but also productive. During the course of the cultural selective, observers would monitor the students' conversations and look at aspects such as whether or not

there were interruptions or whether or not people raised their voices.

As a relatively new faculty member, the experience offered me a tremendous opportunity for personal growth. I was able to network with other college/university faculty, refine my ability to promote civil discourse in the classroom and to be cognizant of my role as facilitator and sometimes mediator of these types of discussions. For students this was a chance to help build arguments that are defensible and logical but still reflective of their personal point of view. As registered nurses we are called upon daily to build a case for our care recommendations and advocate and define the course of direct care.

The Teagle Foundation's funding of this project has not only helped the campus-wide community but has helped faculty as well. One of the Foundation's main goals is to have

dissemination of what was learned from the project and through presentations at conferences, a White Paper summary of the work done here to be completed in a few months and multiple offerings and lectures at CSB and SJU, the grant has already succeeded in many ways. For the nursing department and nursing students, this has been a chance to help myself and other faculty to be more aware of how students discuss and debate and to examine our own roles in facilitating this process both inside and outside of the classroom.

More information on the Teagle Foundation can be found at:

www.teaglefoundation.org

More information about Controversial Conversations at CSB/SJU can be found at: <http://www.csbsju.edu/conversations/>

Nursing Faculty Member Laura Rodgers Presents Research

Laura Rodgers presented her research paper, *A Preliminary Assessment of Adjustment Disorder (DSM IV-TR) among First Year College Students*, at the prestigious International Society of Psychiatric-Mental Health Nurses (ISPN) conference held in Montreal, Canada on April 27. She presented findings from the interdisciplinary and collaborative research that she has completed with Dr. Linda Tennison in the Psychology Department. Transitioning from high school to college is a major stressful social and psycho-

logical event for first year college students. These adolescents are at a higher developmental risk to react to the stress of the college environment and thus vulnerable to develop Adjustment Disorder (AD). AD among adolescents is associated with suicide attempts, suicide, excessive substance use, development of other serious psychiatric disorders (such as schizophrenia and bipolar disorder), and somatic complaints. While there have been numerous studies concerning students' adaptation to college,

there are no controlled research studies available related to prevalence, diagnosis, or treatment of AD among residential college students. The overall purpose of this study was to complete a needs assessment among first year college students to lay the groundwork for designing appropriate mental health services and interventions for students who may have adjusting difficulties related to the *DSM-IV-TR* criteria for AD.

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Nursing Faculty Member Laura Rodgers Presents Research, cont.

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Participants (N = 426) responded to six short-answer questions and 20 Likert-scale items in which they were asked to report various symptoms used in the diagnostic criteria of AD. Students reported academic problems (26%), insomnia (31%), behavioral symptoms (11%), and social problems (17%). In addition, students reported emotional symptoms (47%) during their first semester at college and of those the majority (80%) provided written comments describing symptoms of depression (27%) and anxiety (49%). The total number of symptom categories that participants reported problems in was determined and analyzed with a 2 X 2 ANOVA (with factors of gender and bereavement). There was a significant gender X bereavement interaction in the total number of reported AD symptoms, $F(1,410) = 5.10, p < .05$. Findings from this study suggest that first year college students report symptoms of AD at a fairly significant number. Preliminary results indicate that many students could benefit by being referred to mental health/counseling services for assessment and screening of AD. AD should be distinguished from other serious psychiatric disorders to avoid misdiagnosis and inadvertently treating a student with unnecessary medications. Moreover, it behooves mental health care providers at colleges to inform first year college students and their professors/instructors during their first semester about the signs/symptoms of AD and how to access mental health care services. Drs. Rod-

gers and Tennison submitted this study for publication and are currently finalizing a second manuscript for publication. The second manuscript analyzed surveys completed by faculty who teach first year college students to determine their awareness

of AD in order to ultimately develop educational interventions to improve the faculty's ability to recognize potential symptoms of AD and to refer those students to appropriate mental health services. Three current and former CSB/SJU nursing students, Greg Trobec, Michelle Boser, and Jennifer Stoffel, actively participated in this research project.

While attending the ISPN conference, Dr. Rodgers had the honor and privilege of listening to one of our current "nursing legends," Dr. Angela Barron McBride (photo). Dr. McBride has a respected international reputation in nursing education and scholarship (women's health issues and psychiatric-mental health) receiving over 6 honorary doctorates, 200+ publications, serving as current/past editor of over 10 national and international journals, and receiving multiple significant honors (such as advisory committee of NIH's Office of Research on



Dr. Laura Rodgers with Dr. Angela Barron McBride.

Women's Health, elected to membership in Institute of Medicine, National Academies, past president of Sigma Theta Tau International and American Academy of Nursing). Her first, of several, published books *The Growth and Development of Mothers* was recognized as one of the best books of 1973 by the New York Times and the American Journal of Nursing.

Physical and Psychological Well-Being Research

Since the fall of communism in 1991, people in the former Soviet states have experienced large and dramatic shifts in their social, political, and economic circumstances which have been accompanied by a number of disturbing changes in demographics and measures of health. During the 1990's the life expectancy of the Russian male and female has decreased. The rise in adult mortality in Russia cannot be attributed to deteriorating standards of living or reduced health care resources. Mortality rates among infants and pensioners, two groups that should be especially sensitive to deteriorating material conditions, have not increased during this time. In addition, declining standards of living provide no ready explanation for the observed gender difference. The average Russian man can expect to die a full 12.5 years earlier than the average Russian female – this is the widest gap in the industrialized world. By way of

comparison, the average American male can expect to die 5.4 years earlier than the average American female.

The relationship between gender, mortality and social transformation is likely a complex one that may include biological sex, gender, change, behavior and attitudes. Understanding this paradox would contribute to our knowledge of the role of nature and nurture in physical and psychological well-being. But more importantly, understanding the contribution of these variables may help in designing effective interventions to turn the tide and improve both the quantity and quality of life for people in transforming societies.

Drs. Laura Rodgers (Nursing Department) and Linda Tennison (Psychology Department) collaborated with Drs. Klara Vorobjeva (Russian psychologist, Far Eastern

Institute of Psychology and Psychoanalysis [FEIPP]) and David Beker (Russian psychiatrist, Railway University in Khabarovsk) designed a study to explore the relationship between environmental, biological, behavioral and attitudinal factors and the degree to which these variables are predictive of physical and psychological well-being. A battery of surveys including a current health/wellness survey, a health-related behavior survey (alcohol behavior), a depression survey, pessimism/hopelessness survey, traumatic stress survey, a life stress/anxiety inventory, and a survey designed to assess adherence to traditional gender roles was administered to 200 Russian and American college students. Each student also provided four saliva samples collected over a 24-hour period for cortisol analysis in order to assess the relationship between the psychosocial, behavioral, and physiological measures of stress.



Dr. Rodgers analyzing cortisol from saliva samples.



Dr. Rodgers and Nick Menth (SJU senior biochemistry student) analyzing cortisol levels from saliva samples.

Drs. Rodgers and Tennison will be returning to Khabarovsk this spring to meet with their Russian colleagues to finalize their manuscript for publication. It should be noted that Drs. Beker and Vorobjeva have been to CSB/SJU to work on this project. Moreover, psychology students, Saint John's University Evan Creed (American) and Alyona Simenenko (Russian, FEIPP) actively participated in collecting data for this study traveled to the other student's country.

Nursing Faculty Member Julie Strelow Presents Research

This past April, nursing faculty member Julie Strelow presented her research titled "A New Synergy Between Technology and Learning: Pairing the Omaha System with Simulation," at the Omaha System International Conference in Eagan, MN.

Overall, technology has permeated nursing education at all levels and has caused sweeping transformations in the way we teach and learn. Most recently, nurse educators have been challenged to develop new pedagogies and teaching/learning strategies to foster student learning within patient care simulation. The Omaha System within the Champs software serves as an electronic medical record (EMR) that can be paired with

simulations. It is easily downloaded to lab computers and cost effectively applied within the nursing lab setting. The pairing of the Omaha System with simulations in the lab setting has important implications in the realm of teaching and learning. These implications impact the areas of student knowledge and skill development, professional practice, accountability, and support of interdisciplinary collaboration. In essence, the Omaha System within the Champs software creates an EMR that impacts the learning environment in the way students interact with and apply the nursing process. It also affects pedagogy in course design, methods of delivery, and evaluation. The application of the

Omaha System as an EMR proposes a student centered focus in which students build their framework for critical thinking and critical action. It pushes student learning past the boundaries of familiarity, forming a new synergy between technology and learning. If you would like to learn more about the Omaha System, the conference website is <http://www.ohmahasystems.org/conference.htm>.

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