Letter from the Chair

Every now and then it’s helpful to look back and look ahead.

Looking back...

The Commission on Collegiate Nursing Education (CCNE) visit February 28-March 2 is complete. But our continuous performance improvement must continue. We have every reason to be pleased our school met all elements across all standards. Years of preparation and the recent extensive gathering of exemplars and materials for the visitors resulted in a smooth visit and a sense of accomplishment. I express my appreciation to our faculty and staff who worked so diligently for this accreditation which occurs every ten years. One faculty member is already thinking about looking into becoming a member of the CCNE visit team. It’s a rewarding feeling to participate in a process and then go on to learn more about participating in it again -- at a different level. (One of my mentors always said before you leave a job, go the next step and teach it or supervise it). That’s the essence of lifelong learning.

CCNE reviewed our school’s performance along four standards, each of which had several key elements.

Standard I pertains to the alignment of SoN goals with those of the UTHSCSA, the involvement of faculty in governance, and ongoing quality improvement.

Standard II relates to the commitment of support we receive from the UTHSCSA in the way of fiscal and physical resources.

Standard III has to do with curricula, teaching-learning practices, and the environment in which teaching and learning take place.

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Letter from the Chair

Finally, Standard IV asked the question, “How’s business?” That is, the degree to which our faculty and students are achieving expected outcomes.

During the CCNE visit, special recognition was extended to Information Management Services, the Nursing Advisory Council, the Dean for visionary leadership, and to the entire faculty and staff for undaunted courage -- undergoing curriculum revision, program development and accreditation all at the same time. Nothing short of spectacular.

Looking ahead...

Looking ahead to summer and fall, we begin the journey toward the 2021 CCNE visit. The journey starts today! But coming into view sooner, is graduation.

Spring Graduation is Saturday, May 21 at 2 p.m. at St. Mary’s University auditorium. This is an opportunity for a sense of closure with the graduating classes. Graduation is a time to celebrate what we do here to make lives better. Students are grateful that we spend this brief but very important time at graduation -- congratulating them on their achievement, made possible through excellent teaching, coaching, encouragement, and support. Thank you for all you do to make it possible for students to complete their programs successfully. For many students, graduation from college is a first in their family.

Looking ahead to summer session, which begins May 16, we will offer the 1st and 4th semesters of the accelerated program, 17 electives for traditional students and graduate students, the MSN core courses, courses in the advanced practice nursing majors CNS, ACNP, FNP, PNP, FPMHNP, and courses for the doctoral programs. Inaugural courses, first time offered, for summer include:

NURS 5353 Transforming Organizations for Quality and Safety;

NURS 4327/4227 Population Health Theory & Clinical;

NURS 4329/4230 Leadership & Management Theory & Clinical;

and NURS 4423 Clinical Immersion.

In addition, electives and course development will take place in summer. Dr. Stevens is offering 3 electives in conjunction with the Summer Institute on Evidence-Based Practice. Two electives are offered as part of grants (Speaking in Spanish and Mental Health Concepts). Course development during summer will be ongoing for Traditional 3rd and 4th semesters, the Alternate Entry Masters, the Clinical Nurse Leader, and the Doctor of Nursing Practice.

With the successful accreditation visit behind us, it’s tempting to think we are entering a period of calm. Not exactly! With the State Legislature in session, we are keeping an eye on budget projections for the next academic year. Additional significant cuts in our operating budget will be required. We are living in uncertainty as to the extent of cuts.
Coping with uncertainty...

Uncertainty is a lack of clarity about what will happen (Gibson, Ivankevich, Donnelly, and Konopaske, 2006). When we cope successfully with uncertainty, we gain power within our organization. There are at least three ways to cope with uncertainty.

Coping by prevention – reducing the probability that some difficulty will arise.

Coping by information – the use of forecasting is an example.

Coping by absorption – dealing with uncertainty as it impacts sub-units.

Dean Breslin is helping our school cope with the uncertainty of the budget cuts by engaging us effectively in all three coping strategies.

First, we are coping by prevention. We are preventing a financial emergency in the fall, by planning this spring how to take the additional cuts on a proactive basis.

Second, we are coping by gathering and studying information. This is a challenge. Information about the legislature’s plans fluctuates, is incomplete or unpredictable. But we do have information that is helpful locally. We are forecasting the future using workload estimates that have been established using the UT Regents formulae. More than ever, because of projected cuts, every faculty and staff member’s level of employment will need to be justified.

And third, we are coping by absorption – we are absorbing the cuts in areas that will focus mainly on avoiding future expenditures, including faculty recruitment.

Looking back, we see how successful our school is. Looking ahead in the short term, graduation and summer session are only weeks away. Uncertainty is with us in the present. We are coping with uncertainty in a deliberate way through prevention, information, and absorption. One thing we do know – we are making lives better! We are striving to fuel the economic engine in our community and state through higher education. Thank you for engaging in the high calling of our daily work.

Reference

PRESENTATIONS AND PUBLICATIONS

Congratulations to Phyllis Gordon, ACNS-BC, lead faculty in NURS 5338 Advanced Pathophysiology, and this year’s President, Society for Vascular Nursing, who recently authored a textbook chapter:


Hearty congratulations, Phyllis, on your recent publication and your ongoing Presidency.

Both Amanda Flagg, PhD, RN and Cyndy Purcell, MSN, RN have had abstracts accepted for podium presentations at the International Association for Human Caring Conference: The Intersection of Caring & Quality: Nursing Practice, Education and Research - to be held in June 2011 in San Antonio, TX.

Arevalo-Flechas. Caring for the Caregiver. Invited speaker. 2nd Healthy Aging Conference. Staying Healthier Longer. UTHSC Laredo, TX. March 4-2011


Arevalo-Flechas. Lewis SL, Sierra M. CULTURALLY INFORMED THEORY: CONCEPT EQUIVALENCE, INSTRUMENTS, AND TRANSLATION. Poster Symposium presentation at the Western Institute of Nursing annual conference. Las Vegas April 15, 2011.


Dr. Cheryl Lehman, Program Coordinator, CNS Program, has a 5/8 VA appointment in the PolyTrauma Institute. Dr. Lehman has three book chapters in press in three different textbooks:


Lehman, CA & Mauk, K. (In Press March 2011). Chapter 28: Gerontological Rehabilitation Nursing. In: Mauk, K. Rehabilitation Nursing. Jones & Bartlett. {Dr. Lehman was also section editor}


Herlinda Zamora’s (In Press, 2011) manuscript “Health Literacy in the Elderly: A Systematic Literature Review” has been accepted for publication in The Journal of Gerontological Nursing. Herlinda continues in her PhD program at UT-Austin and teaches in the 3rd and 4th semesters of the Traditional Program.
RECOGNITION

Dr. Linda Porter-Wenzlaff passed the Certified in Executive Nursing Practice (CENP) exam in February 2011.

Ms. Elizabeth Anderson, MSN, RN was promoted to Lieutenant Colonel in the U.S. Air Force.

Ms. Lark Ford, MSN, RN has been selected as the nominee for this year’s Nurse Image—maker for 2011 from The Delta At-Large Chapter, Sigma Theta Tau International Honor Society for Nursing.

Ms. Rebecca Garcia-Michels, MSN, RN, ACNP-BC passed the FNP certification exam in January 2011.

Dr. Mickey Parsons article, “Sustaining the pivotal organizational outcome: magnet recognition” was accepted for publication in the Journal of Nursing Management, 2011.

Congratulations to new members of the Graduate Faculty:

Dr. Amanda Flagg  Dr. Deborah Kendall-Gallagher
Dr. Linda Porter-Wenzlaff  Dr. Carole White

The process for entrance into the Graduate Faculty is as follows. With input from the department chairs, faculty who have experience teaching at the graduate level are invited by the COGS Chair to apply. Applications are reviewed and, if criteria are met, are approved by the COGS sub-committee on membership. Recommendations from the sub-committee are voted on by COGS. COGS recommendations are forwarded to the Graduate School for Biomedical Sciences for consideration.

Dr. Mickey Parsons will be a keynote speaker at the International Association for Human Caring Conference June, 2011, in San Antonio, TX. Mickey Parsons, PhD, MHA, RN, FAAN, serves as the senior faculty member for the Graduate Administration Program. Her primary professional goal is to develop future leaders in nursing through teaching and mentoring graduate students to assume leadership roles in practice and education. Her second professional goal is to continue to develop and disseminate her healthy workplace intervention that engages nurses through participatory action research to develop and sustain positive workplaces for quality patient care. Dr. Parsons’ related personal goals are to support community based programming that facilitates vulnerable populations to create healthy and safe communities through participatory action research.

Of note, Ms. Cyndy Purcell and Dr. Amanda Flagg will also make a podium presentation at the same IAHC conference on “The Intersection of Quality and Evidence.”
RECOGNITION

We congratulate Dr. Linda Porter-Wenzlaff who was just notified she will receive the 2011 Prism Award from the American Organization of Nurse Executives at their annual meeting in San Diego in April. AONE, a subsidiary of the American Hospital Association, has a current membership of 7,500 nurse executives, managers, and leaders in both practice and academia.

The Prism Award recognizes an individual’s efforts to promote diversity within the nursing workforce and to enhance understanding of diversity issues through events or activities within the healthcare facility or in the community. The nominee provides significant leadership by facilitating and championing successful healthcare and nursing diversity awareness programs and initiatives.

Congratulations again, Dr. Porter-Wenzlaff.

Dr. Carole White was awarded a Dean’s Award of $5,000 for her grant proposal entitled, “Enhancing community participation in a telehealth intervention for stroke survivors and their family caregivers.”

Ms. Angela Ross, who teaches in our Healthcare Information Systems and Patient Care Technology NURS 5317, was selected as the Chief Medical Information Officer, U.S. Army Medical Information Technology Command.

Mr. Jim Cleveland, Mrs. Janis Rice, and Mr. Wesley Richardson presented TeamSTEPPS at the Texas PeriAnesthesia Nurses (TAPAN) Hill Country & South Texas Region Fall Seminar.

The National Council on State Boards of Nursing accepted Mrs. Cyndy Purcell for their item development panel for the NCSBN NCLEX examination. Her term will be two years. Cyndy was also recently admitted into the DNP Program, University of Alabama, Birmingham.

Dr. Denise Miner-Williams’ proposal on which she is co-investigator was funded for $5,000 through the UT Academy Small Grants Program. This grant supplements the Geriatric Palliative Care course in the School of Medicine on which she is a faculty team member.

Mrs. Vicky Dittmar, faculty in the first semester traditional program, continues excellent work in her Veteran’s Affairs Palliative Care Fellowship which continues during 2011.

Mrs. Jennie Shaw continues in her role helping to develop the Dedicated Education Unit model of clinical teaching, slated for implementation in our partner hospitals in Fall 2011. She has been interviewing nurse managers and will collaborate with faculty to determine the best match between unit characteristics and course objectives.

Ms. Lark Ford published Chapter 37, “Hypertension” in Dr. Linton’s text.

Every two years Texas Nurses Association members have the option to attend Nurse Day at the Capitol. This event is fun-filled and nurses across Texas have the opportunity to collaborate and network.

This year, we had four major nursing bills:

- School funding
- Advocacy protection
- BON semi-independence
- APRN’s prescriptive authority

The first evening we were invited for orientation to the Capitol. We learned what to say (that would make a difference).

The next day, we arrived at the Capitol at 0830 for a meeting with my State Senator, Troy Fraser. I did not actually speak with the Senator, but rather with his staff member David Whitley, who was extremely receptive and in favor of keeping the school funding at the bare minimum 32 million. Originally the bill was for 44.7 million, was reduced to 32 million, and now the bill proposes zero funding. After careful explanation of the outcome of zero funding, Mr. Whitley asked for the bill number and where in the process the bill appeared. He was taking notes!

Then we rushed off to the Senate gallery where all the nurses were recognized by Representative Susan Howard (RN), and Senator Jane Nelson (RN). I had the pleasure of having my picture made with Rep. Susan Howard.

After lunch, we went to the Senate Committee on Health and Human Services to speak with Senator Jane Nelson. Well, again we spoke to her staff member Christina Tippit, who expressed Senator Nelson’s gratitude for the attendance of the nurses. Ms. Tippit was impressed with the nurses’ passionate attitude.

Both places I visited, my group of nurses’ spoke about school funding, advocacy protection, BON semi-independence. We did not have a chance to speak for the APRN issue; however, we were told Sen. Nelson and Rep. Howard [were] not on-board with this issue yet.

I must say, I do love lobbying as much as I love teaching.
ANNOUNCEMENTS

Dear Students,

Mobile Library Services – the Library Comes to You. Starting at the School of Nursing on January 27th Library staff will be available to help with your research (CINAHL, RefWorks and more) during regular lunch hours in the Lounge areas outside the Hurd Nursing Auditorium. We’re there to help with your research and library questions. Stop by to get help! We’ll be there January 27, February 10, February 24, March 10, March 31, April 14, and April 28. When you have questions on a day we aren’t at the School of Nursing, visit the Library or contact the Information Desk at 210-567-2450 or email at askalibrarian@uthscsa.edu.

Katie Prentice, MSIS
Head of Education and Information Services
Briscoe Library
UT Health Science Center at San Antonio
210-567-6606
prenticek@uthscsa.edu

School of Nursing
Mobile Library Services
Research and Search Help

Thursdays, 12 noon – 1 pm
January 27
February 10
February 24
March 10
March 31
April 14
April 28
Find us near the Hurd Auditorium
The Library Comes to You

Dedicated Education Unit

The School of Nursing is nearing the 9-month mark in planning for an innovative approach to clinical teaching which is the Dedicated Education Unit. A Dedicated Education Unit is a clinical nursing unit dedicated to clinical teaching for one school of nursing. The academic faculty member involved in DEU teaching (teaching the DEU Lead Teachers on the unit) occupies a role called Clinical Faculty Coordinator (CFC). A CFC would not be teaching the students directly, but rather would teach the clinical staff nurses the best educational methods for clinical teaching. Faculty interested in learning more about being a Clinical Faculty Coordinator for the Dedicated Education Units in Fall 2011 and/or Spring 2012, please let Ms. Jennie Shaw or Dr. Reineck know by April 18.


Welcome New Faculty!

Mary Stephens, MSN, RN, CC, CNS-BC: Mary Stephens completed her Master of Science in Nursing degree at the University of Texas Health Science Center at San Antonio in May of 1998 and is certified as a Clinical Nurse Specialist – Critical Care. She joined the HR&CSM Department in January 2011. Ms. Stephens has worked in Medical-Surgical and Cardiovascular ICUs. She has held positions as a CNS as well as a Director of Nursing and Corporate Director of Clinical Services. Mary is working with the 1st semester students in N3305 and N3110. This summer Mary will teach I the accelerated program.

Jackie Stovall, MSN, RN, CNE: Jacquelyn Reyna-Stovall, MSN, RN teaches in the 1st semester of the Traditional Program. Jackie graduated with her BSN from UTHSC and her MSN from UT-El Paso. She is pursuing her post-Masters’ FNP certificate outside of UTHSCSA and is engaged in her precepted clinical hours this spring in addition to clinical teaching. She has experience in nursing education since 2005. Jackie’s area of scholarship is simulation. She presented “Clinical Simulation debriefing best practices: an evidence review (abstract/poster) at the International Interdisciplinary Research Expo of Health Related Research, May, 2010 in El Paso. She co-presented “The effect of using a simulated death scenario in teaching EOL care at the Summer Institute on Evidence-Based Practice: Educators’ EBP Conference, July 2010.

Sherry Weaver: MSN, RN, CNS: Ms. Weaver has been a nurse for the past 15 years with a focused specialty in emergency/trauma nursing and have a vast amount of experience in Trauma level I hospitals. She is fluent in Spanish and as an emergency/trauma nurse she has a passion to advocate for the underserved population in the community in which she works in the emergency/trauma setting. She received her undergraduate degree in Nursing with a minor on Spanish at Immaculata College in Immaculata, Pennsylvania (PA) and received her graduate degree as a Clinical Nurse Specialist in Emergency/Trauma nursing at Widener University in Chester, PA. She has taught nursing students for the past seven years and absolutely loves to teach. She taught didactic and clinical in ACCEL and undergraduate programs in Philadelphia, PA, as well as taught nurses in the hospital setting. In addition, her previous nursing experience includes, flight and ground transport, triage, sexual assault nurse examiner, biohazard/hazmat/disaster management team, staff development, mentor, preceptor, and program management. She served on school and hospital committees and has been actively involved in professional nursing organizations such as Sigma Theta Tau (Eta Beta Chapter), National League of Nursing, National Association of Clinical Nurse Specialist, Emergency Nurses Association, and Southeastern Chapter of American Association of Critical Care Nurses.

Regina Wilson, MSN: Ms. Wilson completed her Master of Science in Nursing degree at the University of Texas Health Science Center at San Antonio in May of 2007 and is certified as a Critical Care Clinical Nurse Specialist. She joined the Division of Trauma in 2007. Ms. Wilson serves as an Advanced Practice Nurse with the Resident team in the Surgical Trauma Intensive Care Unit providing care to our Trauma and Emergency Surgery patients. Regina teaches in the critical care clinical nurse specialist program.
ACCREDITATION NOTES

Dr. Yarbrough had asked me to be available as a “tour guide” for the site visitors. About 1030, Dr. Hess asked to visit a clinical site. I took her to UH, 12th floor, to visit Vicky and her clinical group. Wow!! It was easy to see that Vicky is an exemplary teacher—we should feel proud to have her represent our School.

Dr. Hess visited with Vicky, and then with the floor educator, Mike Tille Vega, who also teaches fourth semester at the nursing school. She visited with Vicky’s graduate student, and then with 4 of Vicky’s clinical students.

On our walk back to School, Dr. Hess commented about her time with the UG students – the students’ enthusiasm – how the students feel so prepared for patient care and how Mrs. Dittmar is always there with them, facilitating their learning – how they feel that their clinical site supports their learning. Dr. Hess said the students readily spoke about therapeutic communication, culture, spirituality, professionalism, and teamwork. Thank you to Vicky for representing UG education.

-Jennie Shaw

FEATURE—Faculty Development

Three Faculty Attend the AACN Faculty Development Conference
by Deborah Kendall-Gallagher, RN, JD, PhD

The quality of tomorrow’s nursing workforce is influenced by the quality of teaching nursing students receive today. Preparing new faculty for a pathway of continuous learning that leads to teaching excellence is critical for producing baccalaureate nurses with the requisite competencies for improving patient and community outcomes. For the last four years, the American Association of Colleges of Nursing (AACN) has hosted the Faculty Development Conference as an educational forum for early-career nurse educators in higher education settings to gain new skills, confidence, tools, and insights that will help them build a successful academic career. The conference is designed to familiarize new faculty with both emerging educational issues as well as providing concurrent sessions that allow participants to customize their learning experience. Three new UTHSCSA School of Nursing faculty participated in the fifth Development Conference held February 11-13, 2011 in Austin.

Highlights from the meeting included three plenary sessions that addressed significant issues impacting new nurse educators today: development of student clinical reasoning skills, the growing problem of incivility in the classroom and workplace, and negotiating hierarchical professional environments. The concurrent sessions provided practical advice, tools, and discussion on topics ranging from understanding the academic environment to how to manage your clinical day. An added bonus was an option of having dinner with an education mentor. The well-attended conference contributed greatly to understanding how nurse faculty influence professional formation of new nurses.
News from HRCSM Courses

Beverly Wheeler, MSN, RN, ACNS-BC, 4614 Clinical Instructor, asks her clinical students to write about a patient they had in nursing school that made them realize they had chosen the right profession. Although all of her student stories were outstanding, we selected one to feature in the HRSCM Pulse.

Raquel Villasenor
Acute
February 28, 2011
Beverly Wheeler, MSN, RN, ACNS-BC

As a student, it wasn't until last semester, that I actually started feeling like a real nurse.

The floor I was working on was real busy, and I was assigned to four patients and time management was out the window. Starting the shift in the morning, completing the assessments was not easy. Upon arriving three call lights were going off. Two patients needed pain medication and one patient needed wound care asap. Unfortunately, these were tasks that could not be delegated to a tech. That day I learned why our instructors had taught us how to do quick assessments, up until that day as students we were able to long thorough assessments. So I grabbed the pain medications as I administered the pain medications, I did my assessment on both patients. Then I went and grabbed my supplies for wound care and again did my quick assessment. Just when I thought I could breathe, eight o'clock medications were due. So I pull out my medications that are now due to realize that the blood sugars for my patients haven't been taken. Turns out our floor was short a tech! The day continued to be this busy throughout the entire day. Boy, was I overwhelmed. I felt like I could not please my patients because I was stretched so thin. I honestly felt inadequate as a nurse, I was barely satisfying my patients and I was barely keeping my nursing task on schedule. Believe it in the mist of this busy day, I was able to bond with a patient of mine. This patient was diabetic and he was admitted to the hospital for complications for his diabetes. From the chart, this patient is what you call an uncompliant diabetic, but after speaking with this patient I learned, he was a very loving father and deeply what to help his children go far and become successful in life. It was very touching. I was able to give patient teaching about his diabetes but what was different about this time from the hundred times he has heard it since his diagnosis was, he let me know what was important to him, his children. After my teaching, he thanked me and was almost in tears. He stated, he had never seen it from that perspective before. I can't predict in the future he would be more compliant but I know that day he realized in order to help his children; he needed to start with himself, which is an accomplishment. I was able to walk off the floor with smile because that's exactly the reason why I joined nursing.

This story can be shared with others.
Upcoming HRCSM Department Meeting Date

March 25, 2011, Room 1.208, 1:00 -3:00 pm

April 2011—No Meeting

The next Pulse publication will be

August 2011

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