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Dear Students,

In early May, we celebrate Nurses Week a time honored tradition to recognize the nursing profession and significant contributions that nurses make in the world. Now more than ever, nurses are recognized for their leadership while caring for individuals, families, and communities during the pandemic. The CBU College of Nursing students and faculty have been resolved to be part of the solution to improve health outcomes while working on the front-lines at the clinical bedside, community health events, primary care clinics, and in the administrative wing.

The CBU nursing students and faculty see each day as a glorious opportunity to serve God and to do His will. This is the truly special reason to be enthusiastic and celebrate the work that the Lord has put before us.

And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.

-Colossians 3:23 (NIV)

Dr. Karen Bradley

National Nurses Month

In 1993, the National Nurses Association delegated the week of May 6th - May 12th as National Nurses week. The week was then stretched to the entire month of May to give due honor and commemoration to nurses.

*“to recognize the vast contributions and positive impact of America’s
4 million registered nurses (National Nurses Association)”*

The choice of this week in particular is intentional. May 12th is Florence Nightingale’s birthday - one of the most influential nurses in history. May 12th was declared international nurses day in due part.

According to the International Council of Nurses, the all-encompassing theme of celebration changes yearly.

For May 2021 it is.....

Nurses: A voice to lead



Introduction to DNP

(Doctor of Nursing Practice)

The DNP is a doctorate degree with an emphasis on practice that is innovative and evidence-based, reflecting the application of credible research findings.

Practice-focused graduates are prepared to generate new knowledge through innovation of practice change, the translation of evidence, and the implementation of quality improvement processes in specific practice settings, systems, or with specific populations to improve health or health outcomes.

In this issue, we will highlight two leadership projects currently underway by CBU DNP students, Shanna Shaneen Jackson and Sarah Flores.

DNP Projects

(Doctor of Nursing Practice)

Shanna Shaneen Jackson



Shanna Shannen Jackson is a family nurse practitioner at Kaiser who has been in the field for almost 20 years. Her credentials include a BSN, MSN, and post-master's FNP. She is currently in the CBU Doctor of Nursing Practice program, and in the midst of creating a real-world project for the road to her degree.

Jackson's project focuses on improving hypertension and blood pressure control within the African-American community. A clear disparity in hypertension statistics in the African-American population inspired Jackson's call to action. The subject matter is close to her heart, as most of her family suffers from high blood pressure.

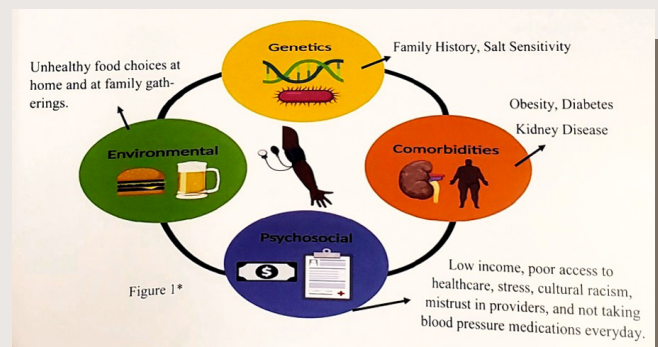
"When I was younger, my father died of a heart attack and my grandmother had heart disease, so it runs really big in my family," Jackson said. "Just being able to be in a position to influence some change was my desire. In going back for my DNP, that was the area that I wanted to focus on from the beginning."

Jackson also noticed in her community work by how large of a statistic she noticed, even in the fairly small service area.

"Being in the medical field for a long time, it is an area that I've noticed has a big need for change," Jackson said. "I also serve on our local hypertension team for Riverside service area Kaiser. We'll get our monthly reports that show that the disparity's existence is alive. That's just showing the African American statistics within our service area, not even counting with other insurances."

Jackson's program focuses majorly on education, and bringing light to this problem. She hosts classes at Kaiser, which features an educational booklet of her creation, and a take-home blood pressure monitor to all attendees.

"If I was a patient with uncontrolled hypertension, I want to be able to have all the tools I need, Jackson said. "So, I developed an educational booklet that brought everything together. It's comprehensive, it includes



background information on disparity and it's more culturally tailored to African Americans, in order to really focus on eating habits."

Jackson also emphasized the importance of the fine details addressed in her class for patients, including ensuring a growth in information knowledge. Due to COVID-19 restrictions, she holds the class in three separate cohorts.

"We go over everything by PowerPoint, distribute the book, and have them take a pre and post quiz that measures an increase in knowledge," Jackson said. "They then can take back everything that they learned in the class, and do 3 weekly follow up telephone visits so they can monitor their blood pressure at home. Because sometimes patients have *White Coat Syndrome*, where their blood pressure could be perfectly normal at home, but it's elevated at the clinic. Tracking it at home makes more reliable and accurate readings."

In addition to patients, Jackson is working to give insights to other medical professionals about the specifics of this issue that may otherwise be glossed over — such as the importance of taking adequate time to take blood pressure.

EFFECTS OF HIGH BLOOD PRESSURE

- Uncontrolled high blood pressure puts the whole body at risk for major health problems.
- If left uncontrolled or undetected, high blood pressure can cause damage to many vessels in the body.
- Arteries can narrow, blood clots can form, and plaque build up can break off and travel through the blood stream.
- This is very dangerous because pieces of plaque or blood clots can block the flow of blood in other parts of the body and cause mild, severe, or even fatal problems.

BREAKFAST: <ul style="list-style-type: none"> • Orange • 1 cup oatmeal • 1 hard-boiled egg seasoned with Mrs. DASH and black pepper. • 1 cup fat free or 1% milk 	MID-MORNING SNACK: <ul style="list-style-type: none"> • 1 Banana 	LUNCH: <ul style="list-style-type: none"> • Turkey sandwich on whole-grain bread with 2-3 ounces of turkey, lettuce, tomato, mustard. • Carrots and celery • 1 cup of berries • 1 cup fat-free or 1% milk.
MID-AFTERNOON SNACK: <ul style="list-style-type: none"> • 1 pkg. string cheese (1 oz.) • 1 apple 	DINNER: <ul style="list-style-type: none"> • 3 oz. grilled fish • 1 cup brown rice • 1 cup cooked spinach • Green salad w/ 1 cup mixed vegetables and 1 Tbsp light Italian dressing • 1/3 cantaloupe 	BEDTIME SNACK: <ul style="list-style-type: none"> • 1 cup fat-free or low-fat yogurt. • 6 small unsalted almonds.

"I retrained the providers as far as how to better manage African American patients with high blood pressure because some medications work differently and better for African-Americans than others do. Following those guidelines and being more aggressive with the treatment instead of just saying 'okay come back next week', and not making these changes is just delaying their care and ability to get blood pressure under control."

Her future plans for the project are focused on expansion from the Kaiser system and into other medical facilities regionally.



Sarah Flores

Sarah Flores is a full-time teacher for the BSN program at Biola University. She previously worked at the Children’s Hospital of Orange County (CHOC) in Pediatrics for 13 years and is now pursuing a doctorate here at CBU.

The DNP program at CBU provides an emphasis on systems and organizational leadership, as well as ensuring lasting change in these areas. Flores’s project targets education and prevention in the subject of pediatric window falls, while being teamed up with an injury-prevention coordinator at CHOC.

CHOC deals with approximately 20 window fall injuries in the emergency department yearly from children 15 years of age or younger. Flores saw the issue straight from the statistics, and wanted to change them, beginning in Orange County.

“The bulk of those are between 0 and 5, with the peak being 2 years old. So the younger they are, the larger in proportion the head is to the rest of the body. So the trauma team really wanted to focus on pediatric window falls, which is where I came into play and got to partner up with them.”

While mapping out the course of how to tackle this problem, Flores noticed that the statistics pointed out a disproportionate impact on older apartment buildings with several floors, which have a tendency to house families of a lower socioeconomic strata. She then began to roll out specialized education programs and tools to health providers and families.

“We’re equipping them with the messaging and with a tool kit that includes these cute little window safety tip booklets for the kids that have colored pages,” Flores said. “It has a cute little Choco bear with injury prevention messaging. The back of it has a ruler with a 4-inch marking, as one of the tactics is to not open your window more than 4 inches. We’re educating our providers with how to talk to families about how to keep our kiddos safe, and giving them the tools.”

Flores also remarked on how CBU’s DNP program in particular has influenced



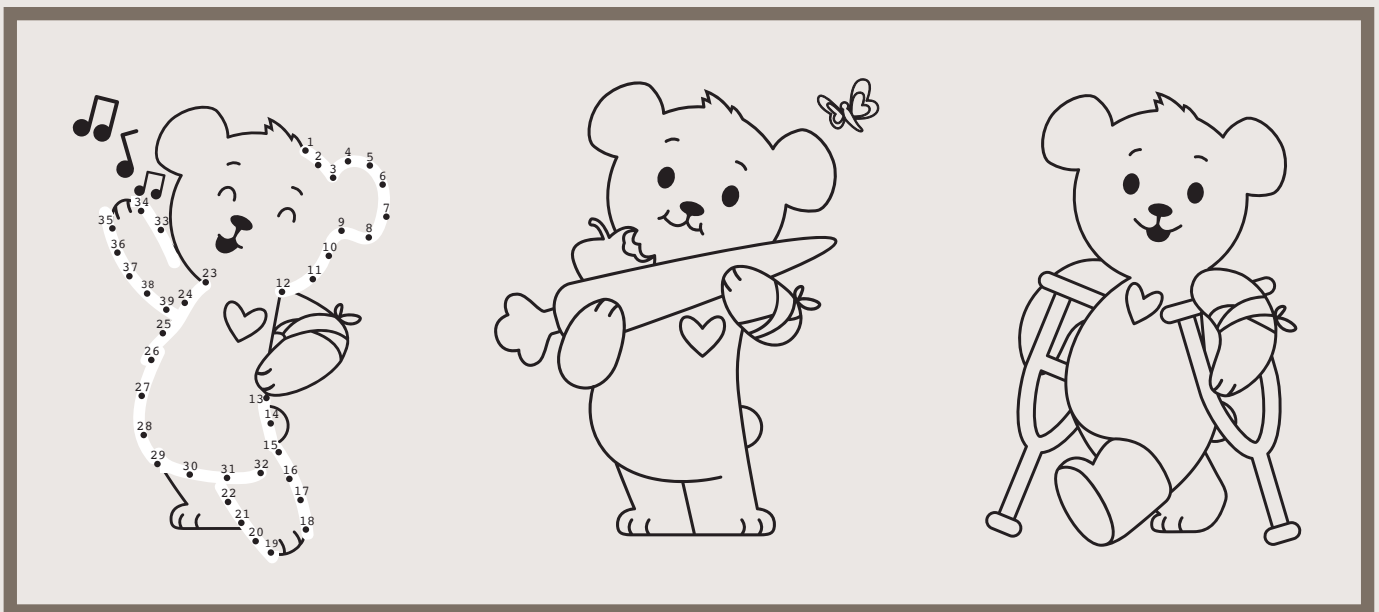
her and the trajectory of her project and life. She also mentioned how it is geared toward real-long lasting change in communities.

“Not only are we taking the courses, but our professors and faculty are mentoring and teaching us,” Flores said. “We have an incredible cohort of colleagues and students, so we learn from one another as well. I think that some of the most important facets of the program have been around learning how to actually implement these types of quality improvement programs, by giving a structure, establishing outcomes and being able to measure those outcomes to demonstrate the effectiveness of what we are doing.”

Flores also spoke on the importance to her personally being able to add her faith into her project, and other work on the path to her Doctorate degree. She also applauded CBU’s unique perspective of nursing with it’s emphasis on Christianity-based teachings.

“It’s neat to be able to frame this project as Ministry and see how God is working with us in our individual projects, to bless our colleagues and our patients,” Flores said. That’s an important perspective that we wouldn’t get in any other program.”

Flores’s future plans for the project are focused on propelling window-safety legislation, as well as spreading resources and education past the bubble of CHOC.



NFLP Information

(Nurse Faculty Loan Program)

What is NFLP?



NFLP (Nurse Faculty Loan Program) is a government program that gives money to graduate students for tuition in exchange for a promise to teach.

The Nurse Faculty Loan program is a government program that focuses on the problem of aging nurse educators. The current average age of nurse educators is 57, meaning that many educators will be retiring or aging out of the profession within the next 5-10 years.

To combat this issue, NFLP was created. In exchange for tuition aid, a student must promise to take a certain number of education classes, as well as teach for at least 4 years after.

To apply, one must be a graduate student, in good academic standing, be a U.S. citizen or have a visa, go through with an interview, as well as realize the commitment that taking the money entails.

Dr. Rebecca Meyer, head of the NFLP program at California Baptist University, spoke about how the program works and helps students in detail.

“Part of the programming is funds, so you can get a bucket of money if you will, that can help for graduate education,” Meyer said. “So masters and doctoral students would be eligible here at CBU. They can apply for this bucket of money, but what they’re also signing on the dotted line for with that promissory note is that they will take our three education classes.”

Meyer specified that the three classes are one that focuses on curriculum, one that focuses on strategies, and one with how to evaluate success of students. She also spoke regarding other perks of the loan, such as the special lowered interest rate, as well as it being a loan forgiveness program as well.

“Another exciting piece of that loan is that percentage which you’re left with after you’ve committed to teaching and provide proof that you’re a full-time employee, it’s 3% payback

which is a great deal! Market value for loans is crazy, like 9% when we're not in a pandemic," Meyer said.

Meyer also detailed the commitment to teach within a timeframe after taking the loan.

"Right now, the commitment to find that full-time or two part-time jobs is within a year," Meyer said. "Right now because of COVID, I think they've changed it to 24 months, or 2 years, but it'll probably revert back to the original timeframe."



Each university has a different application process for the loan, as some have more funds available than others, due to variables of program types and amount of programs. With this, students can choose the extent of their loans, below the full amount.

"Once I interview them, send their information to financial aid and student accounts, and they are then awarded whatever the bundle is," Meyer said. "You can choose as a student, say yes, I want this bucket of money, or I only want part of that bucket of money. So students still have that ability to choose which loans they want, and how much of

the loan they want."

Meyer highlighted the benefits of going with the NFLP program compared to other routes. She emphasized the stress of work-life balance with paying for grad school, and how this program can ease some of the burden.

"You're trying to do that work life balance, and maybe have to cut your hours a little bit when you're in grad school," Meyer said. "Then comes the question of how to pay for grad school. It's a win-win, and the funds are usually

sufficient to cover most of the cost including some of the fees and even books sometimes."

Meyer maintained the well-rounded education of the program, as well as the unique and useful tools that it gives nursing students for their present and future endeavors.

"I think it's a great program, because it really does give future nurse educators more tools in their toolbox and that confidence that they need whenever you start a new thing, whether it's a new job, or a new place," Meyer said.