

loma linda

nurse

FALL 2018

Where Legacies Begin

Loma Linda University School of Nursing's 10,000th graduate, Alyssa Vega, '18, is one of many first generation graduates changing the narrative of the Loma Linda student nurse.



LOMA LINDA
UNIVERSITY

School of Nursing



the word “legacy.” Our actions and words have and continue to create a legacy for those who follow us.

I want to share a unique legacy that took place at the School of Nursing graduation this past June. After 113 years of existence, we celebrated the 10,000th graduate from the School! Alyssa Vega just completed her

Bachelor’s degree in nursing. The ripples and legacy from her career in nursing are still ahead of her. However, she has already provided a significant legacy — she is the first in her family to graduate from college! Consider the impact of this on her family, friends, and community in opening a new possible life path for others. Multiply this by nearly 50 other first generation graduates last June, the 150 other graduates in total and the potential legacy of the 2018 graduating class is tremendous. Add to this the unique impact of each of the 10,000 graduates from the School and the legacy of our work is immeasurable.

Thank you to each of you as Loma Linda Nurses for the legacy you have built.

Cordially,

Elizabeth Bossert, PhD, RN
Dean

letter from THE DEAN

IMAGINE THAT YOU ARE WALKING by a small lake surrounded by trees. You stop, pick up a pebble and toss it into the water. And you watch the ripples spread out across the lake — moving the leaves in the water, causing a gentle motion that makes the ducks bob up and down, while attracting the attention of the dragonflies. The lake will never be exactly the same again, but it continues its purpose of providing shelter for animals, beauty and peacefulness to us, and a vital role in the cycle of water and oxygen.

This is much the same effect that each of us have as we live out our purpose. Our lives, including our role as nurses, cause a ripple that impacts the people and environment around us, leaving a legacy for the future. Think of the thousands of patients that you have cared for over the years. Some of them may have told a story of their hospital experience that included what you did for them and how it made a difference in their time of pain or crisis. Ripples. Other patients may have passed on to family and friends some health related information that you taught them on discharge. Ripples. Think of the many new nurses that you oriented, taught and mentored as a part of your responsibilities. You likely made a difference in their perspective of work and you may have made a difference in their decision to stay in nursing! Ripples. Now, replace each mention of “ripples” above with

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ON THE COVER

Alyssa Vega, '18
proudly stands as
the Loma Linda
University School of
Nursing's 10,000th
graduate.

Natan Vigna

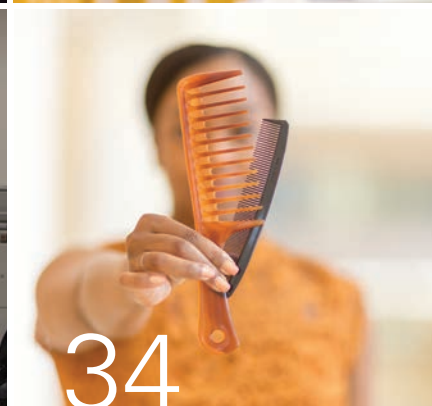
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Where Legacies

A conversation
with Alyssa Vega

By Jackson Boren

BEGIN



IT FELT LIKE GOD WAS SAYING, ‘You’re finally here. This is what you worked for.’ All those years of struggling; everything I’d been through. It all came together when I stepped on that stage.” Alyssa Vega recalls the moment on June 10, 2018 when she found out she was Loma Linda University School of Nursing’s 10,000th graduate. Graduation is an emotionally monumental experience on its own. Discovering that she played a role in such a significant milestone for Loma Linda University’s oldest school only intensified the weight of the moment for Vega; the first in her immediate family to

graduate from college. As one of the 95 first generation graduates in a class of 173 students, Alyssa’s story represents a growing population within LLUSN’s student body and gives unique insight into the shifting narrative of the student nurse at Loma Linda University.

A short drive from Loma Linda, Alyssa was born and raised in Rialto, California. “My grandma raised my brother, my sister and myself. My parents had been in and out of jail around the time I was born and were both struggling with drug addiction.” Vega, now 24, credits her grandparents in being



the foundation of stability throughout her childhood. “My grandma had already raised her own 12 children before she took custody of us. She is the reason I’m here today.” The circumstances of her turbulent situation forced Alyssa to develop a mature perspective on life at a young age. “I had to grow to understand why my parents were not around. Eventually I realized that it wasn’t that they didn’t love me or that they didn’t want to take care of me. It was because of addiction. It takes time for a child to wrap their mind around what that is.

“I feel so blessed because at the time the money wasn’t there, but my grandparents did everything they had to do to take care of me and my siblings. My grandpa was so hardworking. He got up at 3:00 a.m., went off to one job, then to a second, then to a side business; working his whole day before coming home late. My grandma said that regardless of the struggle they always managed to make ends meet and keep food on the table.” Vega says her grandparents inspired her to go above and beyond

to pursue school even if it meant working extra jobs or long hours. “I knew that if I didn’t work hard I wouldn’t get to where I wanted to be. I wouldn’t be able to afford school if I didn’t get a job. I wouldn’t be able to afford books or gas to get to my classes. The work my grandparents put into raising me was my main motivation that told me this could be done.”

It was during this time that her grandparents also instilled the values of hard work and resilience in Alyssa that would see her through the obstacles of her teen years that were derailing many of her own peers. “So many people would be happy just being where they were after high school, doing the same thing.

I don’t consider myself better than anybody, but I wanted better for myself. I didn’t want to drop out. I didn’t want to end up in jail or have an excuse for why I couldn’t be in a better situation. I wanted to pursue a career and I wanted something bigger than where and what I was doing at the time.”

Not only was the path to “something bigger” never planned, Alyssa’s resources for identifying and pursuing her calling were limited as well. “My grandma had come from Mexico with a middle school education and barely any English so she would encourage me when it came time to consider college but didn’t know anything about how to do it.” When Alyssa’s grandfather became ill and needed hospital care she experienced an unexpected turning point. “I remember visiting my grandpa in the hospital and seeing all the nurses taking care of him in his lowest point. That resonated with me.” Once she realized the impact of a nursing career, it became a path Alyssa could not ignore, saying, “I wanted to help people on an intimate level. Just being so hands on and up close with someone’s struggle. The impact in nursing is found in the most personal moments between the nurse and their patient. When you see so many patients a day, just imagine the difference you are able to make in their lives.”

“So many people would be happy just being where they were after high school, doing the same thing. I don’t consider myself better than anyone, but I wanted better for myself.”

Alyssa continued working two jobs on top of taking her pre-requisites at La Sierra University, and then starting the undergraduate program at LLUSN. This proved to be a challenging transition on its own. “At the beginning it was really hard. Nursing school was so much harder than my pre-requisite classes. I would see everyone around me doing so well and I would wonder ‘Why am I not doing well?’ I didn’t have all the time in the world to study so every moment I had a chance to I was in the books. Late at night, after work, on

“I had grown up believing that working and being a full time college student was impossible. At that moment I had come to a point where I felt like it might be.”

breaks, I was studying all the time. I would wake up at 3:00 a.m. and start studying before work or school. I didn't have the opportunity to go study at Starbucks or at the library.”

In addition to these challenges, Vega received the news that her father had passed away in Mexico only days before a pivotal final exam in her first quarter. “I hadn't seen him in a long time but it really affected me. I should've asked for a few days to work through it but I wanted to get the exam over with so I made the mistake of trying to push through. The final was on the same day as his funeral; there were all these people at my house praying and I was there [taking the test].” Alyssa ended up failing the first quarter course and as a result began to question her place in the program, saying, “I had grown up believing that working and being a full time college student was impossible. At that moment I had come to a point where I felt like it might be.”

After spending the summer questioning her next step, she decided to stay in the program and pursue the support services of LLUSN's Academic Center of Excellence (A.C.E.), a resource department designed to help students

reach their full academic potential in the face of adversity. “A.C.E. had a big hand in me making it through nursing school. They helped me pull myself together, regroup and get my grades back on track. I had to improve my study habits so that I could still work, prioritize my time so I could sleep and then test better so I could pass. I learned all of that at A.C.E. They went the extra mile for me.” Safiya Daley, a faculty member in the A.C.E. department says, “Cultivating mentorship and connection early on are ways we support the resilience of our students. Research says that mentorship is huge and addressing challenges early on can be resources for when they face obstacles they've never encountered before. Building that support system is what A.C.E. does.”

Vega adds a thought when reflecting on the determination that her grandmother first taught her to cling to. “I think I survived [nursing school] by taking it day by day. Every day is an obstacle. Every quarter was an obstacle for me. At least once a week I would have a breakdown of, ‘Maybe this isn't for me.’ I was tired and stressed all the time. But at the end of it all is fulfillment and the dream that is waiting



for you. If you dedicate everything to it, you will accomplish it.”

As Alyssa got further into her program, she remembers the faith-based foundation of Loma Linda University in her growth and survival as a student nurse. “I was raised Catholic, but coming here I found that the faith I saw in my professors and in my peers was [formative]. Someone told me that while we were here at school to study and learn, the attention to spiritual health was vital. That stuck with me.” In the moments where she needed it most, Alyssa found that a connection to God made all the difference. “On those days when I was heavy-hearted, when I was barely making it to class because I had been working late; sometimes it was just praying with my class that reminded me that God was there every step of the way. It’s those dark moments when you need God the most that bond you to His blessings when you receive them. I definitely grew spiritually through the experience of nursing school. He got me through it all.”

By the time Vega reached the final quarter of nursing school she knew she had made the right choice. “The exposure to so many different types of patients taught me how to be more empathetic and understanding than I had ever been. I would look at a patient and imagine who in my family it could have been. If it was an older person, maybe it could’ve been my grandma. If it was an addict, that could’ve been my dad. What if that was my dad? I try to put myself in the family’s place. That’s one way to be a great



nurse by bringing patient care to a personal place.”

Being a first generation graduate has made a tremendous impression on Alyssa’s confidence. “If there’s something I want to do, there’s nothing stopping me. If I want to go back to graduate school, I know I can do it now.” She takes pride in what the achievement means for her inner circle, warmly saying, “It was big for my family. My grandma, my brother and sister. They’re all proud of me. I feel like I did it for all of us.” The responsibility she now faces with those who look up to her is very present. “Now that I’m here I can be the voice that wasn’t necessarily there for me as a little girl. I have a lot of nieces and nephews so that responsibility is real. When college isn’t expected, the importance isn’t on your radar. So I think I can make a big impact on those in my family who may have not thought about that.” With the number of first generation LLUSN graduates growing, this is a responsibility that falls on more of our students every year as they enter the nursing profession. A.C.E. faculty member Safiya Daley adds, “The biggest eye opener for me has been the self-identifying value of being

a first generation graduate. This is something that these students are proud of. They’re proud to say that they are the first generation in the family to graduate.”

The week of graduation came with a series of affirmative breakthrough moments for Vega. Within days of walking across the stage in the Drayson Center gymnasium with the rest of her class, she had received news that she passed her NCLEX boards and had a job offer from Loma Linda University Medical Center to work in the Pediatric Intensive Care Unit department, her dream job.

In the weeks and months following graduation, the weight of the achievement takes on new meaning for Alyssa, as she reflects, “When I started nursing school I knew it would change my own life but it didn’t register to me that it would have any impact on future generations in my family. Now I look at my nieces and nephews and they’re saying, ‘Oh, maybe I’ll go to college like her.’ And I think about if I have kids or grandkids and how this one decision will affect all of them. That’s what your legacy is about. It’s more than just you.”

A Promise to Go Where **THE LORD CALLS**



School of Nursing alumna moved to the mountains of Honduras to keep her promise to God

By Janelle Ringer

THE LATE VERLENE YOUNGBERG, called Mami, devoted her life to nutrition and educational outreach for the hungry, sick and homeless. Verlene and her husband made a promise during what they believed to be his last hours: they would devote their lives to service if he recovered. Miraculously, he did, and the couple moved to Honduras to start a hospital designed to serve the poor and malnourished.

Today, nearly six decades after its founding, the Nutritional Rehabilitation Hospital still provides nutrition and medical assistance to starving children in the region. Their focus areas are childhood malnutrition and basic education for people with limited resources. The education Verlene and her family received at Loma Linda University fueled her unwavering commitment to provide aid to those in need.



Verlene and her husband were two of the three founders of the Pan American Health Service, Inc., the non-profit organization that operates the hospital. The Youngberg's daughter, Aileen, is now program director.

Despite maintaining a small staff, students from Loma Linda University's SIMS (Students for International Missions Service) and other volunteer groups have helped expand the hospital's reach by providing education on fresh produce

and good nutrition to the rural population. According to the United States Agency for International Development, 23 percent of all children in Honduras under the age

of 5 are malnourished, and among the extremely poor population the rehabilitation hospital serves, that number is nearly 48 percent.

Verlene, who passed away in 2017 at age 94, first began her commitment to serving the poor in the early 1950s, as she sat with her husband Stephen in what they believed to be his last hours. Stephen had contracted tuberculosis, malaria and hepatitis.

Verlene plead with God to heal her husband, and at Stephen's bedside, both he and Verlene made a promise to God: they would dedicate their lives to serving the poor if Stephen was made well.

Despite the severity of his condition, he healed, and Verlene began to search for the resources needed for she and her husband to keep the promise they made. Stephen, an LLU School of Medicine alumnus, continued managing his two medical practices while Verlene began to travel through South and Central America looking for a population in need. She searched for any location with an abundant water source, fertile soil and access to supplies. Verlene made five trips on her own, and two with Stephen.

Verlene eventually found an undeveloped area with no medical service by a lake in the mountains of Honduras, the second most impoverished country in the Western Hemisphere. The small Honduran town of Peña Blanca was located two miles off of the northern shores of Lake Yojoa, providing the water and soil they needed. The President of Honduras, himself a physician, urged the Youngberg's to come, promising co-operation with necessary permits until Stephen could secure his medical license.

In 1960 the Youngberg's moved to Honduras, leaving behind their medical practices, friends and family. News of a doctor's arrival spread quickly. Hundreds of people made their way through the mountain each day, lining up for care before the Youngberg's could unpack their supplies and belongings.

In 1965, Verlene and Stephen focused on the rampant and devastating problem of childhood malnutrition, expanding their clinic to become an inpatient hospital for malnourished children.

The small mountain clinic developed into what is currently the Nutritional Rehabilitation Hospital.

Born in Iowa in 1923, Verlene was the eldest daughter to a doctor and a nurse, both Loma Linda University graduates. She helped in the family medical clinic from the time she was a child. "As she grew, she developed organizational skills and a reputation for reliability," says Anita Youngberg, one of Verlene's 15 grandchildren. "My grandfather Stephen would say he was drawn to her because of those traits of character. She finished what she started."

In 1942, 18-year-old Verlene wed Stephen Youngberg, an aspiring physician, and moved back to Loma Linda where they both attended school — Stephen in the School of Medicine and Verlene in the School of Nursing. She earned her degree in 1946.

Since Verlene's passing, one of her children and two of her grandchildren have carried on her mission to feed, nurture and teach children who have suffered from hunger in Honduras. The family remembers Verlene as the woman with unwavering faith.

Anita says her grandmother had service in her blood. "She grew up in the Loma Linda area, surrounded by the health message," Anita says. "The messages of whole person care and thanking God for His many blessings were important to her throughout her life."

"In every circumstance of success, she would say, 'God did this. I prayed, but God did this.' She was so grateful to Loma Linda for providing her and her husband the tools to shape another health community."



What I Wish I Knew Before I Started Nursing School

by Safiya Daley, Alysse Larsen,
Sara Larsen, and Bonnie Meyer

1. WORK SMARTER, NOT HARDER

Learning concepts in nursing school takes more than simply reading through your notes or memorizing what is on your study guide. It's important to incorporate study habits that will help you store concepts in your long term memory. Exposing your brain to information several times moves it from short term to long term memory. Here are some ways to store information into your long term memory: Preview the information before class, pay attention and take detailed notes, ask questions, study using your learning style, review and quiz

If you do poorly on a nursing exam or notice that you need help in another area, the same rule applies. Call for help! Use your resources before the situation escalates.

yourself to make sure you know the information, and attend study group. The information you learn in school is meant to be used long term in your career as a nurse, not just for exams.

2. CALL FOR HELP

If your patient fell, you would likely call for help before the situation got worse. If you do poorly on a nursing exam or notice that you need help in another area, the same rule applies. Call for help! Use your resources before the situation escalates. You have a support team willing and available to help you. This includes your instructors, faculty in the Academic Center for Excellence, your study partner or the class study group leader. Rule of thumb: reach out and ask for help before you've fallen and can't get up.



3. INVEST IN YOUR FUTURE

Education is an investment and it can be quite costly. You may have taken out loans, received scholarship money, or started to work to pay for school. Additional options that you might consider are:

1. Look at your loans: Educate yourself about the different types of loans that are available to you and choose wisely. Talk with a financial aid advisor to learn about how your loans are working for you now, and how they will impact you in the future.
2. Create a realistic budget for yourself: Consider working less hours by cutting out excess expenses from your budget.
3. Apply for the Student Nurse Assistive Personnel (SNAP) position: Get paid for doing what you love while you learn how to care for patients! (Hiring availability is based on need during given quarter.)



4. Volunteer: For your first 50 university-approved volunteer hours, LLUSN will apply \$500 to your student account.
5. Apply for a student worker position—LLU has various student worker jobs that are student schedule friendly.

4. NURSING LANGUAGE

Some say that learning medical terminology is like learning a new language. While that may not be entirely true, medical vocabulary is unique. There are hundreds of medical terms that you will learn in nursing school. The following is an example of an order you might see: Tylenol PO Q4H PRN for Pain. Translation: Give Tylenol by mouth every 4 hours as needed for pain. As you are learning new concepts, take time to look up terms that you may not know. It will take repetition and multiple exposure to fully grasp the meaning of certain words, but that will make learning nursing material much easier.

5. THINK LOGICALLY

Memorizing does not work for nursing exams. You must understand why. Gone are the days of memorizing information for that Anatomy and Physiology class. Remembering a list of presenting signs and symptoms for a disease is not enough to make an appropriate decision for your patient. Asking the question “why?” is the simplest way to see if you understand something. For example, if you’re unsure why a patient with diabetes is hospitalized with an infection, you’ll need to understand how the body’s immune system is affected by their blood sugar. Be curious when you study and you’ll begin to truly understand material rather than simply memorize it.



6. KEEP YOUR SCHEDULE IN CHECK

Organizing and time management can seem like a daunting task, requiring precision and a planner full of stickers and quotes. The truth is that everyone needs a way to manage his or her time in a way that fits them. Start by asking yourself what your essential tasks are in both school and personal life. Be on the lookout for any non-essential time wasters. Prioritizing tasks, using time efficiently, and having accurate record of assignments and details in your first quarter before you feel overwhelmed can make all the difference. Nurses have to be priority-setting, time-managing experts, and it is never too early to start working on conquering time.



As you are participating in class and clinical, stay engaged and give it your best! You will be remembered for your professionalism and respectful bedside manner. Remember, your interview starts in nursing school!

7. YOUR INTERVIEW STARTS IN NURSING SCHOOL

Imagine this: You just got your very first interview for your dream job as a Registered Nurse. You arrive at your interview and you recognize the people that are interviewing you. It's your nursing instructor from that class you blew off and the nurse preceptor you hid from in clinical. Because of this, you don't get that dream job. Nursing instructors and the nurse preceptors that you work with in clinical could potentially be your supervisor or colleague one day. As you are participating in class and clinical, stay engaged and give it your best! You will be remembered for your professionalism and respectful bedside manner. Remember, your interview starts in nursing school!

8. SELF-CARE

In nursing school you will learn how to provide whole person care. While doing so, try not to leave yourself out of the mix. Check in with yourself weekly by asking, "Are my needs being met?" Remember, you can't give what you don't have. It is important to practice self-love, self-care and self-compassion. When you're feeling stressed, consider using the acronym HALT: "Am I Hungry, am I Angry, am I Lonely, and am I Tired?" Ensure that you're eating fruits and vegetables and drinking water, that you're spending time doing things that make you happy, that you're checking in with your support system and that you're getting adequate amounts of sleep. Whole person care begins with YOU!



Constructing new opportunities for nursing graduates

by Nancy Yuen

CURRENT NURSING STUDENTS will soon have the opportunity to work in the brand new Adult Medical Center and Children’s Hospital tower on the Loma Linda campus. Just four years after the campaign launch for Vision 2020, The Campaign for a Whole Tomorrow, in August, 2018, the steel framework for the two new towers is continuing to rise.

When finished the new, 100-bed Loma Linda University Children’s Hospital tower, connected via glass walkway with the existing Children’s Hospital, will expand Loma Linda University Health Neonatal Intensive Care Units while a new, 276-bed Adult Medical Center will shelter 96 intensive care beds and 180 medical-surgical beds.

Jan Kroetz, MN, RN, NE-BC, chief nursing officer, Loma Linda University Medical Center, is a seasoned professional and leader who has experienced the changes the nursing profession

has undergone over the years. She has been instrumental in guiding Loma Linda through these changes, and is pleased about the opportunities that Vision 2020 will provide to School of Nursing graduates.

When Kroetz joined the nursing team at Loma Linda University Health in 1971, the hospital was less than five years old. She worked on unit 8300, and at the time nurses wore nursing caps and white dress uniforms with white stockings. There weren’t any computers, cardiac monitors, IV pumps or IV bags, she recalls. “We administered IVs but the solution came in a glass bottle and we counted the drips to calculate the rates,” she writes in the 2017 Nursing Annual Report. “We marked the amount the patient received by putting a line on a piece of tape we placed on the bottle.”

Kroetz recalls the expansion of the hospital’s licensed emergency department beds from



10 to 54, and the development of intensive care units. She remembers the first lifesaving kidney and heart transplants taking place, the first computers followed by implementation of electronic medical records.

Kroetz is pleased about the connection between the Medical Center and the School of Nursing. “New School of Nursing graduates will have the opportunity to have the once-in-a-lifetime experience of moving from the original cloverleaf towers into the new hospital,” she says. “The new facility will have fewer beds and with shorter patient stays the number of patients will remain stable.”

Planning and design of the new facility has taken into account the ability of staff to provide outstanding care for their patients. The nursing students who begin working in the new facility will see new systems and critical care units will feature state-of-the-art equipment.

The job outlook for current students is bright. “There is a continuous need for bachelor-prepared RN’s,” she says, “and nursing journals predict a severe nursing shortage by 2020 in all states.”

Kroetz says students in the Loma Linda University chose the School of Nursing for a reason—they understand the mission of the University and the Medical Center. They also are highly sought after applicants because of the close connection between the School of Nursing and the Medical Center.

Loma Linda’s nursing students have had the opportunity to apply for the Student Nurses Assistive Personnel Program

(SNAP), which provides an opportunity to bridge the journey from student nurse to nursing profession. SNAP offers non-licensed LLUSN student nurses the clinical experience as patient care assistance hired per diem twice annually in both the adult and children’s hospitals. Student nurses in the program sign up for 6- or 12-hour shifts, and receive tuition credit for one unit for every 120 productive hours they work. Hiring for SNAP is currently closed until additional staffing needs open up.

“I think SNAP is an amazing opportunity for young soon to be RNs to experience the working environment they will be in when they graduate,” says Kroetz. “They are able to see how work flows from the beginning of the shift until they give report at the end of their shift. It is a wonderful opportunity for them to learn from more experienced nurses. I often remind our experienced staff that they were new graduates once, and to remember that they had many questions when they first entered the workplace.”

The new hospital will offer high-tech care while keeping a focus on the core values of compassion, integrity, excellence, teamwork and wholeness.

An architectural rendering of the gleaming structure may be seen at lluvision2020.org, and three webcams are providing a live feed of the steel being placed at the construction site at <http://lluvision2020.org/live-construction-feed>. Photos and a blog about the building project may be experienced at docuvision2020.com.



*Compassionate
service distinguishes*

LAUREN OCHS

*Recipient of
the President's
Award from the
School of Nursing*

by Heather Reifsnyder

The qualities that make Lauren Ochs a wonderful role model and pediatric nurse—compassion, integrity, positivity and commitment to excellence that goes above and beyond—also inspired the School of Nursing to honor her with the President's Award for 2018.

Ochs orients her life around faith in God and believes His guidance brought her to study at Loma Linda University School of Nursing. "I was initially drawn to apply to Loma Linda University because of the faith-based principles that the university incorporates into its medical programs," said Ochs. "My faith in God is the primary reason I chose LLU as I felt God calling me here for a purpose. Looking back now, I realize that He was tugging me in the right direction all along." She finished her bachelor's degree courses in December 2017 and is now a registered nurse in LLU Children's Hospital's Neonatal



Intensive Care Unit. Lauren shares the fulfillment she has found in her role, saying, “Being able to be the nurse who connects with the parents and gives them the support that they need, while also teaching them about their new bundle of joy is the most rewarding aspect of working in the NICU.”

Passionate about service, Ochs has been involved in church from a young age and was thrilled to be able to complete her public health clinical practicum in Botswana while she was a student at LLUSN. She cites her mission trip experiences, like Botswana, as being highlights of her time in the Bachelors program. “I have enjoyed learning from different cultures that I have had the opportunity to interact with, each one unique and beautiful: Cuba, Mexico and Botswana. I have learned valuable skills with regards to the medical field from a global perspective. Every experience I had on mission trips has helped me to grow as a nurse. I have also gained a cultural sensitivity and zest for learning about others’ ways of life and incorporating their beliefs and lifestyle into the care I provide. I find that the best care one can provide in the medical field is to be culturally sensitive and truly mold one’s care around the patient’s needs.”

At home, she volunteered to tutor fellow students at the School of Nursing in pediatrics and obstetrics coursework, served as a study group leader and was president of the Association of Student Nurses and social vice president of Student Activities for the university. Ochs reveals that a mentor of her own inspired her to pay it forward to her peers, stating, “I had a nurse mentor who picked me up and guided me through my classes by offering me tips, love, hugs, study advice, and support all along the way. Without her, I would not have succeeded in the program. I soon found I enjoy helping



“Loma Linda University offers a warm environment to grow as a nurse and helps individuals learn that giving a part of themselves to understand and help their patients is how we make a difference.”

students realize their full potential and how to succeed as a student nurse. God called me to be a leader and help new nurses as they started on their nursing journey.” She continues her volunteer work through local outreach ministries on and off campus, including Community-Academic Partners in Service.

Following graduation, Lauren had time to reflect on the values she has gained as a student. She continues, “Loma Linda University offers a warm environment to grow as a nurse and helps individuals learn that giving a part of themselves to understand and help their patients is how we make a difference. Once this is realized, it is not how many lives you save, how many times you do CPR, or push Epi;

nursing is about the moments you share with your patients and are able to connect with them.”

A Southern California native, Ochs earned three associate’s degrees from Crafton Hills College before coming to Loma Linda University. She is a member of Sigma Theta Tau International Honor Society of Nursing and the American Nurses Association. What keeps Ochs passionate about her nursing journey is the personal mission she has set for herself. “It’s my personal goal to be God’s light in whatever capacity He calls me in, and to use the gifts He has given me to bless others through a wholesome, honest, integrity-driven life.”

JOSEPH WILKINSON

Then & Now

By Jackson Boren

Joseph Wilkinson, '79 reflects on his career committed to nursing anesthesia at Loma Linda University and the impact of its reemergence at the School of Nursing.

ON THE 40TH ANNIVERSARY of graduating from Loma Linda University School of Nursing's undergraduate program, Joseph Wilkinson, CRNA, realizes he has developed a unique appreciation and perspective for nursing anesthesia at Loma Linda University. As the Chief Certified Registered Nurse Anesthetist at Loma Linda University Medical Center, Wilkinson plays an instrumental role in the clinical coordination for the current nursing anesthesia program at the School of Nursing. But when he went through the program Nursing Anesthesia was actually housed in the School of Allied Health Professions.

Wilkinson recalls how he landed in the career path to begin with, saying, "After I graduated from nursing school I worked in the cardiothoracic ICU for some time, during which I was invited to participate in an overseas cardiothoracic surgery program in Saudi Arabia. I was assisting in a nursing capacity, but when our anesthesiologist, Dr. Bernard Brandstater invited me to observe him in the operating room I got my first exposure to nursing anesthesia and



that sparked my initial interest in the career.” Dr. Brandstater was in charge of the anesthesia program at Loma Linda University at the time, so after returning to Loma Linda, Wilkinson reconnected with him to begin his education in the program.

“When I started in the nursing anesthesia program we had classes from the respiratory therapy faculty. We took a number of classes through the School of Medicine. The school pulled together a combination of classes to assemble what I would consider a strong program.” Part of what drew Wilkinson into anesthesia was the collaborative dynamic of the role and the flexibility of this dynamic based on clinical site needs. “Currently certified registered nurse anesthetists (CRNA) make up about 50% of the anesthesia providers in the country. At Loma Linda we work as part of an anesthesia care team. CRNA’s work under anesthesiologists but there are a lot of smaller hospitals where nurse anesthetists are working independently.”

The School of Allied Health Professions closed the nursing anesthesia program in the early 1980’s, shortly after Wilkinson graduated. It wasn’t until 30 years later in 2011 that the program reemerged at Loma Linda University, with a new home at the School of Nursing and Wilkinson playing a key role in the LLUMC nursing anesthesia department. Wilkinson’s rise to leadership instigated its own nursing anesthesia renaissance at LLUMC, taking the department from 2 CRNAs a few years prior to nearly 20 by the time the program re-launched at LLUSN. “Dr. Robert Martin, the chairman of the anesthesiology department at Loma Linda University Medical Center, myself and a few others in leadership

had been observing the growth of the hospital and were eager to establish a strong resource for new nurse anesthetists. [Former and current LLUSN deans] Dr. Marilyn Herrmann, Dr. Elizabeth Bossert along with the CRNA faculty, championed the return of this program and it has been thriving ever since.”

Wilkinson cites the natural progression of the CRNA career path as a key factor in why the new program works. “Bringing the nursing anesthesia program back to the School of Nursing made perfect sense. Having gone through both the undergraduate and nursing anesthesia programs, I can say it’s a natural fit to bring this program into LLUSN where students may already have it on their radar for their advanced practice education.”

In his current role as Chief CRNA and as clinical instructor, Wilkinson works side by side with nursing anesthesia students as they go through clinical rotation at LLUMC, in addition to various other clinical sites. “We try to give them a clinical experience based on their needs. The content of the program truly reflects the landscape of the field, so if they don’t go through a specific type of rotation at our site, they will at one of the others.”

Because of the intimate exposure Wilkinson has had with the current CRNA cohorts, he’s encountered a fundamental appreciation for the craft of nursing anesthesia in the new generation of students. “When I talk to the students now, they’re interested in how we practiced in the 80’s. They’ll say ‘How did you do this without all of the technology we have now?’ My response is usually, ‘How did you use a telephone before we had smart phones? It was different. You still dialed it and the fundamental



purpose was there.’ In nursing anesthesia, there was more instinct and intuition required at a times. All that aside, a good practitioner then was just as safe as a good practitioner now, but the way you approached it was different.”

The strength of the new program has been reinforced once again this year as Loma Linda University School of Nursing’s CRNA Class of 2018 has become the school’s second consecutive class to achieve a 100 percent first-time pass rate on the National Certification Examination (NCE), and the first class to do so with a zero percent attrition rate.

Advancements and accolades aside, Wilkinson attests that the quality of graduates coming from the program is rooted in the work of the faculty, saying “The vision that exist within them is one focused on supporting the mission of the institution by not compromising on quality. One thing that has been consistent across both generations of this program is the objective to produce quality CRNAs not just numbers of them.” He also credits the success of the program to the character of the students themselves. “I’m constantly amazed at the caliber of students we get coming into the hospital, but the common thread is their desire to continue learning. That embodies what it takes to succeed as a CRNA.”



INVEST COCJIN

Driven to Serve, Called to Lead

By Brianna Bolaños

LOMA LINDA UNIVERSITY SCHOOL OF NURSING Alumna, Invest Cocjin, '11, has always known that she wanted to spend her life working in a healthcare profession. After moving from the Philippines to Loma Linda, California with her family when she was only 11 years old, she began attending Bryn Mawr Elementary School. "Growing up in Loma Linda, my cousins and I would walk with my grandmother around town and I would always see the students and health care workers," says Invest. "One of the things that always drew me to Loma Linda University was the spiritual aspect that it provided for the students. Since that early time, it sort of solidified my dream to pursue healthcare. But it wasn't until high school that I made up my mind to go into nursing."

After attending La Sierra University, Invest decided to apply to Loma Linda University School of Nursing to pursue her nursing career where her passion had originally sparked. "I had a hard time getting started in the program but I didn't let that stop me from finishing. When I was in school, I had people who were invested in helping me succeed, whether it was fellow students, teachers, or the dean." Cocjin recalls how these individuals showed her the value of mentorship, "I was so thankful that the school provided a sense of spiritual care that helped me throughout nursing school. They

became my mentors that really played a big role in the person that I am today. Because of those people and the experiences that I had, I wanted to pay it forward by trying to be a mentor, resource, and/or teacher to those that may need it.”

After graduating from LLUSN in 2011, Invest pursued her career at Loma Linda Children’s Hospital where she spent the next five years working in the Pediatric Cardiothoracic Intensive Care Unit. During that time, Cocjin felt inspired to continue her education and began to explore her options in advanced practice care. “I knew that I wanted to do something aside from bedside nursing in the future. I just wasn’t sure what that was. I actually took a couple of classes as an undecided major before I applied for a program. I knew I liked teaching so I was leaning more towards Education originally.” Invest recalls speaking with the LLUSN admissions team regarding her choices, “I talked to one of the admissions staff and she introduced the Clinical Nurse Specialist program to me. I became more interested in the CNS role as it was an Advanced Practice Registered Nurse role and still has education as one of the competencies for the role. The CNS role had more flexibility in the roles they play and you are able to wear several different hats.” Cocjin has taken her love of teaching and applied it to many areas since her graduation. Not only has Cocjin worked as a clinical instructor for the Pediatric quarter at LLUSN since that time, but she is now working in Acute Care Pediatrics and Stepdown Unit as their CNS while working on finishing her Doctorate of Nursing Practice. “My favorite things about working for Loma Linda Children’s Hospital

“The students and teachers in school played a big part preparing me to be the nurse I am today. They modeled the passion of teaching and how to apply it in patient care.”

are the mission and values they hold, the people I work with, and working with the patient population that we serve.”

When asked to reflect on LLUSN’s motto “Preparing Tomorrow’s Nurse”, Cocjin shared her own personal experience of growth, “I think that the school provided me with the foundation (i.e. theory/skills) to prepare me to be working in the real world. I also believe that each clinical rotation helped shape me as a nurse. I learned how to care for the patient as a whole and how to interact with other members on the health care team. I think also that the students and teachers in school played a big part in preparing me to be the nurse that I am today. They modeled the passion of teaching and how to apply it in patient care.”

With her love of teaching and mentorship, it was a natural choice for the Loma Linda University School of Nursing Alumni Board to elect Invest as their next Alumni Association President. “I feel honored to serve as the new Alumni Association President. But I have to be honest, I am a little nervous as this is a new challenge. However, I believe this will be a good learning experience and I am grateful for the support of the board as I step into this new role.”

Cocjin recognizes the need to connect alumni with current students to help continue the legacy of mentorship that she received during her time at LLUSN. She expressed her hope that building this connection will be something she can contribute during her time as Alumni president. “I hope to continue the positive relationship between the School of Nursing and the Alumni Association. I want to help the association be more visible to the school and to the students involved. As the incoming president, I will serve them in every way that I can.”

HOMECOMING WEEKEND 2018





A familiar energy filled Loma Linda University School of Nursing during the 2018 Homecoming Weekend festivities. The combination of nostalgia and discovery permeated the halls, as alumni shared memories with peers and faculty as well as met current students for the first time and learned about the new developments of their alma mater. In addition to revisiting West Hall, LLUSN's alumni family celebrated the school's 113th year with a host of class reunions and capped the weekend off with the LLUSN Homecoming Brunch at the Mission Inn Hotel in Riverside to honor the classes of 1958, 1968, 1978, 1993 and 2008.



Alumni of the Year



Hollie K. Caldwell,
PhD, RN –
Class of 1993

HOLLIE CALDWELL SERVES AS A REGIONAL VICE PRESIDENT for Nursing Academics at Orbis Education. From 2005 to 2017, Dr. Caldwell helped to start the School of Nursing at Platt College in Aurora, Colorado. She started as part-time faculty and worked her way to the appointment of Dean in 2013. Dr. Caldwell was a Certified Emergency Nurse (CEN) for eleven years and taught adult medical-surgical nursing, high acuity nursing, leadership, research, as well as nursing ethics and legal issues in a variety of nursing programs since 1998. She earned a Bachelor of Science in Nursing from Loma Linda University, a Master’s of Science in Nursing from the University of Phoenix (Sacramento Campus), and a PhD in Nursing Research from the Medical University of South Carolina with a dissertation focus in elder abuse. She is a veteran of the United

States Air Force and served as a member of the trauma team for the United Nations Operation Provide Promise during the conflict in the Balkans. Her publications include her research on patient satisfaction, the use of students in research, integrative reviews on elder abuse screening instruments and non-fictional observations on death. Dr. Caldwell has over a decade of experience serving as a legal nurse consultant for medical-surgical and emergency nursing negligence cases. She has also served as Program Evaluator and Commissioner for the Accreditation Commission for Education in Nursing (ACEN) and has extensive experience in establishing new nursing education programs. She was appointed to the Colorado Board of Veterans Affairs in 2015. Dr. Caldwell and her three children, three dogs, and husband live in Parker, Colorado.

Marlene Doswell, PhD, RN, FAAN – Class of 1968

DR. DOSWELL WAS BORN AND RAISED in New York City. She attended Atlantic Union College where she majored in English/Science until she decided she would attend her father’s alma mater Loma Linda University and major in nursing. She graduated in 1968 and worked at Los Angeles County General Hospital in the Pediatric ICU before returning to New York where she worked while attending graduate school at Teacher’s College and New York University. She received her M.A. and PhD from New York University. She was inspired to teach and conduct research. She worked at Pace University, and a college in New Jersey before being recruited by the University of Pittsburgh’s School of Nursing in 1994. She has been at Pitt ever since, enjoying the scholarship of this school, which is 5th in the nation in NIH research funding. Her motivation to teach, conduct research and provide church-based community service has

been to help prepare a people who are in health and learning about God.

Dr. Doswell has been a researcher in reproductive health in school-age and adolescent African American girls for the past 20 years. She has taught nursing research, family theory nursing and Health Promotion to DNP students, Independent Study for graduate and undergraduate students, and supervised senior undergraduate students in their School Nurse clinical experiences. She has served as the President of the alumni association of the ANA-NIMH-SAMSHA Ethnic Minority Fellowship Program for training Nurses of Color for PhD’s and D.N.P.’s. She was also a member of the first NIH-NICHHD inaugural program to plan a nation-wide study of America’s children in a broad child health study. She has served on numerous NIH study section review panels. She has received University and NIH funding in her areas of

research. She is a Fellow in the American Academy of Nursing. Her area of community education projects, publications, and research include Parish Nursing, early puberty in African American girls, nutrition and healthy eating behavior in urban underserved communities and male athletes, and Intimate Partner Violence in teens. She has been an active health promotion advocate in the African American community in Homewood, Wilksburg, and Duquesne communities of PA, specifically coordinating a “Kids Can Cook” programs. She is a Parish Nurse in her home church where she has also served as a Health Ministry Director and conducted community and church-based Young Girls Book Clubs for school-age girls.



Homecoming Honor Classes & Merit Scholars



Class of 1958 A & B

1957A&B: *Front:* Mary Lou Williams Jacobs, Frances Dunn Soliz, Joan Ekroth Anderson; *Back:* Thelma Goldsmith Dayes, Betty Bull Cooper, Sue Findley-McCarthy, Melba Kindsvater Zimmermann, Norma Brown Johnston, Beverly Waddell Tarr



Class of 1963

1963: *Front:* Catherine Wesenberg, Georgann Vankirk, Georgene Bond; *Back:* Virginia Plummer, Sharon Anderson, Barbara Frazier, Bonnie McCaffery



Class of 1968 BSN

1968: *Front:* Marlene Bresee, Carol Kettner, Heather Guttschuss, Dianne Rice-Morris, JoElla Neufeld, Lydia Hsu, Sharon Stewart, Linda Taylor, Dottie Gillon; *Middle:* Janene Jenkins, Shirley Marchus, Pauline Park, Suzanne Fowler-Ward, Linnea Corbett, Peggy Wagner, Lucie Trepanier, Sandy Farrar, Bonnie Thiel, Brenda Lee Alexander; *Back:* Tamra Blackburn-West, MaryAnn Martinez, Marlene Good-Doswell, Marilyn Petersen, Jan Irwin, Carol Jesse Follett, Charlene Seitz Peterson, Phyllis Spechko, Patricia Pressler-Garot



Class of 1968 AS



Class of 1978



Class of 1993



Class of 2008

1968 AS: *Front:* Linda Zinke, Millie Tramel, Cheryl Becker-Miller; *Back:* Paula Cook Fedun, Katherine Hibner, Nancy Smith-Gaunt, Gloria War Kentin-Sipes **1978:** Bertha Edwards-Tutt, Jill DuNesme-Franzke, Janice Cochran Hensel, Lilia Loredo-Lau **1993:** *Front:* Lorraine Ordas Harland, Patrice Hart Lewison, Aura Chua, Petra Peters Bruce, Curtis Hartman, Stella Pascual; *Back:* Jennifer Dalaque Bulatao, Betty Chang, Kathy White Corrion, LoriAnne Miclat Lee **2008:** Aaron Akamine



Merit Scholarship Winners

Julie-Anne Satterfield, Arianna Tang, Erica Rivera, Anthony Lucero, Briana Carr
Not Pictured: Joel Larsen, Renee Ovando, Tashana Lewis

Commencement 2018 CELEBRATING A MILESTONE 10,000 Graduates

By Heather Reifsnnyder

AN EXPLOSION OF DIGITAL FIREWORKS accompanied first-generation college graduate Alyssa Vega as she marched across stage to receive her diploma from the School of Nursing during commencement on June 10, 2018. Vega became the School of Nursing's milestone 10,000th graduate in addition to receiving her Bachelor of Science in Nursing degree.

The class of 2018 comprised 210 students receiving Bachelor's, Master's or Doctoral degrees. They are the 112th class to graduate from the School of Nursing, which, founded in 1905, is the eldest school at Loma Linda University. At one point in the ceremony the school's Dean, Dr. Elizabeth Bossert, called all first generation graduates from the class to stand; prompting 94 nursing graduates (45% of the class) to rise to their feet.

Four awards were presented during the ceremony to graduating students of the school:

President's Award—Lauren Ochs: The President's Award is the highest honor a school can give to a student.

Ochs, who graduated with her Bachelor of Science in Nursing, is known among her faculty, peers and colleagues as a role model and leader committed to integrity, excellence and serving others. She works as a registered nurse at Loma Linda University Children's Hospital.

Dean's Award, Graduate, Doctor of Nursing Practice—Cheary Shelim: Shelim works at Redlands Community Hospital. Her doctorate



focused on interdisciplinary teams working together to reduce costs for patient care. She enjoys teaching and is considering a career as a professor. The award was given to her in recognition of distinction in academic achievement and professional performance.

Dean's Award, Graduate—Lida Odet Salcedo: Salcedo has worked as a Registered Nurse in Home Health, in the maternal field medicine clinic, and as a diabetes educator. She looks forward to working in the field of adult gerontology, as well as working with families, minorities, and those who are financially challenged.





Dean’s Award, Undergraduate—Chane’ O’Bannon earned a Bachelor’s of Science in Nursing and a Master’s of Science in anatomy. She plans to earn a Doctorate of Nursing Practice with a focus on mental health. She also plans to open clinics in underserved areas and develop procedures to improve mental health screenings and services.

Additionally, the university-wide Community Engagement Award was presented to Dynnette and Kenneth

Hart during the ceremony. This award is bestowed by all of Loma Linda University to individuals or organizations who exemplify LLU’s mission.

Dynnette (Dee) Hart, DrPH, and Kenneth Hart, MD, MPH, were honored for their combined legacy totaling more than 100 years of service on two continents. Married in 1967, the Harts served three mission appointments during the 1970s and 1980s on the African continent—first in Zambia, then Tanzania and finally Kenya. The Harts permanently returned to the United States in 1987. In the 21 years since, the couple has served the campus and community in various capacities. Dee Hart is associate dean emerita (retired) at The School of Nursing, and Ken Hart is medical director of SAC Health System’s Norton clinic.

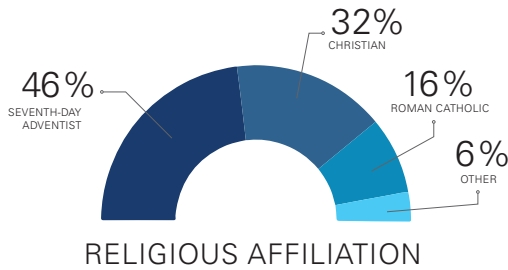
Being a nurse is a great gift, said commencement speaker Betty Ferrell,

PhD, director of nursing research and education and professor of nursing at City of Hope Medical Center. She urged the day’s bachelor’s degree graduates to, from day one of their careers, never accept the status quo of how things are done but to rather always look for ways to innovate to provide better service to patients and families.

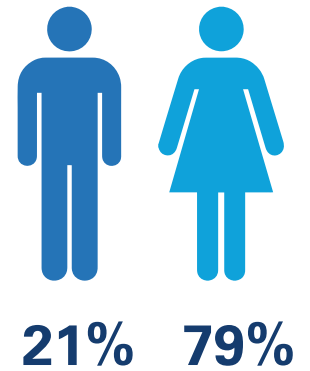
To those graduates who earned master’s or doctoral degrees, Ferrell urged them to charge forth in their various capacities as leaders, whether in providing advanced-practice care, shaping healthcare delivery as clinical nurse leaders, or conducting research to ever build and improve upon evidence-based practice. Nursing is both a science and an art, she said, encouraging them to honor both those roles. “I wish every one of you only the very best of this very, very sacred work,” Ferrell concluded. “Thank you.”



Class of 2018 BY THE NUMBERS



CLASS GENDER

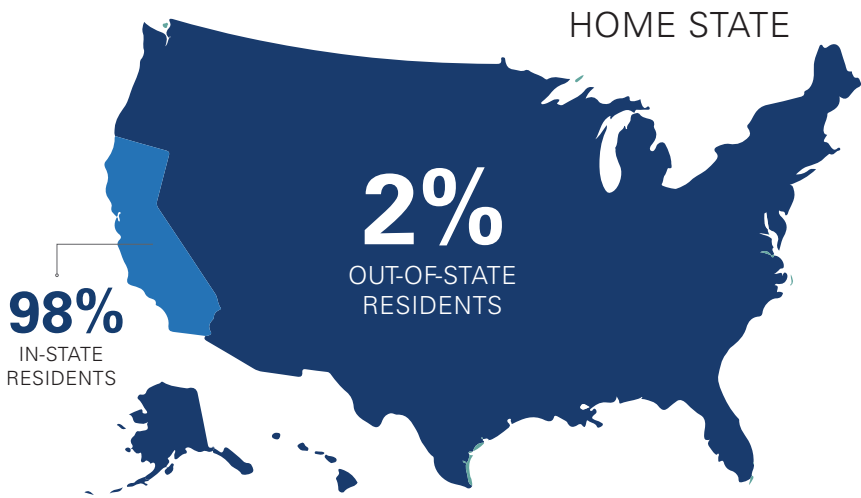


MARITAL STATUS

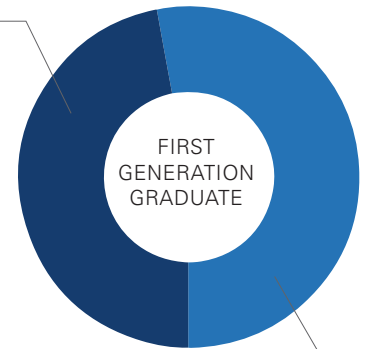
75% SINGLE
25% MARRIED

SECOND DEGREES





55%
NOT FIRST GENERATION

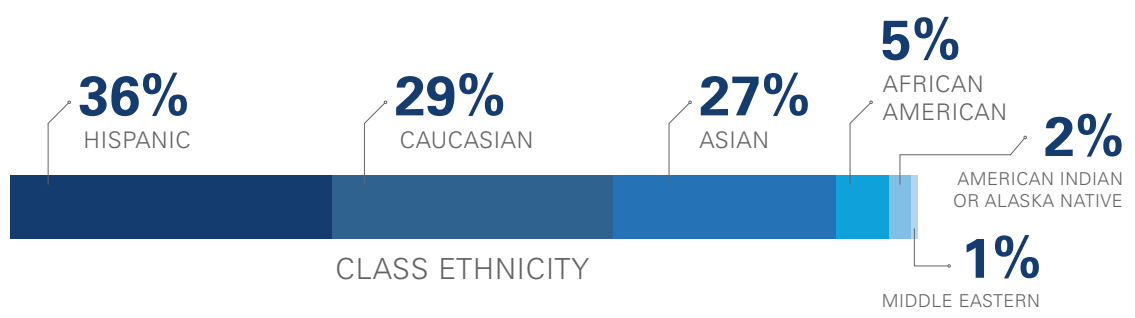


AVERAGE AGE
33

45%
FIRST GENERATION GRADUATE



RN-to-BS
24





Alumni Association secures relief for students in Puerto Rico following Hurricane Maria

By Janelle Ringer

LLU nursing alumni donate water filters to provide much needed clean water

THE LOMA LINDA UNIVERSITY SCHOOL OF NURSING (LLUSN) ALUMNI ASSOCIATION last October donated 700 HydroBlu Clean Water filters and 200 steripens to a sister school in Puerto Rico in an effort to provide needed aid following Hurricane Maria.

The donation of the 900 water cleaning devices provided the 500 students and 200 employees of Antillean Adventist University 10,000 liters of clean drinking water.

The much-needed relief comes after Hurricane Maria—a powerful Category 4 hurricane that tore through the island on September 20, 2017.

Hurricane Maria made landfall just south of Yabucoa Harbor in Puerto Rico on the morning of September 20, 2017, about two hours east of Mayagüez, the city where the Antillean Adventist University is located. Hurricane Maria was the first Category 4 hurricane to hit Puerto Rico since 1932. The storm knocked out power to the entire island—halting clean water access.

Maria Rosa, who serves as the Dean of the School of Nursing and Health Sciences at Antillean Adventist University, reached out to LLUSN after hurricanes Irma and María struck.

The university, which was founded by the Seventh-day Adventist Church in Mayagüez in 1957, sits on 284 acres of mountainous land overlooking the Atlantic Ocean.

“We asked the Lord to give us the strength to find ways to cope effectively with the obstacles between us and caring for our staff, faculty and students,” Rosa said, who made the decision to fly across to Loma Linda University Health to meet with her LLU School of Nursing counterpart.

Since there were no flights available from Puerto Rico, to California—or any other states—Rosa had to fly from San Juan to Dominican Republic and from there, go through a series of additional flights, until she finally arrived in Los Angeles. “Upon my arrival, I felt weak and extremely thirsty,” Rosa said. “Water in Puerto Rico was contaminated, so many of us were dehydrated. I remember being so excited to see a drinking-fountain!”

Dr. Elizabeth Bossert, PhD, RN, the dean of the LLUSN, gladly welcomed Rosa, willing to help in any way. “Their care and sincere concern gave me hope and the courage to make two specific requests,” said Rosa.

First, Rosa asked for assistance with delivering safe drinking water to her school. Most hospitals on the island were directly impacted by the hurricanes, and as a result, were closed. With the island still in recovery one month after the hurricane and millions left without power and water, the LLUSN Alumni Association made efforts to ensure that their sister school had access to clean water, and the School of Nursing made sure the students had a place to learn.

The donation from the LLUSN Alumni Association provided Antillean Adventist University with enough water filters and other needed supplies to distribute among all students and staff. “I can still see their smiling faces picking up their water filters. Their expressions are unforgettable,” Rosa said. “LLUSN provided us with the opportunity to meet such an important basic need: safe clean water.”

Second, Rosa asked if LLUSN would consider allowing some Antillean Adventist University students to do their clinical practice alongside the LLU students.

In addition, two nursing students were able to complete their practicum at the Loma Linda University Medical



Center in January of 2018, both completing their hours and becoming eligible for graduation in May.

Though several utilities are now operating in Puerto Rico, there are many places without electricity, making it difficult for Antillean Adventist University to find clinical sites for their students.

The LLUMC made space for twenty more nursing students, enabling them to complete their practicum experience alongside LLUSN students.

“Antillean Adventist University will always be thankful for the support received from the leadership, students and alumni association at LLUSN,” Rosa said. “We are aware of the sacrifices made and pray that the Lord will return their loving support with many blessings.”



Studying spiritual care in nursing

GLOBALLY, THERE HAS BEEN A NOTABLE RISE of scholarship in the area of spirituality and health. At Loma Linda University School of Nursing, two researchers have contributed to this interdisciplinary field of inquiry.

Dr. Elizabeth Johnston Taylor, Professor of Nursing, faculty in the PhD program, has been involved in spirituality research since the 1990s. She developed several research tools and authored textbooks and book chapters that explain spiritual nursing care as part of holistic care. Dr. Taylor and colleagues have shown that religious nurses are more likely to provide spiritual care than nurses scoring low for various aspects of religiosity. She advocates for Christian nurses to provide spiritual care in ways that are ethical.

Dr. Taylor's publications have been a valuable resource to students and nurses who want to develop competency in spiritual care. On a national level, this was recently recognized by Healthcare Chaplaincy Network at their annual conference in March 2017: Dr. Taylor's work was awarded the prestigious *Pioneer Award* for outstanding leadership in healthcare. This year, Dr. Taylor has been accepted as a Fellow into the *American Academy of Nursing* representing the highest award for nursing scholarship.

Dr. Iris Mamier, Associate Professor at Loma Linda University School of Nursing, faculty in the PhD program, has built on Dr. Taylor's work. She explored the question how often nurses self-report spiritual care and what factors are associated with providing this type of care. She also analyzed



situations in which nurses experienced spirituality at work. Her collaborative work with Dr. Taylor and others now allows for comparative studies on nurse spiritual care across settings. In the past decade, Dr. Mamier has been actively involved and contributed to numerous spiritual care/whole person care conferences in the school and on university level. Practical advice for Christian nurses derived from her scholarship and experience at the bedside has recently been shared in the *Journal of Adventist Education*.

Expanding their Loma Linda research to Christian nurses in the U.S. and beyond, Drs. Taylor and Mamier collaborated with Dr. Carla Gober-Park (LLU Center for Spiritual Life and Wholeness) and Dr. Kathy Schoonover-Schoffner (Editor of the *Journal of Christian Nursing*) to investigate how nurse religiosity interfaced with the provision of spiritual care. Findings of this study have been published in the *Journal of Advanced Nursing* and *Clinical Nursing Research*. A manuscript on how Christian nurses respond to patient initiated prayer requests will be published soon. The team found that most Christian nurses were willing to pray with their patients. From the

analysis of respondents' illustrative prayers, the researchers developed a model that can be used for teaching nursing students on prayer at the bedside.

After establishing collaborative research relationships across campus and nationally, Drs. Taylor and Mamier have just launched an international study exploring the spiritual needs of heart failure patients and their family caregivers. For this study, the team collaborates with Dr. Kyung-Ah Kang from Sahmyook University in South Korea, with Dr. Sun Min Kim from the VA Loma Linda Health System as well as with Dr. Denise Petersen from the International Heart Clinic at Loma Linda University Medical Center. As spirituality research at the School of Nursing is expanding, more research opportunities for interested students emerge. Tying in with the distinctive mission of Loma Linda University, Drs. Taylor and Mamier continue their scholarly efforts to learn what patients and their caregivers really want and need in times of illness and how to equip nurses with best practices in the area of spiritual care.

References available upon request.

Acute clinical care and advanced practice expert fills new director position at School of Nursing

By Janelle Ringer

Dr. Robin Pueschel is Director of Clinical Practice for graduate programs

ROBIN PUESCHEL, DNP, a new member of the Loma Linda University School of Nursing faculty, directs clinical practice for the School of Nursing's graduate programs. The new position supports and promotes the clinical practice, evidence-based practice and translational research environment within the School of Nursing.

Pueschel works closely with the school's Clinical Practice Committee, which supports graduate-level faculty and students involved with evidence-based practice projects. His role works to encourage scholarship as the school strengthens its focus on the concept of "Preparing Tomorrow's Nurse."

The School of Nursing's graduate program offerings comprise the Master of Science, the Doctor of Nursing Practice (DNP) and PhD degrees. Depending on their degree program, graduates can serve as nurse practitioners, clinical nurse specialists, nurse anesthetists, administrators, researchers and professors.

Pueschel graduated from LLUSN with his Bachelor's of Science in Nursing in 2006 and went on to attend Brandman University School of Nursing & Health Professions for graduate studies. In 2014, he received his doctoral degree in nursing and his adult-gerontology acute care nurse practitioner degree.

Having completed his degree in a BS-to-DNP (doctor of nursing practice) program, Pueschel brings a thorough understanding of the hurdles students in this program will face when they make the leap from a bachelor's prepared nurse to a doctoral student. This role will provide support for the clinical practice track of the School of Nursing's doctoral program, just as the school's research director does for the research track.

Additionally, as a nurse practitioner, Pueschel has spent years developing strategies to improve clinical services, and he has promoted a nursing professional practice environment, specifically in the area of acute care.

"A degree as an acute care nurse practitioner gives me a different perspective on patient care," Pueschel said. "It enables me to look at problems with a targeted view and resolve them in an expedited fashion."

Returning to LLUSN has fulfilled a dream of Pueschel's. "Being the director of clinical practice is the sum and culmination of a long academic road, as is holding a faculty position at the School of Nursing," he said. "It's something I have worked toward for the last 10 years."



At the Root

By Jackson Boren

Safiya Daley prepares to research the impact of proper hair care products on patient self-care in the psychiatric clinical setting.

BY DEFINITION SELF-CARE is when we perform a deliberate action in accommodation to our mental, emotional and physical health. In theory, it's a relatively simple concept but one that can be easily neglected, especially in the context of the patient experience. Safiya Daley, faculty member at Loma Linda University School of Nursing says, "When I was a psychiatric nurse at an in-patient psychiatric hospital one of the first things I learned in practice was that when there is a presence of mental health issues one of the first things that is compromised is an individual's self-care."

While self-care concerns everything from sleep patterns to diet to interpersonal relationships, the crux of the issue here became highlighted to Daley in observation of a patient's hair care needs; specifically a patient of color who didn't have the appropriate hair products for treating thicker, matted hair. "I was working with a 7 year-old girl, her hair was very matted. You can tell she was embarrassed by her appearance. So I gave her the bag of toiletries which was protocol for each patient and it had a fine tooth comb. She takes it with her but then I meet her the next day and found that she had an incident the night before where she escalated due to emotional stress and anxiety. She didn't like how her hair looked and it was making her anxious because she had to be around others the next day. The fine tooth comb was not going to work with her type of hair."

As Safiya further assessed the patient she



discovered that she simply wasn't equipped with the products needed to manage her hair appropriately and feel confident and comfortable with herself, which is vital in the psychiatric patient setting. "This difficulty was causing prolonged self-care time, frustration and embarrassment within our patient. [This patient] did not want to participate in group therapy or even leave her room because she were embarrassed with the state of her hair. After purchasing a wide tooth comb and leave-in conditioner and showing one of my patients how to style her hair, she felt confident to leave her room and participate in group therapy. This scenario is one of many and it has motivated me to become a patient advocate for this cause."

As a graduate student in the LLUSN Psychiatric Nurse Practitioner program, Daley found immediate inspiration in this cause to build her graduate research project around and work towards an applicable solution to this dilemma. "My ultimate goal is to completely fund a pilot project that would place these wide tooth combs and conditioners on a wider selection of patient units and have more research stem from that. I would like to explore how it affects patient satisfaction, nursing satisfaction in regards to work load; to see how it would affect the budget and finances of operating a unit."

The project is still in development but the objective is clear: what is the cost vs. benefit of proper self-care accommodations to psychiatric patients of color as well as other patients from various backgrounds whose hair needs are not met with fine tooth combs.

She recalls another scenario that reinforced the stakes at hand when it comes to self-care specifically in the case of hair care. "[One patient] had been in rehab for 6 months. She had lost most of the function in her legs; she was bed ridden. While everyone was focused on getting her up and walking, her head had been on a pillow this whole time with no attention or care. Her hair was completely matted and ended up needing to be cut off. This was such a point of pride for her, she said it was more traumatizing than losing the function in her legs. Some might say, 'But she can walk now. She has her legs working.' But to her, she didn't feel like herself. Losing her hair was significant. That resonated with me. It was telling."

Daley recognizes that while the healthcare climate is plagued with countless issues on the operational side, further assessment of matters like this which may be perceived as minute can stimulate exponential progress in the area of patient satisfaction. "I want

this to be a catalyst for further discussion on patient self-care. I think its important to ask why we employ certain protocols and how we can adjust them to meet the broadest range of needs when it comes to our patient landscape."

With the initial steps of funding and planning underway, Daley plans to implement the study in the year ahead and have the project completed by the end of her doctoral program with measured data to support the numerous individual cases she has already encountered. "When self-care is the obstacle that is holding these patients back from thriving and feeling better, it is usually a fundamental need. When your mind is in a better state, your body is going to follow."





Jan Nick inducted as a Fellow in the American Academy of Nursing, recognized for impacting the field of nursing around the world

By Nancy Yuen

The fulfillment a faculty member in the School of Nursing has found working with nursing schools around the globe has led to her receiving one of the highest honors in nursing.

PROFESSOR JAN NICK, PHD, RN, is now a Fellow of the American Academy of Nursing. Nick, who joined the faculty of the School of Nursing in 1997, was chosen as one of 173 Fellows inducted into the Academy this year based on the impact she has made to the nursing profession internationally.

During the induction ceremony, held in conjunction with the 2017 Transforming Health, Driving Policy Conference in Washington, D.C., last fall, Nick became the fourth faculty member in the school's history to become a Fellow of the American Academy of Nursing (FAAN). She joins Marilyn Christian Smith, EdD, RN, a past dean of the school; Lois Van Cleve, PhD, RN, emerita professor; and Pat Jones, PhD, RN, distinguished emerita professor.

For Nick, the process of capturing the significance of her professional contribution to the field was both challenging and rewarding. "As I filled out the application, it inspired self-reflection," she said.

She felt the initial spark for international travel after she received her college degree. During a year-long

stay in Spain, she experienced what it was like to integrate closely into another country's culture. "It was very exciting to learn culture, language and societal practices that were different from my own," said Dr. Nick.

Over the years, Nick's passion for teaching has taken her to countries including Argentina, Cameroon, Colombia, Dominican Republic, India, Japan, Mexico, Paraguay, Philippines and Thailand. Much of her international work was done outside of her regular teaching duties, usually over holidays or summer breaks. "When you fulfill your passion, even though it requires extra work, you return feeling energized," she said. "I have had to return from international trips and go straight to the office. It's always energizing to help faculty in other countries grow professionally."

School of Nursing Dean Elizabeth Bossert, PhD, RN, said, "Dr. Nick's passion for international outreach and her contribution are outstanding. It is a tremendous honor that she has been recognized by the American Academy of Nursing."

As she worked with nursing schools around the world, Dr. Nick became determined to help strengthen nursing knowledge and practice. She discovered that textbooks often contained information that was decades old because the process of publishing and translating them into multiple languages can take years. Lack of funding also created challenges for nursing educators, hindering them in their search for literature.

In 2003 Dr. Nick learned about the evidence-based practice (EBP) movement, which relies on the best available evidence to guide nursing care and improve patient outcomes. "When nurses' practice is based on evidence, studies show that patients experience better outcomes. There is also increased role satisfaction for them and lower costs for their institution," she said. "This is why

I'm so passionate about it."

Nick has given presentations about EBP to colleagues at Loma Linda University Health and has made keynote presentations at national and international meetings. She taught EBP concepts while serving as a Fulbright Scholar working with faculty at the National University of Paraguay, and shared with them how to find new types of literature online.

She helped a second institution create a nursing program in Paraguay and signed up both institutions for programs sponsored by the World Health Organization that have made it possible for them to access health literature for free or reduced cost. "Now the two schools have access

"Her hard work both inside and outside the system went beyond the normal faculty responsibilities."

to hundreds of scientific journals and together graduate more than 80 professional nurses with EBP knowledge annually," she said. Over a nine-year period, she also worked with a nursing school in Japan to introduce these concepts and helped them integrate EBP into their curriculum.

A challenge facing nursing educators is that EBP has become a global movement but lacks global measurement. "The ability to measure EBP knowledge broadly is difficult when researchers use individual tools originating in each country," Dr. Nick said.

To capture and express the state of EBP knowledge globally, Nick, working with colleagues from

several countries, initiated global research to validate an objective measurement of EBP knowledge in French, Spanish, Japanese, Korean and Portuguese. Future research will include other languages.

The tool they are using has the potential to become a standardized objective exam that can be used all over the world. A standardized exam would allow nurse scientists to identify where nursing is as a science; it could also be used for accreditation purposes, she said.

"With the goal of making a difference by providing knowledge and access to evidence-based nursing care, Dr. Nick has made a significant difference in many countries, Dean Bossert said. Her diligent work went beyond the normal faculty responsibilities. This has filled a major need in many areas of the world. Her recognition by the American Academy of Nursing is very appropriate."

Dr. Nick shared what she hopes to accomplish during a life of service in a speech she gave when being recognized by the National League of Nursing with the 2016 Lillian Wald Humanitarian Award; she included this same phrase in her application to the American Academy of Nursing: "It is not one big project I have accomplished but little projects all over the world, like fireflies in the night. One lights up here, one over there. But little by little, someday schools of nursing all around the globe will have information equity and look like a beautiful orchestra of blinking lights."

The American Academy of Nursing's approximately 2,400 fellows are nursing leaders in education, management, practice and research. The Academy serves the public and the nursing profession by advancing health policy and practice through the generation, synthesis, and dissemination of nursing knowledge; induction is based on one's body of work and how it has impacted nursing.

2017-2018

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IN MEMORIAM



**CLARICE J. WILSON
WOODWARD, MS, RN
EMERITUS PROFESSOR**

**June 7, 1922–
June 20, 2018**

For many generations of
Loma Linda University
School of Nursing alumni,

Clarice Woodward represents a life dedicated to service and education in nursing. Clarice Woodward began her nursing career at Loma Linda Sanitarium and Hospital in 1944, earning a nursing diploma. A highlight of her experience was the opportunity to witness the IV drip administration of a new, yellow fluid called “penicillin” to treat a child with polio.

In 1962, Clarice earned her baccalaureate degree at College of Medical Evangelists and in 1963 her master’s degree in material-child nursing from UCLA. In 1966, Clarice joined the faculty of the School of Nursing. Clarice taught in the classroom and assumed leadership roles when needed. She was the junior year coordinator, the continuing education director and clinical agency coordinator, participated in the undergraduate curriculum committee, and chaired the undergraduate curriculum revision committee (developing the pediatric nurse practitioner program). In the Graduate program she served as Assistant Dean from 1973 to 1974 and from 1989 to 1993.

Looking back, Clarice acknowledged a great sense of fulfillment in nursing care as well as teaching and interacting with students. She enjoyed observing the potential in students, and encouraging them, especially the graduate students in their research writing. The local chapter of the nursing honor society, Gamma Alpha, Sigma Theta Tau, still presents awards of excellence in writing in her name. In 1993, Clarice retired and was awarded the title emeritus professor of nursing for Loma Linda University School of Nursing.

In her final years, Clarice had been dealing with ongoing health issues. It is with sadness that the LLUSN school family joins Clarice’s own family in mourning her passing and celebrating her memory and the great impact of her life.

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