

loma linda

FALL 2025

nurse



Life ~~Saving~~ Changing

For former law enforcement officer and current undergraduate nursing student, Jordan Robison, having his life saved at Loma Linda University Medical Center was just the beginning.



LOMA LINDA
UNIVERSITY

School of Nursing

letter from THE DEAN

I always say you can't make things better unless you are changing them. It's a phrase I've repeated often—sometimes with excitement, sometimes with a touch of nervous laughter—but always with conviction. Change is the heartbeat of progress, and in nursing, it's the pulse that keeps us responsive, resilient, and relevant.

Over the last few years, our School of Nursing has embraced change in ways both bold and subtle. We've revised our curriculum and added new programs to better reflect the evolving healthcare landscape, expanded our partnerships with clinical sites to offer richer student experiences, and invested in simulation technologies that mirror the complexity of real-world care. These changes weren't made for the sake of novelty—they were made because our mission demands it. To prepare excellent nurses who lead with a commitment to reflecting God's love through whole person care, personal and professional transformation, and global service, we must continually evolve.

But change isn't just about programs and policies. It's about people. And I've seen firsthand how our faculty have leaned into innovation, how our students have adapted with grace, and how our alumni—like you—continue to model excellence in every corner of the profession. You are the living legacy of this school, and your journeys remind us that transformation is not only possible—it's necessary.

Still, I'd be remiss if I didn't acknowledge that change can be uncomfortable. It asks us to let go of what's familiar and step into the unknown. It challenges our assumptions and stretches our capacity. But it also opens doors we didn't know existed. As our verse for the coming year, Proverbs 16:9 reminds us, *"In their hearts humans plan their course, but the Lord establishes their steps."* We may chart our path with intention, but it is often through unexpected turns that we find our greatest purpose.

This verse has been a quiet anchor for me during moments of uncertainty. It reminds me that while we strive to improve, innovate, and lead, there is a deeper wisdom guiding our steps. And when I look at the changes we've made—and those still to come—I see that wisdom at work.

One of the exciting new developments in the School of Nursing is the addition of our first two endowed professor positions—one for research and one for simulation. These endowed positions are due to the wonderful donations of both individuals and charitable foundations. These types of positions bring prestige to the school and allow for growth and innovation (i.e. change) in their respective areas.

Looking ahead, we're preparing for CCNE and COA reaccreditation, processes that invite us to reflect deeply on our strengths and areas for growth. It's a rigorous journey, but one that ensures we remain accountable to the highest standards of nursing education. We'll be reaching out to many of you for feedback, stories, and support—because your voice matters. You've walked these halls, worn the



scrubs, and carried the torch of our values into the world. Your perspective is invaluable.

So as we move forward, I invite you to walk with us. Celebrate the progress, challenge us to do better, and stay connected. Whether you graduated five years ago or fifty, you are part of a community that believes in the transformative power of nursing—and the transformative power of change, regardless of how uncomfortable that change makes us feel. Join with me in saying "You cannot make things better unless you are changing them".

Thank you for your continued support, your leadership in the field, and your unwavering belief in what this school stands for. Together, we'll keep moving forward—step by step led by God.

With gratitude and hope,

Shawn Collins, PhD, DNP,
CRNA, FAANA
Dean, School of Nursing
Loma Linda University

loma linda

nurse

FALL 2025 | VOL. 34

EXECUTIVE EDITORS
Shawn Collins
Andrea Lofthouse

EDITOR
Jackson Boren

ART DIRECTION & DESIGN
Ellen Musselman

CONTRIBUTORS
Meghann Heinrich
Nancy Yuen

PHOTOGRAPHY
Natan Vigna
Carl Canwell

CONTACT US

LOMA LINDA UNIVERSITY
SCHOOL OF NURSING

WEST HALL
11262 Campus Street
Loma Linda, CA 92350

PHONE
909-558-4923

nursing.llu.edu

#LLUSN
@LLUNursing



FOR QUESTIONS, ANNOUNCEMENTS
OR CHANGE OF ADDRESS

Alumni.SN@llu.edu

Published by
Loma Linda University
School of Nursing

FALL 2025

table of CONTENTS

FEATURES

- 4 Jordan Robison Profile
- 6 LLUSN Mission Service—
A Living Legacy
- 10 Steps to a New School
- 12 Entry Level Master's at Murietta

LLUSN HIGHLIGHTS

- 14-21 ALUMNI NEWS
- 22-27 ACADEMICS
- 28-33 HOMECOMING
- 34-37 FACULTY UPDATES



ON THE COVER

Former law enforcement officer and current Loma Linda University nursing student Jordan Robison enters the next chapter of his life.

Life Saving Changing

In the midst of a life-shattering event, Jordan Robison found the resiliency in himself and the calling to be a nurse through the care he received as a patient.

By Jackson Boren

Be-coming a nurse wasn't in the plans for Jordan Robison a few years ago, but neither was being a law enforcement officer either. He had previously taken a professional path from emergency services, working as an EMT on an ambulance to being an emergency room technician. Some words of wisdom from his father, a career police officer, led him to consider law enforcement for himself. "My father worked for San Bernardino Police Department for 28 years and he was the one who encouraged me to apply to the agency," says Robison. Once Jordan became an officer, he eventually was assigned to the Special Weapons and Tactics Team (SWAT) where he found a sense of fulfillment and purpose in his work.



All of this was shattered on August 18, 2021, when Jordan was critically wounded while apprehending a fugitive. The suspect produced a semi-automatic firearm and Jordan was shot eight times – in both forearms, his left leg, which shattered his femur, his shoulder, his abdomen below his armor, his ribcage, which was grazed, and his vest, which was struck twice. “Unfortunately, I remained conscious throughout the entire experience, so I remember every detail. The shooting itself felt like time slowed down and somehow, it also felt like I had been hit by a speeding train.” After taking down the assailant, his teammates, one of whom was also wounded, rallied around him and secured his wounds before the ambulance arrived. “I just remember how exceptional my teammates were at stopping me from bleeding out and getting me to the hospital alive.”

What followed was a long, hard road to recovery for Jordan but one that opened his eyes to a world of patient care that would deeply inspire the next chapter of his life. When Jordan woke up after his surgery in the intensive care unit at Loma Linda University Medical Center, he remembers feeling helpless in a way that was unfamiliar. “The feeling of having to completely place my trust in strangers was something I struggled with at first but the staff at LLUMC were incredibly professional and kind. I remember nurses and physicians from the ER coming up to my room throughout my stay just to check on my progress and tell me that I had been in their prayers.” Through this experience, it was the authentic human connections with his caregivers that made a real difference even as much as the treatments and rehabilitation he received. A number of the conversations he had with

his nurses, physical therapist and orthopedic surgeon planted a seed of inspiration in Jordan’s mind that maybe there was a place for him in healthcare.

Following his initial extensive recovery in the hospital Jordan soon realized the journey, both physically and emotionally, was far from over. Soon after, he made the difficult decision to medically retire from the San Bernardino Police Department and go back to school. But even through that process Jordan still faced self-doubt. He admits, “When I first left the department, the adjustment back to normal life without the identity of being a police officer was difficult. The question of ‘who am I outside of my job title?’ was a difficult one to answer. I had previously viewed my career and my self-image as completely integrated. Learning to discover your own value outside of your career was a learning process.”

The next step for Jordan was applying to nursing school at Loma Linda University School of Nursing. He knew that nursing was the career for him, but even once he was accepted into the program there was still some unresolved trauma from his incident. Jordan felt the psychological reverberations of his experience as a nursing student studying on the same campus where he was once a patient. “Attending a clinical in the very setting that I was a patient was more difficult than I had anticipated,” he says. “LLU counseling services provided a platform for me to work through these struggles. Now I am in my second year, and I feel completely at ease being in the hospital environment.”

On the other side of his trauma, Jordan has found a healing experience as a nursing student at Loma Linda University, and recalls his time as a patient as something that continues to affirm his decision,

Jordan has found a healing experience as a nursing student at Loma Linda University, and recalls his time as a patient as something that continues to affirm his decision.

saying, “I will always remember what it feels like to be a patient stuck in a bed completely reliant on the nurses for care. The more I continue through this program, the more assured I am that my path is the correct one.” He even considers the ways in which being a law enforcement officer prepared him for nursing school, saying “When I encountered chaotic situations as a law enforcement officer it was always in an uncontrolled environment. I have learned how essential it is to slow things down and analyze the situation before reacting. When I enter into a hospital setting, I try and bring a calm demeanor to the setting regardless of how chaotic it might seem.”

Through it all, one of the most significant blessings for Jordan has been the perspective he gained for his own role as a nurse, saying “I want to be a nurse that cares about the individual. Having firsthand experience, I know the memories that last in a patient’s mind stem from how they were made to feel. Addressing the individual patient with the emphasis on their humanity, rather than their symptoms, is my goal with every interaction.”

MISSION SERVICE AT THE SCHOOL OF NURSING:

A GROWING LEGACY

By Nancy Yuen



Loma Linda University School of Nursing was built on a legacy of global Christian service. Mission service is integral to the School's desire to inspire personal connections and whole person care on a global level.

"Short-term mission service provides a path for the School's mission to be realized," informs Shawn Collins, PhD, DNP, dean. At the School of Nursing, Students are encouraged to participate in international mission trips where they work side by side with faculty.

"Not only have we seen that international mission service deepens their understanding of nursing, volunteering with medical, dental and pharmacy students in mission settings broadens their understanding of how nursing fits into healthcare," he says.

Students may have chosen to pursue nursing because they've been assured it's a good profession or because they want to follow in a parent's professional footsteps, says Angelika Ashburn, DNP, clinical director of the Nursing, BS program in undergraduate nursing. While the goal of all curricula is to create better nurses, learning that takes place in the classroom can only go so far. "Short-term mission service can make a huge impact on a student's educational journey," she says.

Dr. Ashburn has seen students experience discoveries during short-term mission service that have enriched their professional journey. "Participating in international mission service can take a student from thinking of nursing as a job, to discovering their 'why,'" she says.

From the earliest stages of planning to every moment at the mission site, prayer is at the heart of each mission trip. Dr. Ashburn emphasizes that while the outcomes of interactions with patients aren't always straightforward, that's part of the learning process. "Each student learns that there is something they can offer," she explains. "They can offer prayer for the patient and their family; they can provide reassurance and hope."

Students taking the School's Public Health Nursing course perform medical mission service in Mexico. The short-term mission trip is embedded in the program at no charge to students, made possible by generous donors. Each quarter, as many as 70 students travel by van to Mexico where they complete 20 clinical hours.

From the earliest stages of planning to every moment at the mission site, prayer is at the heart of each mission trip.

In Mexico, the students work with a local doctor to provide care in popup clinics. They give lectures on public health topics such as oral health and sexually transmitted disease, and give treatment for lice. They also purchase baskets and fill them with food to distribute at a homeless camp in the community.

The trip has included time at Mount of Olives orphanage. Over the past five years nursing students and faculty have made many visits to the orphanage. They've interacted with toddlers who have grown into active children. "Now, when they see our vans arriving, they run to greet us," says Dr. Ashburn.

Nursing student Christina Spykstra has warm memories of her trip. "At the orphanage, we played with the kids, creating lasting bonds of love and support," she says. Christina and her classmates also provided medical care at a women's shelter and for children in the community.

Ashley Domingo has joined the trip to Mexico more than once during nursing school. The time she spent at the orphanage was a highlight of her mission trip which took place during the holidays. The volunteers played with the children and gifted toys during their visit to spread the joy of Christmas. Subsequent trips which she participated in were more clinical and community focused, she says. The students were placed in two groups—one was clinically focused and provided triage, referrals, and medications in the community. The other group worked in the community and distributed food baskets.

International Mission Service— All students are welcome

At the School of Nursing, international mission service opportunities aren't reserved for students who are well into their studies. Newly accepted students are encouraged to join overseas mission trips organized by SIMS (Students for International Mission Service). To help make the experience possible for more students, the School of Nursing offers \$750 for their first international mission trip.

While attending community college in preparation for applying to nursing school, Richard Monroy, David Prieto, and Julio Orellana became friends. After completing their prerequisites for the BS in nursing program, they were accepted at the School of Nursing.

Before classes began, they received an email invitation from SIMS (Students for International Mission Service) to attend SIMS International Night on the Loma Linda campus.

At the event they joined students from throughout the university learning about opportunities to serve. At the Kenya table, Julio paused to learn about the trip to Kendu Bay Adventist Hospital. He met Drs. Brandie Richards and Ashburn, who were staffing the table. He remembers the mood being different from the other stations. "Everyone on this trip will work hard, because we want to help as many people as possible," he was told. When he heard those words, "I knew the trip to Kenya was the one I wanted to join," he says.

When Julio and his friends signed up, only nine spaces were available. They had heard that space could fill up within minutes, and when Julio checked his phone over dinner, his phone battery was almost dead. He hoped it would last long enough to learn if he and his friends were



“The experience of serving alongside them strengthened my teamwork skills and built lasting friendships.”

part of the group, and it did. They celebrated as he shared that they all were on the list.

From June 23 to 27, 2025, Richard, David, and Julio joined SIMS volunteers staffing a medical camp at Kendu Bay Adventist Hospital. The medical care that was provided was a highlight of the hospital's 100th anniversary celebration.

The friends wondered how much they would be able to contribute, as they were just beginning nursing school. Before they left, David asked Dr. Brandie Richards for her advice on how to prepare. He also met with Prof. Nancy Wolfe. "I asked Prof. Wolfe to help me learn how to give devotion and prayer, as it was something I'd never done," he recalls. He would go on to lead devotion and prayer in Kenya and on his next mission trip, to Nepal.

Richard says: "I felt well prepared. "I'd learned how to perform head-to-toe assessments including listening to heart rhythms and lung sounds." The training was invaluable at Kendu Bay Hospital, where he conducted multiple assessments on patients. "Any irregular findings were promptly reported to the doctors, ensuring that the patients received care," he says.

On the first day, hundreds of people seeking care waited for the clinic to open. Julio marveled at the distance they had traveled. "People had arrived as early as 3:00 a.m. Some didn't have a blanket with them, and others had no water," he recalls. The first day the team saw 500 patients. The next day the number rose to 700.

Each day, Julio remembers clinic beginning with prayer with the patients. "I saw how we were



providing both medical and spiritual care to them. Morning prayer set the tone for the day,” he says.

After observing intricacies of the working clinic, Julio, who had always been shy, had an idea he thought could make the process more efficient. While speaking up had never been natural for him, he presented his idea to the group. “It was amazing to see my idea put into practice the next day,” he marvels.

As he interacted with patients, Julio learned their stories. Some had lived with their symptoms for a year. As he volunteered, “It felt like I had jumped into a nursing textbook,” he marvels.

More than 3,000 patients were seen during the clinic. Over 100 surgeries, and more than 250 dental procedures were completed.

Lasting and profound change

Before nursing school, Christina Spykstra hadn’t participated in short-term mission service. “When I signed up for my first mission trip to Uganda as a nursing student, I felt a mix of excitement, nervousness, and humility,” she recalls. “I went not knowing anyone on the trip, which added to my nerves, but I was eager to step outside of my comfort zone.”

Over the course of the trip, she became connected with the other nursing students. “The experience of serving alongside them strengthened my teamwork skills and built lasting friendships,” she affirms. “The anticipation of traveling to a new country, meeting people from a different culture, and serving with an open heart filled me with gratitude, humility, and a willingness to learn.”

Ashley, David, Julio, and Richard have all gone on to complete additional international mission service. Their experiences mirrors Christina’s.

“My mission trips have profoundly impacted my perspective on healthcare and reinforced my desire to become a nurse,” says David. “Experiences I’ve had in places like Kendu Bay and refugee camps in Thailand highlight the immense need for healthcare. Seeing patients arriving by the thousands, often with no access to basic services, reassured me of the impact I can have. These experiences have solidified my commitment to serving those in need and have inspired me to continue this path.”

According to Dr. Collins, the number of students participating in international mission service is impressive. “The School of Nursing has become a leader among the Loma Linda’s Schools,” he says, “Nursing students now comprise about half of the students participating in the University’s SIMS trips. We are committed to continuing to encourage and support both students and faculty as they make the commitment to serve.”

Transformational change that occurs while serving internationally is realized as a result of the commitment of the School’s administration, faculty, and generous donors, Dr. Collins emphasizes.

Financial assistance made it possible for Ashley Domingo to experience mission service as a student, she says. As she gained hands-on experience while volunteering in Mexico, Brazil and Uganda, Ashley developed cultural awareness; she also learned how to adapt and care for people in different settings.

“The experience opened my eyes to the importance of compassion, service, and community, and reminded me why I chose this path in the first place,” she reflects. “None of this would have been possible without the generosity of donors. Their contributions didn’t just fund a trip, they created opportunities for learning, connection and impact that I will carry forward into my career and the way I care for others.”

PURPOSEFUL EXPANSION

Meeting the Needs of a Growing Student Body

By **Meghann Heinrich**

In recent years, Loma Linda University School of Nursing (LLUSN) enrollment has blossomed, reflecting both the growing demand for skilled nurses and the School's reputation for academic and clinical excellence. With an expanding student body, the School of Nursing is rising to meet the challenges and opportunities this growth presents by adapting and strategically planning for the future. At the same time, LLUSN remains committed to the present, ensuring that current students continue to receive the individualized support, high-quality instruction, and hands-on experiences that have long been hallmarks of our programs.

Over the past four years, the undergraduate nursing program has experienced a meaningful 42% increase in enrollment. The 2020–21 school year saw 164 students. That number steadily climbed to 190 in 2021–22, 210 in 2022–23, and 225 in 2023–24. Looking ahead, LLUSN plans to welcome 240 students in the 2025–26 academic year, marking a steady growth trajectory while raising real questions about current program capacity, class sizes, and building needs.

While this rapid expansion highlights the increasing demand

for LLUSN's high-quality nursing programs, it also underscores the need for thoughtful infrastructure and academic support. Currently, LLUSN has reached the maximum number of students it can accept with existing facilities. However, long-term plans are in motion to expand further and accept up to an additional 60 students per year once new classroom, lab, and simulation spaces become available.

LLUSN's commitment to excellence in nursing education remains at the forefront of every decision made during this period of growth. The School is keenly aware of the potential challenges that come with increased class sizes and is proactively preserving the quality of instruction, clinical training, and student support offered during this new phase. "We must be careful that the growth does not impact student learning," explains Associate Dean of Undergraduate Studies Dr. Brandie Richards. "This is done by ensuring that we have adequate classroom and lab equipment, clinical rotation availability, and faculty support and training."

To that end, the School of Nursing has invested in expanding its team by hiring more faculty to maintain strong student-to-teacher ratios. An additional simulation technician has also come on board to support the



increased demands on the School's simulation environments—an essential component of nursing education providing students with hands-on experience in a safe and controlled setting.

In addition to personnel expansion, LLUSN has diversified the ways in which students can access learning content. Course delivery includes a blend of in-person instruction, pre-recorded lectures, case studies, and the support of the Academic Center for Excellence (ACE), which offers support on a wide variety of academic and whole person skills, strategies, and resources to promote academic excellence. These flexible learning options are designed to support a range of learning styles and schedules. This ensures students receive the individualized attention they need to develop their skills and understanding, regardless of class size.

Loma Linda University's broader infrastructure has played a critical role in accommodating the School of Nursing's immediate space needs, allowing LLUSN to use buildings typically reserved for other schools. For instance,



The highly anticipated new School of Nursing building will provide the expanded space necessary to support the school's vision for the future.

classrooms in Risley Hall have been made available to support LLUSN's increased cohort sizes. While the use of satellite locations is a temporary solution, it is a vital step in maintaining continuity and quality in student learning experiences while new classrooms are constructed. "We will continue to utilize Risley Hall along with other possible classroom sites to accommodate our larger cohorts until the new building is done," shared Dr. Richards.

The highly anticipated new School of Nursing building will provide the expanded space necessary to support the school's vision for the future. Once completed, it will house advanced classrooms, labs, and simulation areas designed to meet the evolving demands of nursing education and practice.

LLUSN's approach to growth is rooted in its core mission to train competent, compassionate nurses who are prepared to serve and lead in a variety of health care settings. The increased interest in the

School's nursing programs is both a challenge and an opportunity—one that LLUSN leadership is embracing with enthusiasm and a clear vision for the future. The plan to grow to accept up to 300 nursing students annually is much more than just an exciting goal and a nice round number. It reflects widespread confidence in our programs and faculty along with our commitment to preparing more nurses to meet the pressing health care needs of communities near and far.

As the School of Nursing continues this expansion project, its leaders remain focused on what matters most: maintaining a high standard of education, supporting student success, and preparing future nurses who live out LLUSN's overarching mission to make man whole. This commitment ensures that growth is not simply about numbers, but about growing to meet our students' unique needs and shaping a new generation of nurses who are ready to meet the complex health care challenges of tomorrow.



Risley Hall is serving as a temporary space accommodation for the School of Nursing.

Entry-Level Master's Program Moves to Murrieta Campus

by Meghann Heinrich

The Entry-Level Master's (ELM) is a unique offering among the several degrees offered at Loma Linda University School of Nursing (LLUSN). Starting this academic year, the ELM program will officially transition from the Loma Linda campus to the school's Murrieta campus. This strategic move aims to strengthen both student experience and bolster the local health care workforce within Murrieta and the surrounding communities.

The ELM program is uniquely designed for individuals who already hold a bachelor's degree in a different field with a desire to enter the nursing profession. In just two years, students complete the intensive program, become eligible to sit for the NCLEX-RN exam to earn licensure as a registered nurse, and graduate with a master's degree focused on population health. The program's clinical experience gives students the opportunity to care for some of the most critically ill patients in the Inland



Empire, as well as marginalized and underserved populations. This emphasis prepares graduates for bedside nursing while also equipping them with the diverse tools to advance in leadership, education, and community health roles. Upon completion, graduates are additionally recognized by the California Board of Nursing with a certificate in public health nursing—broadening their scope of impact.

With the move to Murrieta, LLUSN ELM students will be more engaged with the nursing and administrative staff, enhancing their clinical education and providing them the opportunity to move forward as one cohort each year. LLUSN Dean Shawn Collins, PhD, DNP, CRNA describes the decision to bring the program to Murrieta as both practical and purposeful. “The only real change in the ELM degree by moving to Murrieta,” he explains, “is the majority of didactic courses will now be taught there. Our ELM students already do the majority of their clinical rotations at Murrieta, so the move is a natural fit.”

That “fit” extends beyond geography and logistics. Loma Linda University Medical Center–Murrieta, faces the same challenges as many hospitals across the state: recruiting and retaining RNs. By locating the program where students are already building relationships and gaining hands-on experience, LLUSN hopes to create a stronger pipeline of future nurses for Murrieta and the surrounding communities. “As one of our hospitals, Murrieta benefits when students train and stay connected there,” says Dr. Collins. “It’s a community hospital, and because the ELM program has a focus on population health, this really is a better match for the kind of nursing practice we’re preparing [our students] for.”

With the move to Murrieta, LLUSN ELM students will be more engaged with the nursing and administrative staff, enhancing their clinical education and providing them the opportunity to move forward as one cohort each year.

Interest in the program is already strong. Each year, LLUSN admits just one ELM cohort in the winter quarter. For 20 available spots, the most recent admissions cycle drew 60 qualified applicants. That level of competition speaks to both the program’s positive reputation and to the rising demand for accelerated nursing pathways.

Prospective students are drawn to the ELM program for its efficiency as well as its outcomes. The first year of the program includes the majority of undergraduate requirements and RN work. The second year consists of the population health and degree requirements for the MSN. For career changers, the two-year timeline provides a way to pivot into a high-demand profession without the time commitment of a traditional four-year nursing degree. Graduates leave with career versatility, able to serve in direct patient care, public health departments, and academic or policy settings.

The ELM program also stands out for its holistic approach. Beyond clinical competence, graduates are trained to think critically about the social, cultural, and systemic factors that shape health outcomes. This broader lens is especially relevant in Murrieta, where diverse community health needs require nurses who are prepared to look upstream and engage with public health solutions.

For students, the relocation offers another advantage: continuity. Many will complete their classroom instruction, portions of their clinical rotations, and potential future employment all within the same health system. This creates a smoother transition from student to practicing nurse and fosters long-term ties to the region. Dr. Gloria Huerta, Associate Dean of Academic Affairs and Graduate Nursing Programs, says “The true clinical-academic partnership that will result from completing almost 100% of their education in one location will strengthen the student bond with our health care system. The facilities at LLUH–Murrieta will permit the students to have one location for their academic activities and may provide us the opportunity to expand the program in the future due to the increased patient load at the hospital.”

Ultimately, the location shift underscores LLUSN’s mission-driven approach to nursing education. By responding to community needs while maintaining academic excellence, the School of Nursing continues to prepare graduates who are equipped not just for jobs but for meaningful, lifelong service.

2025 PRESIDENT'S
AWARD RECIPIENT

TYNESHA C. WADE

Tynesha C. Wade is the recipient of the 2025 President's Award.

Dr. Wade was a journalist before pursuing nursing as a career. "Although I loved telling stories, I realized I needed to be part of the story—someone who was helping and healing," she says.

After completing her associate degree in nursing at Cerritos College in 2013, Dr. Wade began working in the NICU at Harbor-UCLA Medical Center. She had cross-trained in the hospital's PICU, and while floating there she enjoyed both interacting with the young patients, and the variety that the unit offered. The PICU staff began urging her to work with them, and when a position opened up, "I transferred and I've been a PICU nurse ever since," she says. She would go on to supervise the hospital's 19-bed PICU and 12-bed pediatric step-down unit.

While working at Harbor-UCLA, Dr. Wade completed Cal State Fullerton's RN to BSN program. Her career path then took her to Children's Hospital of Orange County (CHOC).

At CHOC she honed her skills and continued her studies, entering the MSN—Nurse Educator program at Cal State University Dominguez Hills. It was then that she began accepting mentoring, training, and leadership roles. "It seemed like a natural transition," she says, "and I learned a lot about the profession and about myself along the way."

As she neared completion of her MSN program, Dr. Wade accepted a clinical educator position at Totally Kids Rehabilitation Hospital in Loma Linda. It was then that she learned about the Loma Linda University. "Many of the physicians there were affiliated with Loma Linda. Dr. Ravindra Rao and my mentor Tina Darling encouraged me to apply to the School of Nursing."

Dr. Wade chose the Doctor of Nursing Practice (DNP) Acute Care Pediatric Nurse Practitioner program because she had worked for most of her career in PICU and she wanted to continue serving in an acute care capacity.

After being accepted, "I remember feeling like it would be impossible for me to focus on the DNP program and give the nurse manager role the attention it deserved, so I returned to what I knew I did well—bedside nursing," she recalls.

Drawing on her PICU experience, she began working at the pediatric emergency department at Loma Linda. "It was my first time tackling triage and trauma, and those experiences were valuable," she recalls. "I was able to use and share what I already knew and grow and learn some new things as well."

Reflecting on her educational journey, she says, "My superpower has always been my capacity to learn. I have two cousins who jokingly started teaching me square roots when I was 3 years old. They were astonished when I retained the information and learned the concept. From that point on, I was

"My experience at LLU was the most genuine and humbling educational experience I've had."

a learning machine! My educational journey, for the most part, has reflected that ability to learn."

"My experience at LLU was the most genuine and humbling educational experience I've had," she continues. "The faculty became my cushion when I stumbled and held me up when it felt like I would fall." Faculty including Drs. Amy Gow, Gloria Huerta, and Robin Pueschel each played important roles in her growth. "They didn't just teach me, they saw me. And they helped me see myself."

Dr. Wade's DNP research project, "*Cognitive Rehearsal Training for Nursing Workplace Incivility: A Quality Improvement Project*," was shaped by personal experience.

Early in her nursing career she recalls having encountered workplace incivility—an issue that can lead to burnout and cause talented nurses to leave the field. "I knew I wanted my project to matter. I wanted to address something I was passionate about," she explains.

She developed an intervention using cognitive behavioral training and role-play scenarios to help nurses identify and constructively respond to incivility.

“The participants valued the training and asked for it to be included annually,” She reflects. “That told me nurses are ready to address this issue; they just need the tools and the leadership to support them.”

Her resilience philosophy—“I can’t give what I haven’t got”—reflects a deep understanding of self-care and leadership. She teaches those she mentors to accept discomfort as part of growth, encouraging emotional endurance alongside clinical competence.

One of Dr. Wade’s most meaningful accomplishments as a first-generation college graduate is the example she’s given to her family. “My son saved my contact in his phone as ‘Mom: She’s gonna be a doctor one day.’ Now that I’ve graduated, my daughter asks, ‘Are you going to work as a doctor today or as something else?’” she says. “That’s the environment I wanted to create—one where they believe they can achieve whatever they’re willing to reach for.”

As for future goals, “I would love to work as an acute care pediatric nurse practitioner in a PICU,” she says. “I also want to continue educating and mentoring nurses and healthcare workers. I think my ultimate situation would be doing shifts in the PICU and teaching in a pre-licensure nursing program.”

Above all, faith is the foundation of her life and her journey. “There is no aspect of my life that my spiritual experience doesn’t impact,” she says. “It’s my goal to continue to live in a way that praises and pleases God.”



2025 DEAN'S AWARD RECIPIENT,
GRADUATE PROGRAM

PROSANTO RAHUL BAROI

Born in Bangladesh into a Hindu family, Prosanto Rahul Baroi was placed in the care of an Adventist orphanage, Kellogg Mookerjee Memorial Seminary (KMMS), when he was 2 years old. He was the youngest of five children. Following his father's death when he was 8 months old, his mother struggled to provide for the family. Placing him in the orphanage was one of the most difficult decisions of her life, he says.

KMMS provided a safe space for Rahul to grow physically, mentally and spiritually, he says. He went to school there, and it was at the orphanage where his values, faith, and world view were shaped. After finishing the 10th grade at KMMS, he transferred to Bangladesh Adventist Seminary School & College where he completed the 11th and 12th grades.

"My introduction to nursing wasn't the result of a childhood dream," he says, "but rather the unfolding of God's plan for my life." He became the first in his family to pursue a career in health care when one of his sisters, Ellen Bashanti O'Malley, sponsored his BS degree in Nursing Studies. At first, he wasn't sure where his studies at Adventist University of the Philippines would lead. "Looking back now," he says, "I see clearly that this was God's way of placing me where I was needed most."

After completing his BSN degree, he began work as an emergency department nurse in Bangladesh. It was then, he says, that he witnessed the depth of human suffering and learned the importance of compassion. He also became aware of the urgent need for highly skilled, dedicated nurses in Bangladesh.

Connections he made with his patients affirmed nursing as his calling and an opportunity to make a difference in others' lives. He enjoyed the pace and the challenges of direct patient care but felt a growing desire to contribute more broadly to the field of nursing. To do this he knew he would need to continue his studies. He went on to complete a Master of Public Health degree while continuing to work full-time.

In 2016, Rahul was the first and sole instructor hired by Bangladesh Adventist Nursing College (BANC) the only Adventist nursing college in the country. In academia he discovered a passion for teaching. Over the next eight years he served in various capacities in education, including leadership roles. "One memory continues to inspire me," he says. "A freshman said, 'Sir, someday I want to become a teacher like you.' These words still bring me joy, reinforcing my commitment to mentoring the next generation of nurses."

He joined the faculty at BANC as a lecturer and was later promoted to Principal. "Leading a nursing college was both challenging and rewarding," he says. As Principal he shaped policy, mentored faculty, and influenced the professional development of hundreds of students.

His academic journey has not been without its struggles, he confides. While completing his BSN degree he experienced significant challenges adjusting to English as the medium of instruction. While initially he found it overwhelming to keep up with lectures and assignments, give presentations, and meet clinical requirements, "over time I learned to adapt and even thrive," he affirms.

While he was working at BANC, Patricia Jones, PhD, RN, FAAN, professor and director of International Nursing, visited. "I had the privilege of speaking with Dr. Jones, and her encouragement planted the seed of pursuing further education at LLU," he recalls.

His concentration in the School's Off-campus Master of Science in Nursing (MSN) program was Nurse Educator: Adult and Gerontology. His cohort was comprised of 44 students from 14 countries—Cambodia, Cameroon, China, Japan, Kenya, Lesotho, Liberia, Malawi, Mexico, Nigeria, Rwanda, the Solomon Island, and Zambia.

"When I went to Thailand for my study in 2022, 2023, and 2024, my wife, Lima Folia, was alone for a month each year. I am grateful for her continuous support and for being a source of inspiration during my educational journey," he says.

Studying during COVID-19 proved challenging. "Most of us came from resource-limited countries, where personal laptops and computers were not readily available, and

“My introduction to nursing wasn’t the result of a childhood dream,” he says, “but rather the unfolding of God’s plan for my life.”

stable internet connections were often inaccessible,” he recalls.

“I’m deeply grateful to the LLU professors and all those who supported us with extraordinary care, patience, and love. Their encouragement, motivation, and prayers kept us moving forward,” he says.

Though he wasn’t present at his commencement on July 15, 2025, he joined through social media. “When I saw my name listed with the words ‘Dean’s Award,’ I could hardly believe my eyes. I had to check repeatedly to ensure I had seen correctly.”

“I now see myself as a globally oriented Adventist nurse educator,” he says. “My academic journey has taken me from earning my BSN at AUP in the Philippines, to completing my MSN at the LLU School of Nursing. I’m now pursuing my PhD at Sahmyook University in South Korea.

He states with confidence: “I believe my life isn’t my own, it is in God’s hands. I’ve surrendered my plans to Him, trusting that He will lead me where I can make the greatest impact, serving faithfully and inspiring others to do the same.”



2025 DEAN'S AWARD RECIPIENT,
GRADUATE PROGRAM

SINTYA SINTYA

Sintya Sintya's journey into nursing began not in college, but when she was a student at Redlands High School. She was accepted into Heart Academy—a competitive health career-oriented program that provides both coursework and internships that prepare students for careers in health care.

“What I experienced at Heart Academy went beyond studying courses such as physics,” she recalls. “I dissected a human brain, shadowed nurses, and spent time in the emergency department.” While she initially wanted to become a physician, “When I learned that nurses have more time with patients, I began to see nursing as my calling,” she says.

“I decided that for me there was no other nursing school than Loma Linda,” she says. “I told God, ‘this is where I want to be.’” Initially waitlisted, Sintya sent emails and made numerous calls to admissions to learn how to strengthen her application. Andrea Lofthouse, MBA, Assistant Dean of Student and Alumni Relations, worked closely with her. “I knew she saw something in me,” says Sintya. “I’ve told her I wouldn’t be where I am today without her.”

Sintya was accepted into the program as a member of the class of 2020. One Sabbath, midway through her nursing program, she was visiting a close church member who was like a grandma to her when her brother called, insisting that she come home. Their father, a pharmaceutical driver, had died in a traffic accident. She didn’t believe it until she heard her mother crying.

She returned to school the next Monday and was called into the Dean’s office. “I wondered what I had done wrong,” she remembers thinking. Dr. Elizabeth Bossert, dean at the time, and faculty members offered support;

they asked if she wanted counseling or to take a leave of absence. “I’d had a great loss and I was broken on multiple places inside. The faculty reached out to me when I couldn’t reach out to them,” she says. “I found an incredible community to pick me up and to help me make it through. On that day I knew I was in the right place at the right time.”

Sintya took on leadership roles in nursing school, serving as Association of Student Nurses (ASN) Spiritual Leader in her junior year and as class treasurer in her senior year. Due to the COVID-19 pandemic, her class wasn’t able to march at graduation, a meaningful occasion she had looked forward to.

Shortly after graduating, she became licensed and took a position as a nursing supervisor in a long-term care facility. “It was a challenging position for a new nurse,” she says. She oversaw LVNs, managed patient admissions and discharges, and supervised care for up to 89 residents. When the director of nursing left at 3 p.m., she was the highest-ranking healthcare professional on-site until midnight.

During the COVID-19 pandemic, she played a critical role in managing outbreaks, enforcing infection control measures, and addressing staffing shortages. All this while caring for critically ill patients, calling time of death, responding to codes, and facing the difficult task of informing families about the passing of their loved ones. She also ensured compliance with constantly changing regulations, supporting and guiding her team through an incredibly challenging time.

She recalls a week in which every patient in the facility had COVID-19—and 30 passed away. “I

was coding patients, documenting time of death, and doing all I could,” she says. To protect her family, she lived in hotels for several months.

In September 2020, nine months after completing her BSN in December, 2019, she returned to the School of Nursing, to begin the Doctor of Nursing Practice (DNP)—Family Nurse Practitioner program. While in the program she was awarded several scholarships, including the prestigious ASCN Leadership Scholarship.

As she looks back, Sintya sees God’s leading through many challenges in her life. While her father had initially been resistant to her choice to pursue Adventist education, shortly before his death, he attended her nursing dedication ceremony.

“In my life,” she muses, “God has a unique way of challenging me. I learned to remember the words of 1 Corinthians 10:13: “God is faithful. He will not let you be tempted beyond what you can bear.” Sintya holds onto that promise.

She is confident that no matter where life takes her—through valleys or mountaintops—God goes before her. Her path has included serving as sole provider for her mother and brothers and accompanying her mother to medical appointments after she was diagnosed with cancer. “I took it all one day at a time, depending on God, on my family and my friends,” she says.

Dr. Sintya celebrates the positivity she has experienced in nursing. “I also value the many options nursing offers,” she says. “If you feel stuck you can keep learning, explore a new route; nursing is a profession where you can always grow.”

She recalls a mission trip to Cuba just two months after her

“Nursing is a profession where you can always grow.”

father’s passing that provided a time to clear her mind and heal. “I fell in love with mission service,” she says. Serving as part of interdisciplinary teams, she would go on to volunteer in Thailand and Peru, providing basic services such as head to toe assessments, flu shots and eye exams, and education to the indigenous people; in Botswana she worked with health care professionals from Kanye Main Clinic providing health care to local villagers, and in Ukraine, she shared the 8 Laws of Health (Nutrition, Exercise, Water, Sunlight, Temperance, Air, Rest, Trust in God) with community members.

She marched for graduation in June 2025, fulfilling a goal that had previously been made impossible by the pandemic. “I made it by God’s grace,” she says.

Looking forward, she would like to work as an outpatient nurse practitioner in a preventive care setting. After getting more experience, she would like to become a nurse practitioner in an inpatient cardiac intensive care unit setting.

Above all, she is trusting in God to take the wheel, going where He leads. She also holds on to a final desire: “I want to return to the School of Nursing to teach. I want to be an example of what I experienced as a student, to others.”

2025 DEAN'S AWARD RECIPIENT,
UNDERGRADUATE PROGRAM

ELLEE PASILA POSNER

Ellee Pasila Posner's earliest memories of nursing come from watching her mother work as a hospice nurse. "I saw firsthand how deeply she touched her patients' lives—not only through her clinical work, but through her compassion and presence during such a vulnerable time," she says.

Ellee often accompanied her mother to patients' memorial services. "I remember many family members thanking her and sharing how much comfort she brought during one of the most difficult chapters of their lives," she says.

As she considered career options, Ellee knew she wanted to help others. While healthcare seemed like the ideal field, she didn't believe nursing was the right fit. She pursued the business side instead, completing a bachelor's degree in business administration with an emphasis in healthcare management at Pacific Union College (PUC). In 2019, she began work, climbing the ranks to become operations manager for a network of subacute facilities in the Inland Empire.

In spite of her success, something was missing. "I remember sitting through meetings where patients were referred to as numbers or bed-days," she recalls. "There was a clear disconnect from the humanity of patient care, and I realized I wanted something more personal—something that aligned with the kind of meaningful care my mother had provided."

That desire led her to return to school to pursue nursing, a decision she describes as the proudest accomplishment of her life.

In 2017, while attending PUC, she had participated in the Summer Business Internship Program at Loma Linda University Health. "The culture at Loma Linda



was unlike anything I had experienced—genuinely kind, collaborative, and mission-driven. Once I decided on nursing, there was no question where I wanted to go,” she says.

As a nursing student, Ellee was drawn to opportunities to learn, lead, and serve. She became a study group leader for key courses like Fundamentals, Adult Health III, and Critical Care, and she tutored across multiple subjects.

While studying with a small group of classmates for a pathophysiology exam, she found joy in helping them grasp difficult concepts. This awakened in her an unexpected passion for teaching. “Helping someone reach that ‘aha’ moment—especially when they’d been struggling—was incredibly rewarding,” she says. “Some of the students went on to become tutors and leaders themselves, which was even more meaningful.”

According to Gloria Huerta, DNP, associate dean of Graduate Studies, Ellee was dedicated to both her own and her classmates’ success. “She showed a dedication and passion to serve,” says Dr. Huerta. “she did everything she could to help other students do well, often on her own time, and she did well herself.”

Throughout the program Dr. Huerta observed Ellee as humble, selfless and smart, and a team player.

Ellee served in the Peer Supporter Program, using skills she learned in training in her interaction with classmates. “In the beginning, I was afraid to ask for help,” she says. “But nursing school is overwhelming, and no one should go through it alone. Once I leaned on the resources and people around me, everything changed.”

Ellee’s commitment to whole-person care crystallized during one of her first clinical shifts at Loma Linda’s East Campus. She was assigned to care for a post-op patient who had previously been uncommunicative with staff. But when Ellee asked gently about how she was coping, something shifted. The patient shared her fears, her loneliness, and how much she missed church. Ellee offered to pray with her—and the patient accepted. “That moment gave me goosebumps and I knew I was exactly where I was meant to be.”

“I found a career—and a community—that has changed my life forever.”

Ellee faced challenges in her second year of nursing school when she underwent surgery; at the time she was also working two jobs. “It was one of the hardest times of my life,” she recalls, but it taught me how to be resilient.” She is grateful for the encouragement she received from faculty mentors like Professor Pangan, Professor Highton, and the ACE staff. “They were my cheerleaders—especially during the moments I doubted myself.”

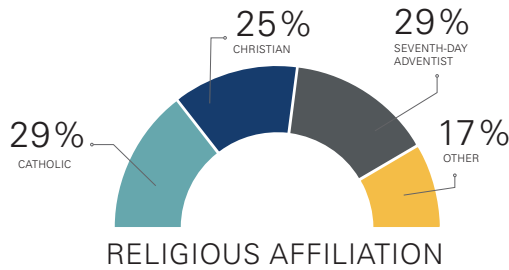
Outside the classroom and clinicals, Ellee received strength from her faith and her family. After her grandmother passed away from COVID-19, her family opened an orphanage in Semarang, Indonesia, her grandmother’s hometown. In September 2025, after graduation, Ellee traveled to Indonesia on a mission trip. She visited the orphanage, then traveled to Nias to run a clinic and assist with a Vacation Bible School program in a rural community. “My grandmother spent her life helping others. This was our way of continuing her legacy,” she says.

As she prepares to begin her nursing career in critical care, Ellee is focused on building clinical skills and deepening her understanding of patient care. In the future, she envisions two possible paths—returning to healthcare administration, buoyed by her experience with direct patient care, or transitioning into academia. “I discovered how much I love teaching,” she said. “Becoming a professor would allow me to mentor the next generation of nurses, just like others did for me.”

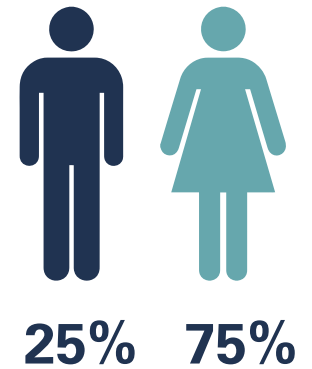
She remains inspired by wisdom shared by Dr. Medina at her nursing dedication ceremony: “Remember your why.” Her “why” is being present for her patients, coworkers, and following God’s leading.

“I promised myself I’d follow this path until I no longer felt God calling me to it,” she affirms. “That moment never came. Instead, I found a career—and a community—that has changed my life forever.”

Class of 2025 BY THE NUMBERS



CLASS GENDER



PRIMARY LANGUAGE

- 83%** ENGLISH
- 8%** SPANISH
- 2%** TAGALOG
- 7%** OTHER

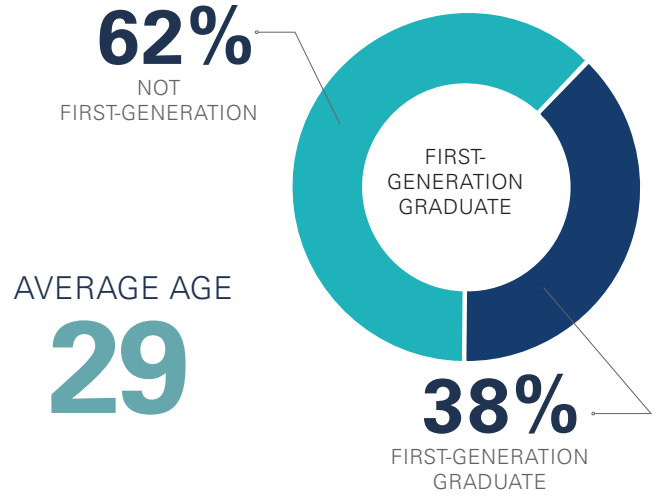
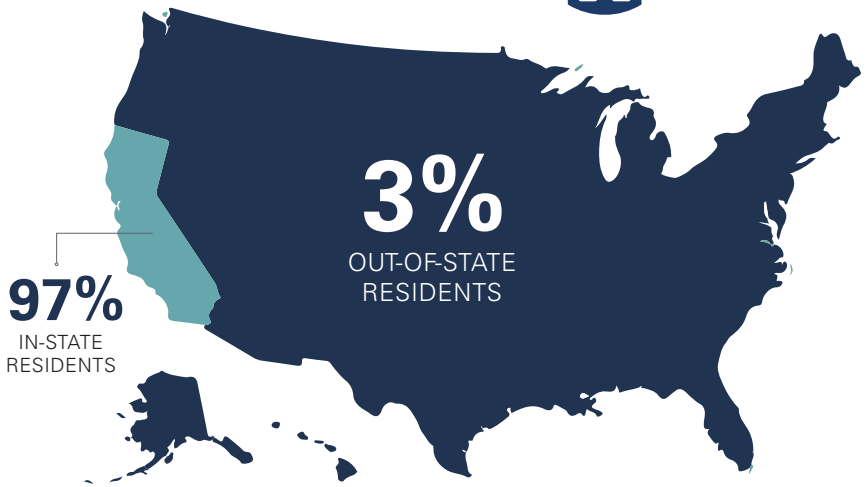
NURSING AS A SECOND DEGREE



MARITAL STATUS

- 83%** SINGLE
- 17%** MARRIED

VETERANS
3%



RN-to-BS
8%



COMMENCEMENT 2025





In June 2025, Loma Linda University School of Nursing celebrated the Class of 2025 graduates with its tradition of twin commencement ceremonies held in the Drayson Center Opsahl Gymnasium. Marking the 120th anniversary of the School of Nursing as well as Loma Linda University as a whole, the ceremonies carried a joyous energy for each of the 275 graduates who made up the class of 2025. The ceremonies consisted of students receiving Bachelor's, Master's or Doctoral degrees in most of the school's nursing programs. At one point, the school's Dean, Dr. Shawn Collins asked all of the first generation graduates to stand, paying tribute to the growing population within the LLUSN student body. Loma Linda University Health Senior Vice President of Patient Care Services, Helen Staples-Evans, DNP, RN, NE-BC was the commencement speaker for the ceremonies and shared a poignant message of inspiration with the graduates as they prepared for the next chapter in their nursing journey. After the awarding of diplomas, student leaders from the undergraduate program led the ceremonies in the nurses' pledge before dismissing the graduates for the recessional.





STRENGTHENING TIES AND BUILDING CAPACITY:

Highlights from the Nursing Breakout Session at the 2024 ECD Teachers Convention

Iris Mamier, PhD, RN (LLUSN Faculty and Coordinator, PhD Global Track)

In the summer of 2023, Loma Linda University School of Nursing (LLUSN) launched a dynamic new initiative—the *Global Track* of its online PhD in Nursing program. This inaugural cohort of nine students represents six global divisions of the Seventh-day Adventist Church, including participants from the Philippines and Japan (SSD and NSD), Jamaica and Colombia (IAD), and five African nations: Ghana (WAD), Lesotho, Malawi, Zambia (SID), and Rwanda (ECD). United by a shared commitment to advancing Adventist nursing education and practice, these students convene annually for in-person intensive seminars with LLUSN faculty.

Following an initial seminar on the Loma Linda University campus, the 2024 gathering brought the cohort together in Thailand at Asia-Pacific International University (APIU). While there, five PhD students from Africa were invited to join the planning committee for the nursing breakout session held during the East-Central Africa Division (ECD) Teachers Convention in Arusha, Tanzania (December 10–15, 2024).

Co-sponsored by Adventist Health Ministries and the LLU School of Nursing, the nursing breakout session highlighted the impact of global collaboration on Adventist nursing education. It opened with a keynote address by Professor Sammy Kipkemei Lagatt, MScN, from the University of Eastern Africa, Baraton (Kenya), titled “*Quo Vadis Adventist Nursing Education in Africa? Where We Were, Where We Are, Where We Are Going.*” His remarks offered a thoughtful reflection on both the progress and the future direction of nursing education across the continent.

Addressing more than 800 attendees in a plenary session, **Dr. Anne Berit Petersen**, Associate Honorary Director for Global Nursing with GC Health Ministries and Director of the LLUSN Office of Global Nursing, challenged leaders to see the potential for Adventist nursing to play a crucial role in fulfilling the church’s mission. **Dr. Brandie Richards**, LLUSN Associate Dean, later presented a hands-on workshop on simulation in nursing education. “*It was wonderful to experience the collegiality—and to watch learning strategies come alive and be applied to their contexts,*” she reflected.

Coordinated by **Dr. Iris Mamier**, LLUSN Faculty and Coordinator, PhD Global Track, all five PhD students from Africa presented alongside their LLUSN faculty mentors, leading sessions on topics such as integrating faith and learning, emotional intelligence in academic leadership, competency-based education, and simulation-based clinical teaching. Each presentation reflected the core values of Adventist nursing education while equipping faculty with practical tools to strengthen their own programs.

A particularly compelling session featured **Mr. Lillo Kuape** (PhD student and Rector at Maluti Adventist College), **Mr. Dennis Gwesere** (PhD student and Academic Dean at Malamulo College of Health Sciences), and **Dr. Sabine Dunbar** (LLUSN faculty), who shared their experiences implementing a collaborative project between the World



Health Organization, the General Conference of Seventh-day Adventist Health Ministries, and LLU. This five-year project, designed to scale up midwifery education across four African nations, stands as a model of sustained capacity-building.

As **Dr. Anne Berit Petersen** observed, the event underscored a unifying insight: “The innovative expertise needed to elevate Adventist nursing education in Africa is already present—the capacity is among us!”

Nursing faculty from eleven countries—and from 11 of the 13 nursing schools in the ECD—attended the convention, fostering rich networking among 63 nurse educators

and administrators. With registration sponsored by LLUSN through donor-supported global nursing engagement funds, participation was made possible for many; even so, several colleagues traveled three days by bus to attend, reflecting extraordinary dedication.

Against this backdrop of commitment and connection, a renewed vision is emerging—one not based on a top-down approach, but on partnership among global sister schools sharing knowledge, resources, and encouragement. **Ms. Adwoa Ansah-Adu** (PhD student and Program Director at Valley View University) reflected, “The breakout sessions fostered strong cross-institutional collaboration. Institutions shared common

challenges—financial limitations, skill gaps, and infrastructure needs—and created a unified platform to address them collectively.”

The convergence of the LLUSN PhD Global Track, active regional engagement, and innovative educational partnerships marks a significant step forward for Adventist nursing education across Africa—one built on mutual respect, local leadership, and global collaboration.

Two of the participating Adventist nursing schools have since earned national and regional recognition for their leadership in simulation and competency-based education. Read more by scanning this QR code.



FROM DISTANCE TO CONNECTION: LLUSN PHD GLOBAL TRACK ADVANCES NURSING LEADERSHIP

The first LLUSN PhD Global Track, launched in 2023 to strengthen nursing leadership across the Adventist network, is gaining momentum. After meeting in 2023 at Loma Linda University for the inaugural cohort gathering, and at Asia-Pacific International University in Thailand for summer intensive seminars during 2024, the cohort convened this summer at the Adventist University of Florence in Italy.

PhD Program Director Dr. Jan Nick and Graduate Nursing Faculty Dr. Elizabeth Johnston Taylor taught two research courses: Advanced Methods for Synthesis Science where students learned how to conduct systematic reviews of the research literature with Dr Nick, and, Applied Psychometrics for Healthcare where they learned how to develop reliable research tools to measure their nursing phenomenon of interest, taught by Dr Johnston Taylor. Dr. Moisés Isaac from LLU School of Religion inspired the students with a course in Biblical Ethics. Students applied biblical ethical principles to their anticipated research projects. Lillo Kuape of Maluti Adventist College in Malawi, for example, explored how he could best apply principles of biblical ethics in simulation-based clinical experiences to foster student capacity to show compassion and empathy. When two students were denied visas for Italy, the three faculty seamlessly included them via distance technology. LLUSN also partnered with

Sahmyook University, our sister institution in Seoul, to host one of its nursing PhD students this summer to participate along with the other students in Italy. With coursework nearly complete, students are preparing to enter the dissertation phase.

“Distance education has opened doors for working nurse leaders in our global Adventist network,” said Dr. Iris Mamier, coordinator of the Global Track. “But the connection and camaraderie forged during the summer intensives is powerful and transformative—it builds a professional network that has the potential to support their leadership careers well beyond the program.”



HOMECOMING WEEKEND 2025



From 1975 to 2025, Homecoming is all about celebrating the special memories: Sue Nelson Danton, Cher Tonge, Donna Hadley, Nadine Knight, Faith Zobel and Liz Dickinson recreate the magic of their nursing school days.



50th Anniversary — Class of 1975





Loma Linda University School of Nursing's 2025 Homecoming Weekend

was a celebration of significance. Loma Linda University, and the School of Nursing as the institution's first established school celebrated its 120th anniversary. In addition to this milestone, the school honored the classes of 1965, 1975, 1985, 2000 and 2015.



60th Anniversary — Class of 1965



HOMECOMING BRUNCH 2025





Loma Linda University School of Nursing continued the time honored tradition of hosting our alumni at the Mission Inn Hotel and Spa in Riverside for a morning of friends, food and nostalgia. We celebrated our honor classes, awarded merit scholarships to nursing students from both our undergraduate and graduate programs and presented our Alumna of the Year, Elizabeth Dickinson from the Class of 1975.





2025 ALUMNI OF THE YEAR

Elizabeth Dickinson

Class of 1975

Elizabeth “Liz” Bowes Dickinson was born in Madison, Tennessee, as the youngest of four siblings. At the tender age of 11, she moved to Southern California, where she quickly developed a love for the beach, her perpetual tan becoming a well-known trait among her classmates. Her upbringing was imbued with a strong sense of service, as her parents were committed to medical missionary work, exposing her to various mission opportunities in Mexico, Guatemala, and Haiti. “Serving others was a core value instilled by my parents as each of us (two boys, two girls) grew up,”

Dickinson reflects. “We often took family trips to Mexico and other countries to assist at clinics and mission stations.”

Initially, Liz set her sights on dental hygiene, but her passion soon shifted towards nursing during her second year at La Sierra University. She was accepted into the BSN program at Loma Linda University’s School of Nursing, where her academic prowess set a robust foundation for her illustrious 50-year career. “I had a conversation with Dr. Marilyn Christian, then Dean of the LLU School of Nursing and through her interest and encouragement I became interested

in a nursing career. I soon changed my major and started in the BSN program at Loma Linda. It was one of the best decisions I made in my professional life.”

Encouraged by her classmate Nadine Knight, Liz became one of the pioneering students to take the elective in peri-operative services under the mentorship of Cathy Carter. “Cathy was a great teacher—encouraging, supportive, knowledgeable, and she helped build our confidence. This program also enabled me to secure a job in the LLUMC OR prior to graduation”

Liz cites the school’s approach to a balanced education as a key to starting



“Nursing is hard work and should only be considered a lifelong career if you’re committed to do all to serve.”

LLUMC OR was both challenging and rewarding. I discovered that I could learn all the surgical “specialties” by working the relief shift. I was eager to learn, worked hard, observed and developed relationships – finding that your colleagues wanted to help you succeed.” Over the next four decades at LLUMC, she ascended from a Certified Nursing Assistant to Chief Nursing Officer/Chief Operating Officer. Among her notable achievements were managing the OR, developing the Outpatient Surgery Center, and establishing the Surgery Tech Program. She also earned the Executive Leadership Award in 2012.

During her time in the clinical space, Liz learned the importance of focusing on how to provide exemplary service every day—through dedication to the mission and promoting excellence among her team. “It is about recognizing individual needs and opportunities to guide, to aid, to assist, to contribute, to benefit, to minister. It means to serve our patients, staff and coworkers, leaders and families. An open mind to serving others is personally rewarding. Nursing is hard work and should only be considered a lifelong career if you’re committed to do all to serve.”

When she later transitioned into leadership roles Dickinson learned what it takes to lead with vision and prioritize what matters most, saying, “As a leader in healthcare today, you are continually challenged to balance multiple issues, and the foremost goal is patient comfort and safety. Be spiritually-minded and resolute. Rely on God every day to give you the courage, strength and motivation to lead others.”

In her personal life, Liz married Gary Dickinson in 1976, and together they nurtured three sons before embracing the joys of grandparenthood with four grandchildren. Her hobbies include gardening, quilting, canning fruits and vegetables, and cherishing moments with her grandchildren.

In 2017, Liz and Gary relocated to Paradise, California, with plans to retire. However, Liz’s commitment to healthcare led her to accept roles as interim OR Director and later interim Nursing Director at Adventist Health/Feather River Hospital. Tragedy struck during the Camp Fire in November 2018, when she lost her home, her church, and the hospital where she worked. Post-fire, her leadership in crisis was recognized with the Daisy Leadership Award.

After the fire, Liz continued her service, taking an interim position at Adventist Health/St. Helena Hospital for two years, and then moving through various roles at Adventist Health facilities in Selma, Tulare, and Portland. Her tenure culminated at Adventist Health/Kailua where she received the Nursing Leadership Award. Liz fully retired in December 2024.

Liz remains deeply thankful for the foundational education provided by Loma Linda University’s School of Nursing and is honored to be recognized as Alumnus of the Year. Throughout her career, she feels blessed to have worked within Adventist organizations, contributing significantly to healthcare with compassion and leadership. When she considers her legacy at LLUSN and LLUMC she says she would like to be remembered for caring for others and serving God throughout her career.

her career strong, saying, “We had dedicated instructors who were interested in our education, balanced with our spiritual and personal life decisions. This type of caring laid the groundwork for my RN leadership style. As my career advanced I found that connection with staff encourages their achievement and is a key driver of optimum care and patient satisfaction.”

Upon her graduation, Liz was immediately hired at Loma Linda University Medical Center’s Operating Room in March 1975. She hit the ground running in her first year working in the LLUMC operating room, saying, “My first year in

GETTING TO KNOW

DR. KIMBERLY SILVER DUNKER

PHD, DNP, MSN, RN, PHN, CNE, CNECL

DIRECTOR OF LLUSN'S MS/DNP PROGRAMS



In 2025, Dr. Kimberly Silver Dunker had an eventful year that included earning a PhD in Leadership and Higher Education from Andrews University, moving to Loma Linda from Northern California where she led Pacific Union College's (PUC) nursing program as Dean of Nursing, and joining our faculty here at Loma Linda University School of Nursing (LLUSN) in time to start the 2025-26 school year as freshly appointed Director of the MS DNP programs. Her professional path is clearly marked by a persistent calling to be an educator, one she recognized early in her career and steadily pursued as each position uniquely prepared her to meet the challenges of the next.

An East Coast native, Dr. Dunker grew up in the New England area. At a very early age she was exposed to nursing from virtually every angle, "I'm a fourth generation nurse. My great grandmother owned a nursing home, my grandmother was a nurse administrator at New England Memorial Hospital, and my mother was a nurse administrator for gerontology in a nursing home. There is quite a legacy there." Dr. Dunker describes growing up on the hospital grounds of New England Memorial Hospital in Stoneham, Massachusetts, where she worked her first job as a transporter. Modeled as a family tradition, nursing felt like a natural profession for Dr. Dunker to pursue.

She attended Atlantic Union College (AUC), earning her AS in 2000 then BSN in 2001 and MSN from Regis College in 2004. Shortly thereafter, Dr. Dunker and her family moved to Ohio where she got her first taste of teaching nursing, and she never looked back. 2008 brought her back to New England where she taught at her alma mater, AUC, and returned to Regis College to complete her DNP degree. Coincidentally, after completing her DNP capstone project on nursing faculty development and

core competencies at UMass Graduate School of Nursing, she was invited to join the faculty there in 2010 as the school's first full-time DNP. Those first few years on the UMass faculty were exciting. At the time, DNP/PhD collaboration was far from the status quo and she found these opportunities quite gratifying. After a few years and various positions held, Dr. Dunker transferred to a tenured position at Worcester State University as the RN coordinator.

The next major step in her career came with a move to serve as Dean of Nursing at a for-profit institution in Tennessee. Though the position opened up new leadership opportunities, "I quickly learned that my calling was really with not-for-profit Christian higher education," Dr. Dunker recalls. Providentially, an offer from PUC to serve as Dean of Nursing came in 2021 and Dr. Dunker's educational leadership goals and personal values were happily aligned. Four years at PUC flew by and the next thing she knew LLUSN was calling with an opportunity to fulfill a longtime desire to lead in higher education on the graduate side of nursing. Though the offer was compelling, Dr. Dunker still felt a pull to continue her leadership at PUC—the decision to leave did not come easily. However, she had already built a strong, collaborative working relationship with LLUSN's Dean Dr. Shawn Collins throughout her years working at PUC. She credits Dr. Collins for steering her to complete her PhD in Leadership and Higher Education, a program he previously completed and one that would serve her well in career opportunities to come. "When [Dr. Collins] called and said there was an opening here at Loma Linda, I thought, 'How often do you get to go to a position where you already know you are going to like working with your boss?'"

Dr. Dunker counts herself lucky to have discovered the joy of teaching early on in her career.

Dr. Dunker counts herself lucky to have discovered the joy of teaching early on in her career. A mentor once told her, "The impact that you are going to have will not just be your patients. Think about how many students you will have, how many patients they will each care for." She kept this guidance close to heart, striving to approach each student as both a unique individual and an incredible opportunity to positively impact thousands of people.

In her new role leading the MS/DNP programs, Dr. Dunker works to exemplify authentic and transformational leadership underscoring the interconnectedness of staff, faculty, administrators, and students: "We do not exist without each other. This is a cooperative game we are playing, and when we win—we all win." Ultimately, Dr. Dunker's vision for her role and the future of these programs is, "...to lead my school in cultivating a learning community that fosters excellent academic education with an ethical and spiritual emphasis that fosters human growth and development."

Dr. Dunker's story is one of purpose, perseverance, and deep-rooted passion for nursing education. As she steps into this new chapter at LLUSN, her commitment to excellence, collaboration, and faith-based leadership positions her to make a lasting impact on students, faculty, and the future of graduate nursing education.

2024-2025 FACULTY PUBLICATIONS

Sahin, S., Dunbar, S. S., Sehgal, G., Roberts, L. R., & Nick, J. M. (2025). The decision-making process and experiences of women returning to work after parental leave: A qualitative systematic review protocol. *Systematic Reviews*, 14(37). <https://doi.org/10.1186/s13643-025-02778-3>

Ashburn, A., Richards, B., Mijares, A., & Luva, A. (2025). Enhancing Infection Control and Student Learning: A Collaborative Strategy Using Nursing Students During COVID-19. *Journal of Nursing Education*, 64(1), 60-62.

Chanmany Pastor R, Roberts L, Jain A, Tamares S. (2025) The heat is on: Climate change implications for pregnant women with sickle cell disease, *Women's Health Reports* 6:1, 286-292, DOI:10.1089/whr.2024.0146.

Collins, S., Tracy, A., Benson, A., Loughgran, S., Keaton, J., Dehom, S. (2025). GRIT as a Predictor of Nurse Anesthesiology Student Success. *AANA Journal*.

Fastag, E., Cana, J., **Dehom, S.**, Moores, D. C., Guglielmo, M. S., Tinsley, C. H., & Chandnani, H. K. Early Versus Late Enteral Nutrition in the Pediatric Critically-Ill Trauma Patient: A Retrospective Cohort Study. *Journal of Pediatric Surgery*. doi:10.1016/j.jpedsurg.2025.162189

Martin, Nia M. PhD, MSN-Ed, RN; **Dehom, Salem O.** PhD, MPH; Cuccia, Alison F. DrPH, MSPH; Boston-Leary, Katie PhD, MHA, MBA, RN, NEA-BC, FADLN; **Taylor, Elizabeth Johnston PhD, RN, FAAN.** Original Research: Exploring Black Nurses' Perceptions of Workplace Safety and Personal Health. *AJN, American Journal of Nursing* 124(11):p 20-28, November 2024. | DOI: 10.1097/01.NAJ.0001081096.54059.11

Drigo, R. T. D. S. C., Becker, A. C., Riesco, M. L. G., Mascarenhas, V. H. A., & **Nick, J. M.** (2024). Wound-healing properties of *Stryphnodendron adstringens* (barbatimão) in skin and mucosa injuries: a scoping review protocol. *JBIE Evidence Synthesis*, 10-11124.

Wang, Y., **Nick, J. M.**, Xu, S., Chen, Y., Li, X., & Wonder, A. H. (2024). Cultural adaptation and reliability testing of the Chinese version of evidence-based practice knowledge assessment in nursing: A cross-sectional study. *Heliyon*, 10(4).

Nick, J., Sahin, S., Roberts, L. R., Hatton, A., & Cafferky, B. (2024). The effect of paternity leave

on infant health: A systematic review protocol. *JBIE Evidence Synthesis*, 2024; 00(0):1-9.

Peng, J., **Petersen, A. B.**, Shavlik, D., Xiao, D., Yel, D., Kheam, T., Singh, P. N. (2024). Smoked, smokeless, and poly-tobacco use during pregnancy in relation to infant mortality in Cambodia: Findings from a nationwide sample. *Tobacco Induced Diseases*, 22(September), 163. <https://doi.org/10.18332/tid/191718>

Malika, N., **Roberts, L. R.**, Qais, Al, Casiano, C. & Montgomery, S. (2024). Medical mistrust and prostate cancer screening: A mixed methods study among African American, Caribbean immigrants and African immigrants. *Medical Research Archives* 12(9) <https://doi.org/10.18103/mra.v12i8.5727>.

Roberts, L. R. (2025). Review of book [Women's Sexual and Reproductive Health: Recognition, Equity, and AANHPI Edited by K. Leong, K. Nakagawa, A.J. Yellow Horse]. Doody Enterprises Inc. (national library acquisition review service for Medical Library Association), <http://www.doody.com/dej/>

Roberts, L. R. (2025). Review of book [Trauma-Informed Reproductive Healthcare Edited by A. Lawson and A. Swanson]. Doody Enterprises Inc. (national library acquisition review service for Medical Library Association), <http://www.doody.com/dej/>

Grismore, C., **Roberts, L.R.**, Lister, Z.D., Jain, A., Silvestre, J., Dickerson, J. and Montgomery, S.B. (2025), Barriers to Care for Adults with Sickle Cell Disease: A Qualitative Descriptive Study. *Health Expectations*, 28: e70310. <https://doi.org/10.1111/hex.70310>

Roberts, L. R. (In press). Review of book [Patients making meaning: Theorizing sources of information and forms of support in women's health, Edited by B. Siegel-Finer, C. Molloy, and J. White-Farnham]. Doody Enterprises Inc. (national library acquisition review service for Medical Library Association), <http://www.doody.com/dej/>

Michaelis, J., **D'Errico, E., & Roberts, L.R.** (2025). Moving for Minutes: A health promotion exemplar for employee wellness at a school of nursing. *Workplace Health & Safety*. <https://doi.org/10.1177/21650799251369109>

Roberts, L.R., Fider, C., Frederick, J., Sahin, S., Montgomery, S., & Nation, I. (2025). Love vs. risk: Women with sickle cell disease face reproductive decision-making dilemmas. *Int. J. Environ. Res. Public Health (IJERPH Special Issue)*.

Jain, A., **Roberts, L., & Sahin, S. (2025).** Global Disparities in Knowledge, Awareness, and Access to Care for Sickle Cell Disease: A Cross-Sectional Study of Low-Middle vs. High Income Countries. *Journal of Sickle Cell Disease*. <https://doi.org/10.1093/jscdis/yoaf023>

Tiryaki Sen, H., **Sahin, S., & Polat, N.** A Cross-Sectional Study Exploring the Impact of Violence on Healthcare Employees' Work Engagement and Meaningful Work. *Journal of Advanced Nursing*, n/a(n/a). <https://doi.org/https://doi.org/10.1111/jan.16464>

Gormezoglu, Z., **Sahin, S., & Toker, K. (2024).** The Power of Thriving: How Social Sustainability in Organizations Relies on a Culture of Knowledge Sharing. *Sage Open*, 14(4). <https://doi.org/10.1177/21582440241295817>

Jain, A., **Roberts, L. R. & Sahin, S. (2024).** Global sickle cell quality of life: Oral pain medication frequency, health outcomes, and emotional wellbeing. [Abstract.] *Blood*, 144 (2024) 5060-5061.

Jain, A., **Sahin, S., & Roberts, L. R. (2024).** Assessing knowledge, awareness, and access to care barriers for people with sickle cell disease: A cross-sectional global pilot study. [Abstract.] *Blood* 144 (2024) 7666-7667.

Taylor, E. J., Morrell, H. E. R., Ada, H. M., Dupée, C., Jordan, M., Radovich, P., & Boyd, K. C. (2024). Do nurse spiritual responses to trauma explain nurse outcomes? A correlational observational study. *Nursing Outlook*, 72(6), 102296. <https://doi.org/https://doi.org/10.1016/j.outlook.2024.102296>

Cabanillas-Chavez, M. T., White, M., Medina-Bacalla, W. J., Arévalo-Ipanaque, J. M., Zegarra, R. O., Suyo-Vega, J. A., ... & **Taylor, E. J. (2024).** Psychometric evaluation of a Spanish translation of the moral injury symptom scale for healthcare professionals. *BMC psychology*, 12(1), 468.

Usman, S., & **Taylor, E. J. (2025).** The Nurse Spiritual Care Therapeutics Scale and Patient Beliefs in Indonesia: A Developmental Psychometric Study. *Journal of Religion and Health*, 1-33.

Atashzadeh-Shoorideh, F., **Taylor, E. J., & Ghadirian, F. (2024).** Spirituality and work-related outcomes among nurses during the COVID pandemic: An observational study. *Journal of Clinical Nursing*, 34, 4223-4234. doi.org/10.1111/jocn.17632



Mary Jo Schaarschmidt



Lisa Roberts

Two Newly Endowed Faculty Positions at LLUSN

Loma Linda University School of Nursing is happy to announce the appointment of two newly endowed faculty positions in the school. The two faculty members are Mary Jo Schaarschmidt, DNP, PNP, CNS, RNC-NIC and Lisa Roberts, DrPH, MSN, FNP-BC, CHES, FAANP, FAAN. Dr. Schaarschmidt is the Director of Undergraduate Interprofessional Education and Simulation, leading the structure and delivery of nursing education at the school into a new era of technology and innovation. Dr. Roberts is the Research Director and a professor within the School of Nursing's graduate faculty and she is committed to expanding LLUSN's research, fostering interdisciplinary collaboration and supporting the next generation of nurse scientists.

One of the endowed positions was established many years ago but was not fully funded until recently. The second position came from the Fletcher Jones Foundation, who had an interest to invest in nursing education. The School of Nursing worked in partnership with the late Albin Grohar to secure the funding. The School of Nursing agreed to match the funding secured by this partnership which could potentially lead to further funding.

We are honored as a school to have these individuals receive these prestigious appointments because they signal academic excellence and financial stability. They will go to support the areas of research and innovation in which these faculty are working. Since the positions are funded externally, the school can allocate internal budget to other priorities like student scholarships and facility upgrades.

Stronger Together:

A Bold Response to the Nursing Shortage



OUR COMMUNITY | OUR MISSION | OUR NEXT STEPS

As a nurse, you already know—we're in a crisis. California is projected to be short 40,000 nurses in the next decade. And every shift, every patient, every moment reminds us: we need more hands, more hearts, more of us.

At Loma Linda University School of Nursing, we're responding to the demand surges. In fact, the state asked us to double our enrollment numbers. Through our Stronger Together campaign, we've already increased enrollment from 150 to 210 new students a year. To get to 300, we need more space, more faculty, and more support.

That's why we're building a new 25,000 sq. ft. facility—designed for hands-on learning, collaboration, and whole person care. It's not just about growing numbers. It's about preparing nurses who are ready to lead with compassion and skill.

Thanks to the generosity of our alumni and friends, we're making real progress! Since 2022, through the Stronger Together campaign we've raised more **\$6.3 million**—with **\$2.9 million** supporting scholarships, **\$1 million** advancing faculty development, and **\$1.7 million** fueling capital projects like our new building. These gifts are opening doors for future nurses and strengthening the foundation of our school.



Here's where you come in. You've walked this path. You know what it takes. Your support—whether through mentorship, advocacy, or philanthropy—can help the next generation step into this calling with confidence.

Because when we invest in future nurses, we're investing in better care for every patient, every community, and every one of us.

This is our moment to act. Every gift to the Stronger Together campaign helps open doors for more nursing students and equips them with the kind of wholistic education only LLU School of Nursing can give.

Are you ready to join Stronger Together? There are a variety of ways to give.

Online: Scan the QR code to make a secure gift today.



By Mail: Send checks payable to *Loma Linda University Health* with "School of Nursing" in the memo line to: Office of Philanthropy | Loma Linda University Health | P.O. Box 2000 | Loma Linda, CA 92354

Other Gift Options: We also welcome pledges, appreciated securities, real estate, donor advised funds, or other types of planned gifts. Contact the Office of Planned Giving at 909-558-4553 or legacy@llu.edu.

For **personal assistance**, please reach out to Kelsie Ashlock, our School of Nursing Development Officer, 909-558-3272 at kashlock@llu.edu.

Let's build the future of nursing—together.

Alumni Announcements

Update us about all of your milestones and we will share them here in Loma Linda Nurse. Please send us your update at nursing.llu.edu/alumni-updates by July 1st, 2026 to be included in the next issue.



8



9



10



1



2



3



7



4



5



6

Births

1. Florence Wonder Cordero, daughter of **Mandy Cordero, '26** and **John Oscar Cordero, '26**, was born on July 21, 2025 in Loma Linda, CA.
2. Lily Curteman, daughter of **Lydia (Larsen) Curteman, '12** and **Jeremy Curteman '19**, and Jeremy Curteman was born in May 2025 in Loma Linda, CA.
3. Aariah Capri Dennis, daughter of **Aiko (Resurreccion) Dennis, '18**, and De Dennis was born on in February 2025.
4. Zara Sarai Hoggard, daughter of **Sasha (Birt-Moody) Hoggard, '17**, and Alexander Hoggard was born on February 24, 2025 in Orange, CA.
5. Emerson Kevra Long, daughter of **Samantha (McClung) Long, 22**, and Tyler Long was born on July 12, 2025 in San Diego, CA.
6. Samson Daniel Yáñez, son of **Andre Yáñez, '19**, and Savannah Yáñez was born on July 10, 2025 in Loma Linda, CA.

Personal

7. **Tashana Lewis, '18** was promoted to Major in the United States Airforce on August 2, 2025. She has been serving for 9 years.

In Memory

We want to honor and remember our alumni who have recently passed away. Family members who wish to submit obituary information directly can contact the alumni office at nursing.llu.edu/alumni-updates.

Caroline Wrightman, '65, passed away on January 1, 2025.

Iris Y Specht, '47, passed away on January 2, 2025.

Priscilla Obst, '72, passed away on February 5, 2025.

Audrey Anderson, '63, passed away on April 17, 2025.

Ruth Weber, Ed.D., former faculty, passed away on June 19, 2025.

Joan Harding, '52, passed away on July 11, 2025.

Nancy Wernick, '70, passed away on July 18, 2025.

Weddings

8. **Shelby Herling, '22** and **Orrin Jacob Shattuck** were married on November 14, 2025 in Yucaipa, CA.
9. **Winta Kifle, '22** and **Temesgen Haile** were married on August 2, 2025 in Indianapolis, IN.
10. **Bailey Krall, '24** and **Jonathan Castro** were married on July 6, 2025 in Riverside, CA.



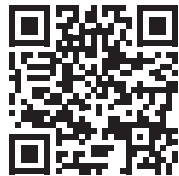
LOMA LINDA UNIVERSITY

School of Nursing

DEPARTMENT OF STUDENT & ALUMNI RELATIONS
11262 Campus Street
West Hall 1301
Loma Linda, CA 92350

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
San Bernardino, CA
Permit No. 1272

Help us keep in touch with you!



Scan this link and update your
LLUSN alumni info in one easy step!

nursing.llu.edu/alumni-updates

Save the Date

HOMECOMING

THURSDAY, FEBRUARY 26 – MONDAY, MARCH 2

2026

homecoming.llu.edu

#LLUHhomecoming | [FB.com/lomalindauniversity](https://fb.com/lomalindauniversity) | @lomalindauniv | homecoming@llu.edu