

loma linda

WINTER 2025

nurse



Inspire.
Transform.
Serve.

Anchored by its steadfast mission and values, the Loma Linda University School of Nursing looks to the future with a vision for growth.



LOMA LINDA
UNIVERSITY
School of Nursing

letter from THE DEAN

The Importance of Strategic Plans for Schools of Nursing

Strategic planning is vital for any organization, and schools of nursing are no exception. A strategic plan serves as a roadmap, guiding the institution toward achieving its long-term goals while remaining responsive to the needs of its stakeholders. This Dean's Note explores the importance of strategic plans for nursing schools, focusing on the strategic pillars of Loma Linda University School of Nursing (LLUSN).

The Mission and Vision of Loma Linda University School of Nursing

The mission and vision of LLUSN drives the development of our strategic plan, ensuring that all initiatives align with the institution's goals. The school aims to be a global leader in nursing education and practice, setting a standard of excellence and inspiring others to follow suit.

Strategic Pillars of Loma Linda University School of Nursing

LLUSN has identified six strategic pillars: strategic growth, educational excellence, financial stability, wholistic faculty and student development, community and global engagement, and research growth. These pillars shape the future of the institution, ensuring it continues to provide high-quality nursing education.

Strategic Growth

Strategic growth focuses on expanding programs and services to meet the evolving needs of healthcare. This includes developing new academic

programs, increasing enrollment, and enhancing infrastructure. Through strategic growth, LLUSN aims to stay competitive and responsive to the nursing profession's demands.

Enhancing Educational Excellence

Educational excellence is central to LLUSN's mission. This pillar involves continuously improving the curriculum, adopting innovative teaching methods, and ensuring the programs meet the highest quality standards. The strategic plan identifies areas for improvement, such as integrating advancements in nursing science and technology into the curriculum.

Promoting Financial Stability

Financial stability is crucial for long-term success. The strategic plan identifies funding sources, optimizes resource allocation, and ensures sustainable operations. This includes increasing enrollment, securing grants, and managing expenses effectively to provide affordable education and maintain high-quality services.

Fostering Wholistic Faculty and Student Development

This pillar promotes the intellectual, physical, social, and spiritual well-being of faculty and students. For faculty, it focuses on professional growth, work-life balance, and leadership development. For students, it includes creating an inclusive learning environment and offering clinical practice opportunities.

Engaging with the Community and Global Partners

Engagement with community and global partners enhances the



educational experience, addressing public health challenges and promoting health equity. Building partnerships with local healthcare providers and international institutions helps LLUSN make a positive impact on society.

Research Growth

Research growth advances nursing science and improves patient care. This pillar promotes research initiatives, secures funding, and provides opportunities for faculty and students to engage in research activities, contributing to improved health outcomes.

In conclusion, strategic planning is essential for schools of nursing to achieve their long-term goals and remain relevant and responsive to the needs of their stakeholders. By focusing on strategic growth, educational excellence, financial stability, wholistic faculty and student development, community and global engagement, and research growth, Loma Linda University School of Nursing aims to provide high-quality nursing education and services from a Christ-centered perspective.

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ON THE COVER

Various images illustrating the LLUSN school motto: Inspire. Transform. Serve.

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A Foundation for the Future

The Loma Linda University School of Nursing has built a strategic plan to guide its transition into the future. The pillars upon which this plan is founded are as follows:

Our Vision

To be global leaders in transforming lives through nursing education, professional practice, and scholarship.

Our Mission

As a diverse body of nurse educators, we inspire and prepare the next generation of practicing nurses, advanced clinicians, educators, and researchers. Embodying caring, compassion, and excellence, our aim is to empower faculty and students to exemplify wholistic care in them-selves and others. By creating a supportive learning environment, we foster personal and professional growth. We enable our nurses to engage with the global community through selfless service and reflect God's love to others.

Our Values







The University affirms these values as central to its view of education.

- **Compassion**—Reflects the love of God with respect, mercy, and empathy.
- **Excellence**—Exceeds expectations with effectiveness, reliability, and efficiency.
- **Humility**—Puts self-importance aside for the greater good of others.
- **Integrity**—Carries out actions with honesty and trustworthiness.
- **Justice**—Commits to diversity, equity, and inclusion.
- **Teamwork**—Collaborates to achieve a shared purpose.
- **Wholeness**—Loved by God, growing in health, living with purpose in community.




We carry our motto throughout each of our strategic pillars. Learn more about each pillar and discover which element of our motto it embodies.

 Inspire.  Transform.  Serve.

Strategic Growth

- Develop compelling transition from UG to Graduate study. 
- Collaborate with North American Division (NAD) sister schools. 
- Increase enrollment. 
- Create LLU AS Health Sciences Program with Allied Health. 
- Develop faculty practice clinics. 
- Build additional facilities to expand classroom, lab, study and office space. 

Educational Excellence

- Prepare professional nurses by way of competency-based education. 
- Provide experiential learning using innovative and dynamic teaching strategies. 
- Facilitate student success on national nursing licensure and certification exams. 



Financial Stability

- Define and leverage value of LLUSN degree. 📈
- Provide affordable education. 📈
- Prioritize and maintain budget surplus. 📈
- Expand scholarship opportunities. 📈

Wholistic Faculty and Student Development

- Foster and maintain expert teaching. ⚡
- Provide faculty mentor support. 📈
- Enhance campus safety to ensure an environment where all can thrive. 📈
- Nurture faculty, staff, and student well-being by offering physical, relational, intellectual, spiritual and mental resources. 📈
- Collaborate with clinical partners for evidence-based practice. 📈

Community and Global Engagement

- Generate a strategic plan for global engagement. 📈
- Build and strengthen collaboration with community networks. 📈
- Advance service learning opportunities in local and global mission trips. 📈

Research Growth

- Develop and innovate in targeted research areas. 📈
- Generate collaborations. 📈
- Expand methodological expertise. ⚡





Changing the Future of Nursing: **A Vision for the New School of Nursing Building**

The School of Nursing is not just constructing a building, it's shaping the future of nursing education. When completed, the new School of Nursing building will transform the landscape of the Loma Linda University campus and redefine what is possible for our students and faculty. Positioned near West Hall and Barton Road, the new three-story structure will stand as a center of innovation and opportunity. In fact, every element of the new facility has been meticulously designed to foster collaboration and learning.

- **Inviting Spaces for Connection:** A spacious first floor lobby will be a hub for students to study, collaborate, and recharge. A smart room and kitchen will provide even more opportunities to connect beyond the classroom.
- **Flexible Learning Environments:** On the second floor, an ultra-modern conference room can host nursing seminars or be divided into three smaller rooms, each accommodating up to 110 students. This allows for unprecedented opportunities for all cohorts to gather, learn, and grow together.
- **State-of-the-Art Study Areas:** Glass enclosed study rooms and walls covered with whiteboards create a dynamic environment for brainstorming and problem-solving. Advanced technology will support

students as they project lessons and notes from their devices onto large, collaborative surfaces.

- **A Place to Celebrate:** The courtyard connecting West Hall to the new building features an outdoor green spacious area with seating, perfect for hosting events, celebrating milestones, and creating cherished memories.

Expanding Capacity to Meet Urgent Needs

The urgent need for more nurses has driven the expansion of the School of Nursing's enrollment. The program now admits 210 students annually, up from 168, with plans to grow to 300 students each year. This bold initiative responds directly to the nationwide nursing shortage, ensuring the school continues to equip compassionate, skilled professionals ready to provide whole person care locally and around the world.

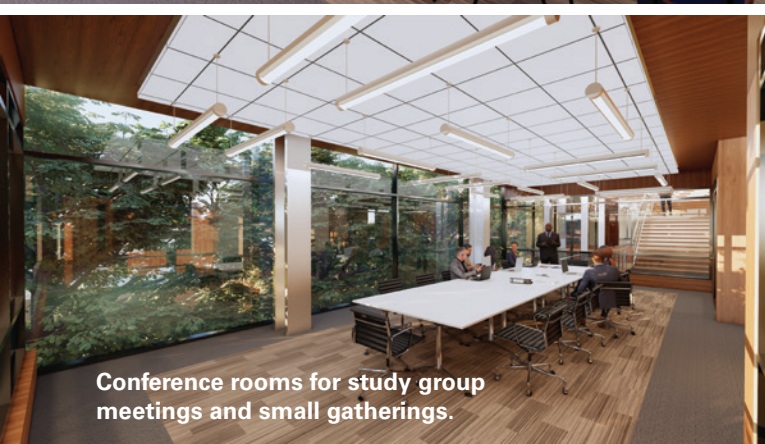
Until the new building opens, faculty and administration are creatively finding additional space to accommodate the growing student body, ensuring each student is provided with the tools they need to succeed.

A Vision for the Future

For over a century, the School of Nursing has equipped graduates to transform healthcare, embodying values like compassion, integrity, and



Multipurpose room can be used for classes, seminars, receptions and more.



Conference rooms for study group meetings and small gatherings.



Large lobby spaces welcome faculty, students and visitors.

excellence. The new building will honor this legacy while empowering future nurses to carry it forward.

An unfinished space on the third floor awaits the funding to become a potential nursing skills lab—a vital resource for students to master their craft. “This lab could be a game changer,” says Dean Shawn Collins, PhD, DNP, CRNA, FAANA. “It’s critical for students to have a dedicated space to practice their skills.”

Together, we can make this vision a reality and shape the future of nursing education.

Join the Campaign

Will you join us in this historic transformation? Your support will not only build a structure but will also strengthen the foundation of excellence, compassion, and service that defines Loma Linda University School of Nursing.

The philanthropic goal for the building is \$15 million. Through the Stronger Together campaign, more than \$250,000 has been raised for the building itself, and \$4.8 million has been given toward broader School of Nursing initiatives so far.

Naming opportunities abound, offering you the opportunity to leave a legacy at your alma mater—in your own name or in honor of someone you love. Whether it’s a classroom, study area, or even the building itself, your gift will support nursing students, and the communities they will one day serve.

Together, we will grow our nursing programs to address the critical nursing shortage and inspire generations to come.

There are many ways to give, from annual small contributions to major gifts, pledges, IRAs, planned estate gifts, and more. If you would like more information about how you can join the Stronger Together campaign in support of the School of Nursing initiatives, please contact Kelsie Ashlock, Development Officer, at kashlock@llu.edu or (909) 558-3272 or visit www.lluh.org/giving/stronger-together-campaign/meeting-need-quality-nurses.



Learn More



Give Today

Gifts of Education

Scholarships continue to make a tremendous impact on the lives of students at Loma Linda University School of Nursing

By Brianna Bolaños

Every year hundreds of Loma Linda University nursing students like Janessa Sanchez experience the generosity behind student scholarships and how these awards can ease their stress and allow them to focus on becoming the best nurses they can be.

The burden and stress of tuition often weighs heavily on the minds of students as they study here at Loma Linda University School of Nursing. Assistant Dean for Finance and Administration, Lizi Black, understands the need to help alleviate some of these worries through scholarships. “We’re very aware that the concern for how to fund their education is always present in the minds of our students. We’re hoping to develop as many scholarship opportunities as possible so that students can focus on their education. Undergraduate students currently may apply for many scholarships once a year through just one application. The application data is then filtered and sorted to rank students by a number of fields



to result in the highest financial need. A committee meets to discuss each student and compare their need, scholarship application and available scholarships. The student is then matched with a scholarship based on donor parameters.”

LLUSN has created an area of focus on financial stability by addressing it as one of their strategic pillars. Not only is the goal to “provide affordable education and expand scholarship opportunities” but also to “define and leverage the value of the LLUSN degree.” With this particular pillar in place, we hope to help more students attain their dream of attending Loma Linda University for the BS in Nursing degree.

Janessa Sanchez, 7th quarter, first generation college student, and recipient of one of these scholarships, knows well the value of an LLUSN education. Sanchez knew she wanted to attend a faith-based institution, and sought out Loma Linda University specifically. “I grew up going to church, and my mother also grew up in church. My

grandmother is deeply religious, so our family traditions, holidays, and get-togethers have centered around church and spirituality. As a child, I mainly attended church with my grandmother, and she always made sure to teach my brother and me about the Bible. My foundation was set at a young age because of my grandmother. I appreciate that Loma Linda integrates faith and education. Frequently as a student, I am always on the go from work to school. There are occasions when I cannot attend church services, church functions, or volunteer work that I enjoy. As an adult, being caught up in the responsibilities and routines of having a full-time job and being a full-time student, my dedication to church has sometimes been neglected. Studying through a faith-based institution has truly benefitted me and my walk with God.”

“We have a large need for scholarships for our first-generation college students,” says Black. “Often they have a harder time qualifying for the private

loans to supplement the remaining tuition after receiving Federal Financial Aid, including Cal Grants. I think often, donors have a desire to help support students’ education and don’t know where to begin or don’t believe they can make a big difference if the amount is small. Everything helps! If a donor is interested in helping a particular group, like students who are parents, first generation students, second degree students etc, we’d love for them to reach out to us through our Development Officer, Kelsie Ashlock. These gifts, no matter the size, allow the students to continue their dream of pursuing nursing as a career.”

Sanchez agrees with Black, sharing, “Receiving this scholarship has helped me immensely financially. I am very thankful to have received this scholarship as it has truly added value to life because I have been able to focus on my studies while also being able to spend time with my family back home and not worry as much about how I will be paying for the following quarter. I have loved every single moment here at LLUSN. I’m so grateful for all the faculties and their unwavering support throughout this program. I genuinely believe I wouldn’t have this kind of support at any other school. I’m also so grateful for the friendships I have built, and I know will last a life time.”



FROM EXECUTIVE DIRECTOR TO ASSISTANT DEAN: **Andreia Lofthouse, MBA,** Keeps the Focus on Students

by Meghann Heinrich



The School of Nursing is entering a period of planned growth that is keeping Andreia Lofthouse, Assistant Dean of Student and Alumni Relations, very busy. Lofthouse’s journey to her current role at Loma Linda University School of Nursing (LLUSN) began several years ago and roughly 5,000 miles to the south. Lofthouse was born and raised in Brazil where she discovered her passion for working with young people—an interest that grew into a calling and ever-present theme throughout her

career. Twenty-four years ago she traveled to the United States to learn English, planning to stay short-term, just a few months. However, it soon became clear God planned on her remaining stateside a little longer. She was offered a job and a way opened up for her to stay in the United States. When she eventually met the love of her life, Lofthouse felt certain she was being led to put down roots in Southern California—24 years later, she is glad she did.

Lofthouse first joined the LLUSN team in 2013 as Assistant

Director of Admissions, Marketing and Recruitment. With her previous experience working in recruitment and admissions at La Sierra University, she was the natural choice to assume the Executive Director role when it became available. Shortly after her promotion in 2015, the LLUSN Student and Alumni Relations Department (StAR) was formed, expanding the department’s responsibilities to encompass alumni relations along with events, marketing, and communication. “Almost a decade later, I am proud



“I see God truly working through our admissions processes, opening doors to students who are intended to be here.”

would benefit from the addition of an assistant dean position. With this new title comes the addition of university councils and collaboration with LLUSN and university leadership. As LLUSN embarks on an ambitious period of growth in the coming years, with the addition of a new building and an increase in class sizes for the Bachelor of Science in Nursing to 300 students per year, this position allows Lofthouse to provide expertise in the area of enrollment management. Of her new role, she says, “There is a close partnership between the work I do with student selection and engagement and the needs of the other deans at LLUSN. Being in this new role allows me to better understand the dynamic between enrollment and accreditation by staying informed on the academic updates of our programs.” The majority of Lofthouse’s responsibilities remain the same as she continues to oversee all the exciting work being done in the StAR department to engage with students and alumni.

When asked about the future of StAR and continued growth within the department, Lofthouse says, “I sometimes look back and I am amazed at how much this team has accomplished in 10 years. But I am a believer in constant process improvement, which means there is always room for growth.” On the horizon, she envisions new and exciting events, ongoing evaluation and improvements to the admissions process, and creating fresh and meaningful ways to connect with LLUSN students and alumni. “[Students] are first and foremost in everything we do in the StAR office. It is like having a family of 800 members, we worry about them when they are going through a difficult time and we celebrate their successes,” she says. Lofthouse trusts God’s hand in every admissions decision, “I see God truly working through our admissions processes, opening doors to students who are intended to be here.” The most fulfilling aspect of her work is witnessing daily miracles through students, alumni, and colleagues.

Which brings us full circle to why Andreia Lofthouse loves her work at LLUSN. Early on, while volunteering for church youth events in Brazil, she knew working with young people brought her joy and a sense of accomplishment. From her first job teaching science at La Sierra Academy to assuming the Assistant Dean of Student and Alumni Relations position, connecting with young people has been a constant theme throughout her career. She says, “Looking back, I can see that God had a plan for me all along and I just wasn’t aware. I have always been passionate about working with young people and I think God wanted me to do this full-time. He brought me here and led me down a path that allows me to be doing what I have always loved doing, helping young people find their calling and their path to God.”

to say the team is involved in [many] aspects of our students’ experience while at LLUSN. We believe our main job is to help our students build a pathway for a relationship with God while receiving a transformational education. This is at the core of everything we do and plan,” Lofthouse reflects.

In 2024, Lofthouse’s title changed with the creation of the Assistant Dean of Student and Alumni Relations position. LLUSN Dean Collins felt that as the StAR department expanded, the school

2024 PRESIDENT'S AWARD RECIPIENT

IRENE PARK

by Nancy Yuen

President's Award recipient Irene Park began her undergraduate studies as a biology major at University of California, Santa Cruz. At UC Santa Cruz (UCSC), "I was able to experience college life, making friends and having new experiences I otherwise never would have been able to experience," she says.

While she is grateful for the time she spent at UCSC, "I didn't do well academically when I went to college the first time around," she shares.

While a degree in biology had been her initial goal, challenges completing courses needed to progress in the program necessitated a change. "Because I loved history in high school, I had taken some history courses and had inadvertently made myself eligible to declare history as my major," she says.

Irene was born and grew up in Torrance, California. "I consider myself extremely privileged in the sense that I don't believe I experienced a lot of prejudice or discrimination," she shares. "It was a huge struggle for me to finish my history degree because I don't think college was the right thing for me at the time, but I forced myself to finish."

After graduating from UC Santa Cruz in 2017 with a BA degree in American history, "I had no idea what I wanted to do," she recalls. "I had graduated with a degree that essentially required that I further my education in order to even try to get a job—most likely as a history teacher."

She moved back home with her parents and began taking courses locally; the community college she attended offered a prestigious program in nursing. "It was there that I kept hearing about nursing and

various nursing programs, including Loma Linda's, and my interest in nursing was sparked," she recalls.

As she began taking prerequisites, "I realized that not only was I doing well in these courses, I was also having a great time learning. For the first time I felt like I was doing something right," she says.

Irene's community college professors spoke highly of the School of Nursing, and she decided to apply.

"When I received my acceptance to Loma Linda I felt a bit numb," she recalls. "Because of my lackluster academic history up to that point there was part of me that didn't think I was good enough. But after sharing the news with my family they made me realize that I had accomplished what I had set out to do, and then I was overjoyed."

The world hadn't yet emerged from the COVID-19 Pandemic, and Irene's first courses were held via Zoom. "It was definitely a weird experience," she recalls, "but I think it made it easier in a way. There was not as much awkwardness since everyone was just a face on a screen."

"If I'm being honest, there were probably more experiences in clinicals that made me question if I wanted to be a nurse. But then there would be one thing that happened that made me think that nursing was the only job for me."

Irene lived the meaning of the School's mission: "...We enable our nurses to engage with the global community through selfless service and reflect God's love to others. "During school and now work, faith-based nursing is very evident. In school, we would have devotionals and prayer before the start of class."

During nursing school she served internationally, overcoming apprehension about international travel to complete short-term mission service in Botswana.

"In the clinic I met and spoke with Botswanan citizens and learned about their lives. I learned how vastly different their lives were compared to mine in the U.S. I learned how different the healthcare systems are. I also found the scope of practice for a nurse in Botswana to be larger than in the States."

During her service in Africa Irene and her classmates became close friends. "We forged deeper relationships with one another due to our shared experiences. It is definitely something I would do again."

"Pathophysiology was one of the first classes I took as a nursing student. While she found the course challenging, "I discovered that understanding the material set the groundwork for success each consecutive quarter. It was because of that class and its



professor, Dr. Medina, that I found my love for teaching. I loved the class and the material, but I also wanted to maintain what I learned. The best way I found to do that was through teaching.”

Dr. Medina remained a mentor. “She is the reason I want to be a teacher; she helped me discover my love of pathophysiology, but also made me truly understand the material.”

Brandie Richards, DNP, FNP-C, associate dean for undergraduate programs, was impressed by Irene’s uplifting attitude. “As she

progressed in the program she helped her classmates and the new students both as a tutor and as a study group leader. She created strong bonds with those she came into contact with and encouraged others to be their best selves.”

After graduation, Irene began working at Loma Linda University Medical Center on the neuroprogressive stepdown unit.

“I was a good student academically, but it was after becoming a nurse and joining the workforce that I learned that just because you are a good

student doesn’t mean you will automatically be a good nurse. Nursing takes so much patience and practice, and it’s something I am still learning.”

“Whole person care at the bedside is not just trying to accomplish tasks and orders. I’ve found that a patient who feels supported and hopeful about life tend to leave the hospital faster, which is what the goal is at the end of the day,” she observes.

Irene’s ultimate goal is to become a teacher, helping students excel in courses including pathophysiology.

Nancy Wolfe named Director Pre-Licensure Student Experience

Making the Loma Linda nurse: Intentionally instilling wholeness

by Nancy Yuen

Nancy Wolfe, MSN-Ed, RN, PHN, grew up in the town of Eugene, Oregon. During her childhood, she spent many joyous times with her family in a house her grandfather built. “My parents had a special dedication service, praying over the home and all the people that would come through the doors. They wanted it to be a place to intentionally share God’s love through fellowship and hospitality.” For Ms. Wolfe, the house would come to represent not just a home, but also love, care, belonging, faith, and the importance of connections.

After medical school, Ms. Wolfe’s father completed a master of public health degree at LLU’s School of Public Health through its distance-learning program. He believed the Adventist Church’s health message practically applied, was the right arm of the Gospel. “He started ‘*Your Experiment in Better Living*’, a seminar held at his church, educating his patients and the community about a healthy lifestyle, including trust in God.” Connections and charisma came naturally to her father. At home, music and singing were part of daily life and family worship. This was carried into the community when the family would visit people in their homes, sharing a song, prayer, and words of encouragement.

Every Sabbath after church an ever-changing group of guests joined the family for lunch, experiencing her mother’s gift of hospitality. “We never knew who would be there,” she recalls. “If someone was lonely or was going through a difficult time, they were welcome.”

At 6 years old, she had a strong desire to care for others and knew she wanted to be a nurse. Years later, after starting nursing school, Ms. Wolfe paused to pursue music. However, her commitment to nursing was reaffirmed when she moved to Loma Linda to study at the School of Nursing. Her older sister, a nurse at Loma Linda, provided encouragement.

Her work experience includes working as a nurse in medical ICU and maternity services at LLUMC. Early in her career she helped set up the OB-GYN unit at Sir Run Run Shaw Hospital in Hangzhou, China. She was also a Regional Perinatal Program Coordinator for Inland Counties Regional Perinatal Program, helping to improve perinatal outcomes in the region. She taught in numerous courses as a clinical instructor at LLUSN, with several of those years spent in Health Promotion, echoing the health messages she had learned in childhood. She later transitioned to Advising Coordinator, and served as course coordinator for *Principles of Professionalism, Clinical Reasoning,*

and Self-Care, reinforcing wholeness and well-being as she interacted with students.

The right position, the right person, the right time

Brandie Richards, DNP, FNP-C, associate dean for the School’s undergraduate program, believed a dedicated faculty member could play an important role in realizing one of the six pillars of the School’s Strategic Plan—Wholistic Faculty and Student Development. “Students complete the BS degree program with clinical nursing knowledge competency. If someone were present to oversee the implementation of carefully designed experiences and coursework, what additional knowledge and skills might students’ time at the School of Nursing instill in them that would transform them, their patients, their coworkers, and workplaces?”

When Dr. Richards approached Dr. Shawn Collins, dean, and described her idea to create a new faculty position his response was immediate. “Absolutely!” Duties were formalized and approved, and the Director of Pre-Licensure Student Experience position was created. At the time, Ms. Wolfe was the Advising Coordinator, working to improve processes for student experience, and was chair of the Spiritual Life and Wholeness Committee (SLWC). “I knew she would be perfect for the new role,” says Dr. Richards.

Ms. Wolfe is working diligently to develop and implement programs that ensure that wholeness, well-being, and spiritual care of self and others are both taught and lived throughout the program. “We want to provide opportunities for students to connect with resources. In addition, we want to thoughtfully thread spiritual care and wholeness through the undergraduate curriculum in a way that is practical, ethical, and helpful.”

Dr. Collins, is heartened to see programs such as *Support for Students (S4S)* a peer support program implemented, with 10 undergraduate students and one graduate student trained to become peer supporters.

Other initiatives include collaborative development of the spiritual care and wholeness curriculum with nursing, religion, and medical faculty; time for Bible study and prayer; working with Association of Student Nurses, inviting input to facilitate positive change; and offering physical, relational, intellectual, spiritual, and mental resources to nurture faculty, staff, and students.

A sub-group of the SLWC, Plant Positive, includes weekly meetings that focus on plant-based, whole foods. Each quarter this group coordinates a free, healthy meal, serving over 200 students, faculty, and staff at school. And just as worshipping together provided connections and inspired wholeness, Ms. Wolfe welcomes students, faculty, staff, and alumni to attend the School's Friday Zoom Devotionals every week at 9:00 am: <https://tinyurl.com/mryd4k23>

“The three constructs of caring, connecting, and empowering from a distinctive framework for Adventist nursing* have guided in my role as an educator and now as a director,” she says. To Ms. Wolfe, connecting means finding out where people are and genuinely caring for, and journeying with them. This is something she hopes to inspire in each student and colleague by “walking alongside them and trusting that God is at work in their lives.” She continues to believe that, “A connection with Christ makes it possible for us to facilitate healing and transformation in the lives of those we interact with as we authentically connect, allowing His beauty to shine through—even in our brokenness.”

*Jones et. al., 2017, <http://jjae.adventist.org/2017.5.2>





From Patients to Pastries

How nurse anesthetist, Naz Tomassian has made his commitment to caring for others translate into running an artisanal donut shop in his local community.

By Jackson Boren

Loma Linda University School of Nursing alumnus, Naz Tomassian, '08, has always had a heart for service vital for working in food and hospitality but it has been an interesting road that has led him from nursing to opening his own artisanal donut shop in downtown Redlands, California. Tomassian was attending La Sierra University in the early aughts when he originally had his eye on anesthesiology for a career. But through a few chance encounters and formative conversations he learned about the career

path to nursing anesthesia and that changed everything for him. Naz admits that nursing wasn't originally on his radar, saying, "I was only 17. I thought it was a cool concept but I had never spent time in a hospital and at the time the idea of being a nurse was sort of new to me. Once I learned more about what CRNAs (Certified Registered Nurse Anesthetists) were I switched my major from pre-medicine to pre-nursing."

From there his nursing journey began and after graduating from LLUSN's undergraduate program he went straight to Loma Linda University Medical Center's ICU where he received rigorous hands on experience with the guidance and support of countless mentors and colleagues. Naz credits these formative experiences in making him the best nurse he could be, saying "So many new nurses start with tunnel vision and try to 'fake it til you make it' but because of the advice and support of my team I was prepared." It didn't stop there for Naz, as his career led him to being cross-trained in the ER and to a role in transport nursing, each with new experiences and new colleagues to learn and grow from. "[I was able to work with] some of the best nurses and I gained a strong foundation in my career as a nurse as a result."

After a number of years working as a nurse, Naz decided to take the leap into CRNA school and start the next chapter in his nursing education at National University in Fresno, California. School was rigorous and clinicals were challenging but Naz says nursing anesthesia is a higher level of responsibility. "There is a gravity to what is at stake [as a CRNA]. You are called to deliver the best and safest

care to patients who are trusting you, at their most vulnerable moment—going into surgery and being asleep. It is one of the greatest privileges to be given." Tomassian finished the program in 2014 and went to work in an all CRNA practice at a Level 2 trauma center in Arizona for 2 years.

Flash forward a 10 years and a new dream came true for Naz. After nearly a decade of planning, he and business partner Justin Roldan were able to open Deaux, an artisanal donut shop in Redlands, California. Naz and Justin shared a deep sense of community and a vision to create a generational legacy and build something for their kids to be able to grow up with and have one day. In doing so, the duo have created something that the community around them is already falling in love with. Naz speaks with affection for the old fashioned role the establishment can fulfill in the community, saying, "People come into the shop every day and connect with us. Redlands is a small town and that's what Deaux is made for. We are more than a donut shop. We are a meeting place. We are a gathering spot. We are a destination for people to connect."

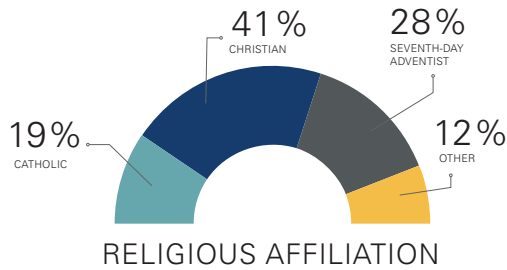
Tomassian views his passion to serve as a foundational part of him from before he even pursued nursing, saying, "I think there is a heart for service in who I am. Being Armenian and Jordanian, it is in our blood to be hospitable and my parents really instilled that in me." But he also cites his experience as a healthcare provider as a valuable strength in his role now. "There are a lot of similarities between what I've done as a nurse and what we provide at Deaux. Whether it's a cup of craft coffee or providing a laboring mother with



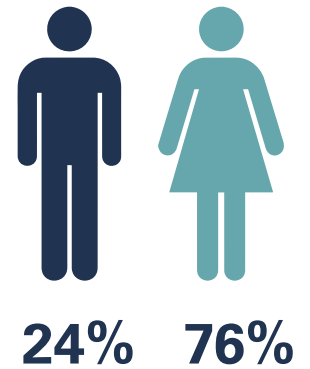
an epidural the same approach to detailed care is taken. My heart is my heart regardless of which industry I'm in. I just love making people happy, whether its in nursing and anesthesia or with donuts and coffee."

While Naz has scaled back his role as a CRNA (he is the administrator of his own practice now), he still finds the satisfaction of taking care of patients fulfilled in his role at Deaux. "My favorite thing is being in the shop all day. Its making the donuts and smelling the coffee. Meeting new people and seeing familiar faces. Everyone has memories of going to their favorite donut shop growing up and bringing home a bunch of treats and I would love for Deaux to be a part of those memories for a whole new generation." With Deaux already making a positive impact in the Redlands community it seems like the mission is already being accomplished. Naz adds one sentiment to it though, saying, "At Deaux, we treat it like our house, and everyone that steps through those doors are now in our house, and now part of our Deaux family. Aside from the great items we offer, we want people to know they're at home with us."

Class of 2024 BY THE NUMBERS



CLASS GENDER



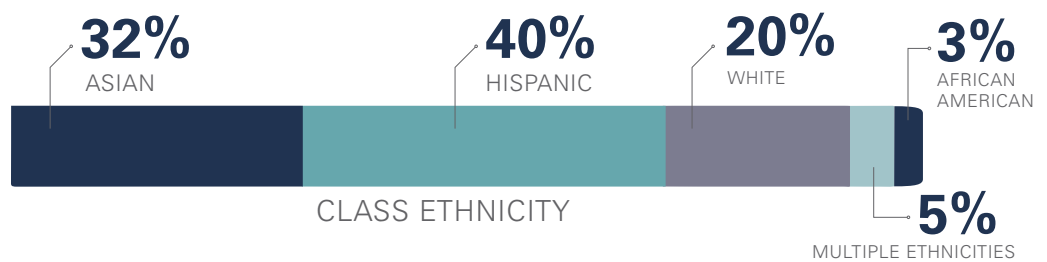
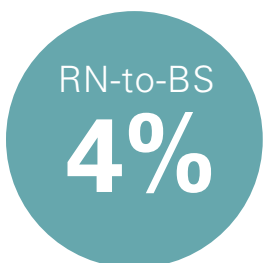
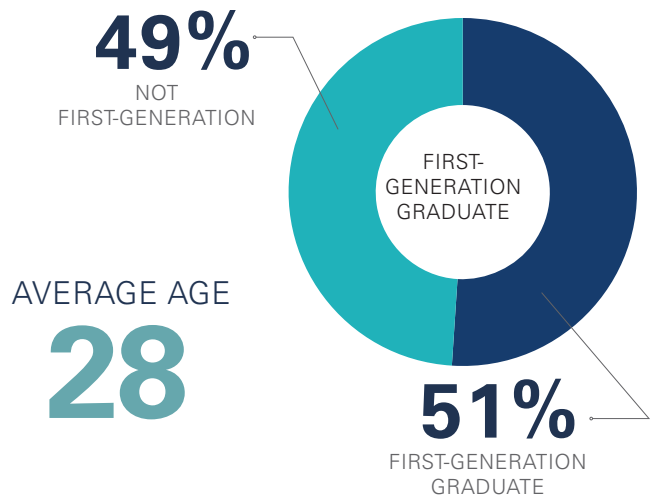
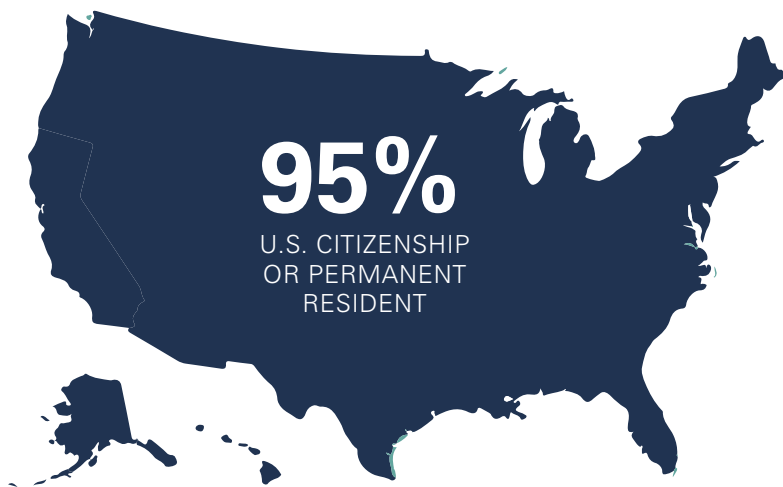
PRIMARY LANGUAGE



- 84%** ENGLISH
- 8%** SPANISH
- 3%** VIETNAMESE
- 5%** OTHER

SECOND DEGREES





COMMENCEMENT 2024





Loma Linda University School of Nursing celebrated another year of dual graduation ceremonies in June 2024, with 219 students from both undergraduate and graduate programs marching across the stage in the Drayson Center Opsahl Gymnasium. The double ceremony format has been a welcome adjustment to graduation weekend as the school has continued to grow year after year. As the 118th class to graduate from the school since its founding in 1905, the graduates this year were met with an inspirational address from the commencement speaker and former dean, Dr. Elizabeth Bossert. The commencement ceremonies offered families and friends a special chance to celebrate their graduates and this incredible milestone in their nursing journey.





Growing Community Through Compassion

By Brianna Bolaños

Public Health course immerses nursing students both globally and locally in order to share Jesus love through clinical mission trips.

The sounds of praise and worship music can be heard as Loma Linda University’s nursing students prepare for their day at Casa Esperanza, in Baja Mexico. Our students and faculty start with a prayer, knowing that their day will be busy with patients who are traveling from all over for the health checks that will be provided that day. As they walk to the clinic at the women’s shelter and open the doors, they see that patients already begin to line up to be triaged.

“We typically see about 120 patients over a weekend at the medical camp.” says Dr. Brandie Richards, Associate Dean of Undergraduate Nursing Programs and Student Affairs. “We have a triage/intake station where vital signs, including blood pressure, height and weight, and blood glucose screening can be done by our students. Then each patient is seen by an NP where we do a physical assessment. We also perform urinalysis, rapid strep and HCG testing if warranted.”

Patients at Casa Esperanza often do not have the resources or education to have consistent and informed care. When visiting with the clinic and LLUSN, depending on the



findings of each patient, education is provided on how to continue their care for the long term. Dr. Karla, the MD there, partners with the team to prescribe and dispense medication onsite as needed. “We also typically partner with the School of Pharmacy who set up a pharmacy to support dispensing prescriptions. Our students have helped partnering in this process as well (i.e. packaging meds, providing education, etc.)”, says Sara Larsen, Assistant Professor and Mission Trip Coordinator. “We know that education is important in these situations so that care continues between our site visits. We work closely with the director on site to provide additional education on a variety of topics based on the requests from the team.” Richards says.

At the end of a long clinic day, the students head back to the Mount of Olives Children’s Home (MOOCH) to be with the children at the orphanage. Time is spent bonding and playing games with the children, eating dinner and closing out the day with another worship thought. Many of the children staying at MOOCH were also patients early in the day.

While LLU has always had a heart and mission for service around the globe, LLUSN has reaffirmed this in their development of a strategic pillar of committing to community and global engagement. “Our pillar states: Build and strengthen collaboration with community networks and advance service-learning opportunities in local and global mission trips. The idea for a mission trip to be included as a clinical for all students came from students who attended past mission trips with the school. Those that came would ask if we could incorporate a trip for them in their 7th quarter Public Health class so that more students would have an

opportunity to attend them. Many said they struggled to find time to fit them in their schedule but if they got clinical hours for the trip, it would allow them to fit it in. We believe so strongly that students should be able to experience this, we cover the whole cost of this trip for every 7th quarter nursing student.” Richards explains.

During one of the most recent trips, Professor Larsen shared a moment that impacted her profoundly. “I was able to witness our students truly live out Loma Linda’s mission of continuing the teaching and healing ministry of Jesus Christ. They cared for two young girls who had severe cases of lice. Our students spent hour upon hour on the floor washing and combing through their hair to mitigate the lice. You could see the students working together with compassion and humility to help treat these girls.” The girls’ mother had passed away several years before, leaving them without anyone to care for them. Unfortunately, due to their condition with lice, the children had been unable to live at MOOCH or attend school for the past three to four years. They spent their nights sleeping on porches and trying to make it by on their own. Seeing the relief and joy on their faces when they realized their condition had been remedied and they could now be housed at MOOCH and would be safe, was something that will never be forgotten by everyone present.

“We hope that this implementation of a Public Health clinical for all, allows for students to grow in their compassion to others, both globally and in their local communities,” share Richards. “We are so excited to continue the teaching and healing of Jesus through these ministries, and can’t wait to see what God has in store.”

OFF-CAMPUS MASTERS NURSE EDUCATOR TRACK HOLDS CELEBRATIONS IN THAILAND

To celebrate five years of hard work and dedication, LLUSN held recognition ceremonies during July 26–28, 2024, on the campus of Asia-Pacific International University (AIU), Thailand, for 44 students in the fifth cohort of LLUSN’s Off-campus MS in Nursing Education track.

The cohort, which began in 2020 at the height of the COVID-19 pandemic, required students to do several online courses during the academic years of 2020 and 2021. During July 2022, 2023, and 2024, students were able to meet for face-to-face instruction. These dedicated students were nurse educators, clinicians, and administrators, and hailed from 14 different countries, representing Bangladesh (1), Cambodia (5), Cameroon (3), China (6), Japan (1), Kenya (4), Lesotho (3), Liberia (2), Malawi (7), Mexico (1), Nigeria (1), Rwanda (5), Solomon Islands (2), and Zambia (3).

Dr. Nick, coordinator for this long-established legacy program states: “We are immensely proud of their unwavering commitment to advancing their education despite huge global challenges during their tenure as a student. They have already brought changes to their institutions and have elevated nursing practices worldwide.”

After three weeks of intensive coursework, the weekend brought recognition celebrations. On Friday evening, July 26, students committed themselves to a life of service and received recognition emblems from LLU and AIU, while dressed in traditional attire, they proudly represented their countries. During Sabbath services, students led both Sabbath school and church services, meant as a final gift to the AIU Church. The celebrations culminated on Sunday afternoon with a formal recognition of their completing the MS program in Nursing. Students, alongside LLU and AIU faculty and administration, wore graduation regalia and processed into the church. Each student walked across the stage to receive their graduation emblems as their name was announced. A special dinner was held in their honor on Sunday evening.

The School of Nursing has begun conversations about starting a 6th cohort. Notifications will be sent out to global SDA divisions once the nomination period is open. Interested candidates are encouraged to initiate discussions with their institutional Health and Education leaders at the SDA union and division levels.





NEW PHD GLOBAL TRACK IS LAUNCHED

In June 2023, the School of Nursing launched a new GlobalTrack in the PhD program and welcomed nine international doctoral students. This innovative program combines online learning with periodic face-to-face interactions, fostering collaboration among doctoral peers regionally and globally. It addresses the global shortage of nurse leaders in faith-based educational institutions, allowing professionals to earn a PhD from Loma Linda University without relocating.

The new track is led by Dr. Mamier, the newly appointed PhD Global Track Coordinator. She works closely with Dr. Jan Nick, the Director of the School of Nursing's PhD Program. When the call for nominations went out, Dr Mamier recounts there was an overwhelmingly positive response from SDA institutions around the world. LLUSN received twenty nominations from six SDA divisions. The General Conference and Divisional Departments of Health

and Education expressed sincere appreciation to Dean Collins and Associate Dean of Graduate Studies, Dr. Huerta for making PhD education accessible for nursing globally.

Nominees, representing various parts of the world, underwent extensive interviews and vetting. Funding from the Chan Shun Foundation has in part supported this endeavor, considering capacity-building priorities globally. The nine chosen candidates, hailing from Africa, Asia, the Caribbean, and South America, hold positions as faculty, academic deans, or clinician leaders. Their research interests align with their professional backgrounds, such as midwifery, nursing education, elder care, or whole-person care.

The PhD Global Track targets nurse leaders within the SDA's network of nursing schools and clinical facilities. Dr. Mamier emphasized "Each of our nine students had a unique story bringing them to the program.

We saw God preparing them years before we started planning the program. God's purpose is evident as each of these stories continues to unfold. The Loma Linda faculty accepted the call to be part of the story of our global students."

Access to doctoral education remains challenging, particularly for Adventist nursing leaders facing financial barriers and Sabbath conflicts. Dr. Anne Berit Petersen, Director of the LLUSN Office of Global Nursing, envisions future leaders transforming their countries through high-quality Adventist nursing education and a caring profession grounded in a unique philosophy. By strengthening global SDA capabilities, our PhD graduates will expand networks and elevate nursing education and practice worldwide. As the demand for doctorally-prepared nurses continues to rise worldwide, so will the need for Adventist nurse academic and clinical leaders.

BURNED OUT: Researching Spiritual Struggle Among Nurses

By Meghann Heinrich

The COVID-19 pandemic was an intensely taxing time to be a nurse. An unprecedented number of critically ill patients combined with the constant unknowns of this deadly, contagious virus produced the perfect conditions for record burnout among nurses. Loma Linda University School of Nursing (LLUSN) Professor Elizabeth Johnston Taylor, PhD, RN, FAAN recalls, “I was reading how awful it was inside hospitals, how burned out and stressed nurses were. Indeed, data from national surveys of RNs showed how difficult work (and life) was for them. Yet, I wasn’t at the bedside, and wondered: ‘What could I do to help?’” This question motivated



Dr. Johnston Taylor to design and complete a study, funded and supported by LLUSN, to generate evidence that would potentially improve nurses' personal and professional experience at the bedside. Though she wasn't "boots on the ground" she hoped her research would further the timely conversation around nurse well-being and perhaps illuminate ways to ease suffering and bolster resilience for nurses in a particularly demanding time.

As a researcher, Dr. Johnston Taylor has long been interested in the spiritual well-being of nurses and patients as it relates to patient care. Her research has spanned the spiritual needs of patients and families, nurse-chaplain collaboration, and how nurses provide spiritually based therapeutics for chronically and critically ill patients. This background was a natural segue to her most recent LLUSN-funded research initiated in 2020, which was recently published in two prominent research journals.

The first report, "Do Nurse Spiritual Responses to Trauma Explain Nurse Outcomes? A Correlational Observational Study," was published in the *Journal of Clinical Nursing* in 2023. At the outset, Dr. Johnston Taylor conjectured nurses may experience both positive spiritual growth and traumatic spiritual struggling in tandem. The study was designed to measure moral injury (psychological distress experienced when personal values or ethical codes are violated), spiritual struggle (distress caused by doubts, threats to meaningfulness, relationship with God, and other aspects of spirituality or religiosity), and post-traumatic growth (positive growth experienced following highly challenging circumstances). Dr.

Johnston Taylor and her research team's initial report showed that in a sample of over 500 nurses across three Southern California hospitals, 41% experienced spiritual growth, roughly 50% experienced moral injury, and between 25-33% experienced spiritual struggle. Moderate correlations between these variables supported Dr. Johnston Taylor's initial hypothesis, confirming nurses often experience both positive and negative spiritual consequences simultaneously. Apparently, hardship and growth can go hand in hand, though neither is comfortable.

The second report on this research, just released in *Nursing Outlook* in 2024, presents the findings of how these spiritual responses to providing nursing care were associated with nurse outcomes. Nurse outcomes measured included job satisfaction, burnout, and intent to leave the nursing profession. The research team found significant associations between these responses and nurse outcomes. Of particular significance was how much a nurse's spiritual struggle contributed to burnout and intent to leave nursing. Dr. Johnston Taylor said, "I was surprised—and privately pleased—because this concept is new in nursing science and is an especially important one: to find that spiritual struggle so significantly explained nurse burnout and intention to leave nursing. Spiritual struggle predicted these nurse outcomes even more than moral injury."

Though the 2020 pandemic was the catalyst for this research, Dr. Johnston Taylor was surprised to find the frequency with which nurses provided direct care to people with COVID-19 was not correlated with moral injury or

spiritual struggle! This insight was unexpected and could be the result of a few factors. One explanation could be that providing care in the pandemic environment was similarly spiritually stressful for all nurses, creating a new baseline for how nurses assessed their stress. An alternative explanation is that the most stressed nurses simply were unable to respond to the survey. Despite this surprising discovery, the study ultimately showed what Dr. Johnston Taylor suspected: "... a nurse's inner, supposedly hidden, spiritual responses to providing patient care does affect him/her in measurable ways."

We know nurse burnout is a serious concern—a somber reality not only impacting nurses personally and professionally but one that ripples outward to affect health care on a large scale. For these reasons, there is great interest in caring for and supporting nurses before burnout occurs. Dr. Johnston Taylor suggests a key first step to achieving this is, "... recognizing and addressing spiritual struggle—a hidden, yet profound inner response to witnessing suffering." She goes on to say, on a hopeful note, "The findings [of this study] also indicate that post-traumatic growth is possible and likewise can impact nurse outcomes."

By supporting research like Dr. Johnston Taylor's study, LLUSN continues to contribute to the nursing field and deepen collective understanding of the challenges nurses face daily. This study reinforces the importance of providing holistic support to nurses to create a more sustainable and compassionate work environment. By investing in the well-being of nurses, we not only improve their lives but ultimately elevate the quality of care delivered to patients.

HOMECOMING 2024





A familiar energy filled Loma Linda University School of Nursing during the 2024 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 119th 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 1964, 1974, 1984, 1999 and 2014.





2024 ALUMNI OF THE YEAR

Jan Zumwalt Daly

By Nancy Yuen

Nursing Knows No Boundaries

Jan Zumwalt was born in Texas, the older sister to two brothers. She moved with her family to Redlands, California, when she was a child.

Jan attended Loma Linda Elementary School and Loma Linda Academy. Some of her fondest memories growing up are of riding her horse in San Timoteo Canyon.

Jan's interest in pursuing a career in healthcare began while she was in high school. When she was a senior at La Sierra Academy, she wanted to

become a dental hygienist. Her plans changed when her father urged her to consider dentistry or nursing.

She applied to the School of Nursing and in 1974, she completed her BS degree in nursing. Eager to care for patients and to test her clinical skills, she began her career as a nurse at Loma Linda University Medical Center (LLUMC), providing care for critically ill patients.

Jan's talents in organizational management and education, together with her strong leadership

skills resulted in a career trajectory which included progression to head nurse on LLUMC's surgical-trauma intensive care unit (1978-1988); executive director for medical-surgical nursing (1988-2000); executive director for case management, nursing resources, home health care, and advanced practice nursing (2000-2004); and then executive director for international affairs.

A lifelong learner, she received her MS degree in nursing administration

from the School of Nursing, and in 1993 she completed her MBA degree from La Sierra University.

A new chapter in Jan's life began in 1992 when she was invited to travel to Hangzhou, China, with a team from Loma Linda. Their mission was formidable—Loma Linda University had partnered with Sir Run Run Shaw, a philanthropist from Hong Kong, to open a hospital in Zhejiang. Grateful for and inspired by the care his mother had received from an Adventist physician, Sir Run Run Shaw was passionate about creating a western-style hospital in his hometown province, 90 miles south of Shanghai.

Buoyed by her leadership and educational skills, Jan became an integral part of the team that worked toward the goal—preparing and opening Sir Run Run Shaw Hospital (SRRSH). While continuing to work full-time at LLUMC, she devoted countless hours to the “China project,” helping foster and strengthen the partnership between LU and SRRSH. As she taught and mentored nurses and nurse leaders who would staff the new hospital, a colleague recalls that she “bridged the 16-hour time difference long before there was WeChat. She joked then that what became known as the ‘China Project’ was her evening and weekend job.”

In addition to helping establish the hospital's nursing orientation program and nursing care protocols, Jan served as mentor to its director of nursing and nursing vice president. She consulted in areas that included quality improvement, clinical competency, teamwork, and nursing leadership and management. Her work with nursing administration helped lay the foundation for sustainable healthcare practices in the region.



This experience reinforced her passion for cross-cultural networking, and healthcare education that would highlight her 47-year career.

Following the official opening of SRRSH in 1994, Jan was later tasked with overall management of the project, providing a solid framework for its future. During the hospital's 15-year anniversary celebration, the cooperation between LLU and SRRSH was noted for crafting a “new paradigm of healthcare in China.” Notably, SRRSH began utilizing clinical nurse specialist roles, beginning with wound care and diabetes teaching. Many other specialty nurses followed as the physicians soon came to see and appreciate the value of the nurse specialists. In 2006, SRRSH was the first Public Hospital in China to become Joint Commission International (JCI) accredited.

As her global engagement increased, Jan transitioned to the role of executive director of International Affairs at LLUMC. In this capacity she oversaw a diverse portfolio of global projects, collaborating with various departments across the campus to enhance international opportunities for mentoring, resident rotations, and faculty clinical teaching.

Later, she played a crucial role in establishing the Global Health Institute (GHI), serving as its associate director until her retirement in 2019.

She also worked closely with the School of Nursing as a member and co-chair of the International Nursing Council, facilitating collaboration across the network of Adventist schools of nursing and hospitals.

Jan's influence reached communities globally. As a board member of Adventist Health International (AHI), she supported LLUH projects that enhanced mission hospitals and clinics. She served on hospital boards in Curaçao, Trinidad, and Haiti, and played a significant role in improving healthcare systems in Malawi, Nigeria, and other African countries.

Additionally, she was instrumental in implementing healthcare initiatives in the middle east including in Afghanistan and Palestine among others, advocating for the nursing workforce and striving to ensure access to quality healthcare for everyone.

Her past recognition includes Riverside Press Enterprise: Nursing Caring Service Award (2005); Zhejiang Province, China: West Lake Friendship Award (2010); LLU Global Service Award (2016); and Sir Run Run Shaw Hospital Distinguished Service Award (2019).

Jan's work at Loma Linda has made a meaningful difference and her accomplishments continue to inspire others to see that nursing truly holds no boundaries.

Homecoming Honor Classes & Merit Scholars



1964: (From left to right) Jo Gentry, Arlene Taylor, Christine Cummings Burks



1974: (From left to right) Front: Carolyn Campbell, Marsha Booth, Sonia Giles, Jean Newbold, Bev Ching

Middle: Robin McCluskey, Jeanette Schmidt, Rhonda Lizzie, Stephanie Welebir, Joyce Brockmann, Kathy Ryan

Back: Janice Zumwalt, Cheryl Nance, Janet Hackleman, Marilyn Carter



1984: Front: Kathryn Wong, Cheryl Lutz, Lisa Kirby, Cynthia Reeves

Back: Karen Savage, Jeu L Suda, Kristy Brinkley



1999: (From left to right) Sharlene Gibbon Mracek, Liz Farag



Back Row (Left to right) Rachel Dorsch, Kathie Ingram, Jennifer Jeong, Abieyuwa Salami, Monica Gaspard, Georgie Contakos, Martha Chao, Lindy Legoh, Jessica Cedillo Ramirez, Steve Watson, Janet Donnelly. **Front Row** (Left to right) April-Dawn Gustafson, Carolyn Wilder, Eliza Kym G. Liwanag, Athalia Marie Verde Ayuco, Jackie Raygoza, Linh Le, Lisa Macias.



Meet MaryJo Schaarschmidt, DNP, PNP, CNS, RNC-NIC

Director of Undergraduate Interprofessional Education (IPE) and Simulation

By Jackson Boren

As the Director of Undergraduate Interprofessional Education (IPE) and Simulation, MaryJo Schaarschmidt has stepped into a role that involves guiding the structure and delivery of nursing education at Loma Linda University School of Nursing into a new era of technology and innovation. Dr Schaarschmidt is responsible for the strategic development, implementation, and evaluation of IPE initiatives and simulation-based learning experiences within the nursing school. This role emphasizes collaboration among healthcare providers and professions, fosters a culture of teamwork, mentors faculty, encourages innovation in educational practices, and ultimately contributes to the preparation of nursing students for successful and safe transitions into practice. She points to a key quote from Inter-professional literature for more context: “The healthcare system will not be able to keep pace with these explosive changes

unless it moves to a team-based care model. But the delivery system cannot make that shift effectively until the education system begins to train new health care professionals in collaborative practice.”

Simulation is at the core of the clinical nursing education journey. Simulation allows nursing students to take words and concepts off the page and practice in a collaborative environment with other professions where mistakes can happen, psychological safety for the providers is paramount, communication skills are mastered and teams can debrief events with the ability to try again in a variety of environments with different patient populations across any disease to wellness scenario. Schaarschmidt says that the school is staying on the edge of teaching advancements. “LLUSN, in its pursuit to provide experiential learning environments using innovative and dynamic teaching strategies, has experienced the growth from a skills lab with basic task training mannequins to simulation rooms with higher

fidelity mannequins to virtual simulation platforms and now introducing virtual reality gaming simulations.”

MaryJo brings a wealth of simulation experience to her role at the school, having served as faculty on the national AHRQ TeamSTEPPS team training program while at Stanford University before joining the faculty at LLUSN in 2019. Since then, she has held teaching roles at the school in Capstone Senior Leadership, Health Assessment, Epidemiology, as well as OB and neonatal nursing. She says nursing education resources are changing, adding, “Students and faculty alike need to be ready to incorporate immediate knowledge acquisition through AI and continue to focus on developing the human side of safe and efficient patient care. Virtual reality simulation allows for more exposure to practice of skills, delivery of care within various environments and patient populations, effective communication, and team-based training.”

Schaarschmidt expresses that the increased integration of simulation will meet the demands of the changing healthcare landscape and improve student success rates, saying “We can no longer rely on a student having opportunities in a clinical environment or be able to experience all competencies while in clinical rotations. Simulation creates multiple opportunities for students to demonstrate competency across varied patient populations and care settings. Simulation allows for repeated deliberate practice, focused feedback, and standardized assessments. Data shows that students who participate in simulation competency-based education (CBE) have improved procedural skills and mastery of the stated competencies.”

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IN MEMORIAM

Vaneta Marilyn Condon, PhD, RN

April 1, 1939 – April 24, 2024



A Loma Linda nurse par excellence—Vaneta M. Condon, PhD, RN—has gone to her rest and LLUSN joins with her family in grieving her loss and celebrating her memory and the great impact of her life!

An enthusiastic member of the nursing **Class of 1960**, Vaneta graduated from the College of Medical Evangelists. Throughout her life, she maintained strong friendships with her classmates. After getting married to Stanley Condon, MD, Vaneta earned a M.S. in Nursing degree from Loma Linda University School of Nursing in 1964. A year later, Lori was born and the couple left for the Philippines where they served for seven years as medical missionaries and had Brian and David. While raising the children, Vaneta taught also at the School of Nursing at Manila Sanitarium and Hospital.

From 1983 until her retirement in 2010, Vaneta served as an esteemed faculty member in the School of Nursing. She is remembered for her kindness, compassion, and innovative thinking as a nurse educator impacting the lives of many. Working initially in skills lab, she believed in setting a strong foundation. After completing her PhD in Education (Claremont Graduate University, 1996), she took a special interest in improving the learning and retention in baccalaureate nursing education. She believed that students *can* learn from mistakes and re-strategize and become successful if given the opportunity. To this end, she developed the Exam Analysis Tool administered by faculty in the Learning Assistance Program (today called Academic Center for Excellence – ACE). Two consecutive, federally-funded nursing retention programs she developed and administered increased diversity and retention among LLU nursing students: the Success in Learning Individualized Pathways Program (SLIPP) and the Pipeline to Registered Nursing: Increasing Diversity Program (PRN).

Vaneta never stopped caring about people, her family, and friends, and Loma Linda University School of Nursing. We are honored to carry on her legacy.

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