

learn serve care

2020-21 ACADEMIC YEAR



School of Nursing
& Human Physiology





Friends, Colleagues and Partners,

This School of Nursing and Human Physiology report showcases our research, scholarship and community engagement initiatives for the last academic year. We hope you share in our pride as you discover the amazing work of our students, faculty and staff, especially amid a pandemic that challenged us to imagine new and innovative ways of being with each other and the communities we serve. We aimed to rise to the occasion with a renewed focus on our mission, an invigorated desire to learn, and a deepened conviction to serve. In the pages ahead, you'll find evidence of a resilient professional community, making great strides in developing the scientists and health care practitioners the world needs now.

Please be in touch!

Matt Bahr, Ph.D., Interim Dean
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92%
SUCCESS
FOR UNDERGRADS

95.7%
FOR GRADUATES
(first-destination report)

10
HUMAN PHYSIOLOGY
STUDENT-LED,
PEER-REVIEWED
CONFERENCE
PRESENTATIONS
*at the annual meeting
of the Northwest Chapter
of the American College
of Sports Medicine*

**3 INVITED
LECTURES**

33
FACULTY
PUBLICATIONS

45 STUDENTS
graduated with a BS in
Human Physiology
*- the largest graduating
class in the history
of the program*

16TH BEST
*(Master of Science in Nursing
Healthcare Leadership)*
ONLINE MSN ADMINISTRATION
PROGRAM
(U.S. News and World Report, 2021)

564
UNDERGRADUATE
STUDENTS

682
GRADUATE
STUDENTS

21
FACULTY
PRESENTATIONS

35 STUDENTS
INDUCTED INTO
SIGMA THETA TAU
INTERNATIONAL
HONOR SOCIETY

Stats and Facts

Faculty Awards

Teaching Excellence (non-tenure track)
Susan Edwards, MSN, RN, CHSE, Lecturer, Nursing

Collaborative Work Award

Martin Schiavenato, Ph.D., RN, Assistant Professor, and
Joan Owens, Ph.D., RN, Associate Professor

Professor Emerita

Susan Boysen, Ed.D., RN, Professor, Nursing

Staff Awards

Outstanding Service in Support of Mission
Shannon Zaranski, Budget and Personnel Officer

Highlights

During the past academic year, the School of Nursing and Human Physiology (SNHP) celebrated many triumphs and accomplishments, while also navigating the various challenges and opportunities brought on by the pandemic.

Pandemic Response

The beginning of the pandemic was marked by the interruption of clinical experiences for undergraduate and graduate students. However, with innovative thinking and creative problem solving, faculty and students adapted to new virtual simulation technology, online immersion experiences, and bootcamp skills instruction sessions to bridge the gaps created by clinical placement and preceptor challenges. In an effort to boost clinical placements in the Nursing department, the Clinical Operations Group (COG), a collaborative advisory committee, was established to develop and implement strategies to support clinical placements and increase preceptorships for students in clinical programs.

Serving the Vulnerable

Living out the school's mission to serve vulnerable populations and engage with health communities locally, nursing faculty and undergraduate student nurses volunteered more than 875 hours toward the COVID-19 vaccination effort, contributing to the vaccinations of over 7,500 community members.

Growing for the Future

The Human Physiology department graduated its largest class in the history of the program. The department is also preparing to move to its new home in the University of Washington - Gonzaga University Health Partnership's medical and health education, research and innovation center.

Anesthesia Education

Another ongoing successful collaboration is the Doctor of Nurse Anesthesia Program with Providence Health Care, which continues to produce competent and skilled nurse anesthesia practitioners. In April 2021, the Department of Nurse Anesthesia Practice and the Department of Nursing held the inaugural DNP/DNAP Student Scientific Poster Presentation event to showcase graduate student scholarly projects.

Research and Scholarship

To serve the needs of health care into the future, we are developing a firmer foundation of research, scholarship and community engagement activities within the School. Grants to support this work include \$168,507 from the E.L. Wiegand Foundation and \$40,300 from Nike, both to fill critical equipment needs.

First-time professional licensure exam success

- » **100% FAMILY NURSE PRACTICE (DNP) ANCC and AANP**
- » **98.7% UNDERGRADUATE NCLEX licensure exam**
- » **96.7% FAMILY NURSE PRACTICE (MSN) ANCC and AANP**
- » **89.19% NURSE PRACTITIONER (PMHNP) ANCC and AANP**



Anthony Trigueiro

During the final year of his doctoral program, Anthony Trigueiro, DNP, PMHNP, received the APNA Board of Directors Scholar Award from the American Psychiatric Nurses Association (APNA). This prestigious honor is bestowed upon graduate students showing leadership potential that can impact the care and treatment of individuals with mental illness.

Trigueiro, a double-Zag, graduated with his BSN in 2017 and serves as an RN at Swedish Medical Center in Seattle in an acute inpatient psychiatric unit. Trigueiro credits his Gonzaga coursework and clinical experiences for shaping him into a safe, collaborative and innovative provider.

“My education has revealed care disparities and inequities for vulnerable populations and strengthened my resolve to expand access to mental health care and mental health professionals for this underserved Seattle community,” he said.

Trigueiro attended his first APNA conference in 2019 and acknowledged the impact of the organization’s collegiality and resources, as well as its mission to improve the lives of persons with mental illness.

“I felt at home within a community of like-minded professionals striving to expand their care of America’s

mentally ill,” he noted. “I am honored to represent the university’s nursing program.”

Jeff Ramirez, Ph.D., PMHNP, Trigueiro’s professor and mentor, sees a bright future for him and his involvement in APNA.

“I am honored to be associated with such a driven student with the amount of enthusiasm and excitement he has for the profession. Mr. Trigueiro brings exuberance to every encounter he has with faculty and peers,” Ramirez said.

Beyond graduation, Trigueiro looks forward to becoming a psychiatric mental health nurse practitioner, working in a crisis clinic that serves critically vulnerable individuals experiencing homelessness and mental illness.

His research aims to reduce cardiovascular health disparities faced by underserved, minority persons with mental illness.

“Building knowledge that shapes solutions to these issues requires providers like me to learn the latest developments in mental health research and practice,” Trigueiro said, adding, “This scholarship is about enriching the lives of the people I serve.”

*Honored
by the American
Psychiatric
Nurses
Association*



Emma Warnecke

Emma Warnecke ('21) discovered her passion for physical therapy while interning at a local therapy clinic in her home state, Colorado. Focused on learning more about the human body and helping it heal, she enrolled in a program at Gonzaga that would soon propel her toward becoming a physical therapist.

Throughout her time at Gonzaga, Emma pursued academic excellence as a Human Physiology and Honors Program student. She has challenged herself to explore the Jesuit philosophy of caring for the whole person, and the notion of “magis” – the “more.”

She joined a semester-long study abroad program in the Dominican Republic, where she interned at a physical therapist’s clinic, reinforcing her love of physical therapy, and opening her eyes and heart to what serving others truly meant.

While therapists there lacked resources, creativity and passion were abundant at the clinic. With or without special equipment, the therapists would create an exercise, game or obstacle course that made therapy enjoyable — and even entertaining — for the patient and the therapist.

“One of my fondest memories there is when I helped design an obstacle course with simple toys, balls and ladders for a child working on their walking skills,” Emma reminisced.

Although Emma’s senior experience and big sendoff plans

were dampened by the pandemic, she is grateful for the flexibility and understanding of her professors and peers as they transitioned to online learning.

Emma toasted her last semester with the completion of not one, but two senior research projects, one assessing gait initiation in an upright posture and one on Parkinsonian posture across students. Emma found that even in a young, healthy college student population, posture had a significant impact on how gait was initiated. She presented her research in a poster presentation session at the Northwest American College of Sports Medicine Conference.

As part of her Honors Program senior thesis, Emma expanded the impact of posture beyond locomotion to mental health and interpersonal communication.

“Emma will undoubtedly have a significant influence on the lives of those she interacts with due to her compassion for others and her intention to make the world a better place,” noted Clinton Wutzke, Emma’s Honors Program senior thesis advisor.

“Throughout my time at Gonzaga, I have seen so many people so passionate about the work that they are doing and being in that sort of environment makes me more passionate,” Warnecke said.

After graduation, Emma is headed to Creighton University, another Jesuit institution, to pursue further studies in physical therapy.

Posture & Compassion

Helping the Hearts of a Church

DNP Student Gearing-Anderson Implements Hypertension Education Program in her Church

Not unlike many DNP students, Phyllis Gearing-Anderson considered several research topics for her DNP project. As a community health clinical specialist, it was natural for her research and projects to involve community in some aspect; her DNP project was no exception.

Through her coursework, Gearing-Anderson became incredibly concerned about the incidence of hypertension in the African American population. "I felt compelled to do something about this," she said.

An active member of an African American church, which houses an active health ministry composed predominantly of registered nurses, Gearing-Anderson had the perfect setting for developing a hypertension education program.

While education is not novel to the church's health ministry, there had not yet been an effort centered on hypertension. In fact, the American Heart Association's Spokane chapter had approached the Health Ministry in the past to offer such a program with no success. Upon hearing of Gearing-Anderson's determination to create a hypertension program within the church, the local American Heart Association was eager to partner with her.

Gearing-Anderson first offered the program in September 2019 and found it gratifying to see the response to the education from enrolled participants.

Given its successful debut, Gearing-Anderson offered the program again, this time inviting other churches, as well as the local National Association for the Advancement of Colored People (NAACP). Due to COVID, the program was offered virtually.

Highlighting the impact of this project, Denise Ogorek, DNP, Gearing-Anderson's project mentor, noted: "Dr. Gearing-Anderson's project did not stop at one church - it is influencing her entire community as other churches and organizations are implementing this hypertension awareness program."



This effort is an excellent example of how partnerships can successfully develop and implement important life-changing health programs in the church setting.

Gearing-Anderson said she was surprised by how engaged participants were. "They felt comfortable with asking questions for understanding and actually took the information back to their families."

With the support of other nurses, implementing the hypertension education was not difficult. In fact, Gearing-Anderson considers it to be easily reproduceable, especially with virtual options. She and partners hope to offer the service annually.

Spotlight on Rural Health

Amid health care system improvement discussions, one challenge is the notable disparity between urban and rural health care. Seventy-five percent of Washington is rural and residents in these areas have less access to primary and preventive care. While local clinics provide essential services, recruiting and retaining primary care providers remains a significant challenge.

Several health education providers are partnering for solutions. UW School of Nursing, the Premera Foundation, and doctor of nursing practice (DNP) programs like Gonzaga's have created the Premera Rural Nursing Health Initiative. The mission is to enhance clinical placements for advanced registered nurse practitioner (ARNP) students and to ensure a sustainable pipeline of ARNPs for increased health care in rural communities. Partners also hope to develop a postgraduate fellowship program.

DNP students interested in rural primary care practice, improving health outcomes for rural communities, and

working with diverse, underserved populations are invited to apply for a one-semester, Premera-funded, rural practicum rotation. Selected students are matched with a rural provider and receive a stipend to cover living expenses during their practicum.

Tatum Bailey, Gonzaga DNP, completed such a practicum in spring 2021. "I have always had a strong desire to work in rural and medically underserved communities," she said.

Bailey conducted her gender care practicum at the Mattawa Community Medical Clinic in Grant County, which serves the Mattawa, Desert Aire, Schawana, Beverly and Wahluke Slope communities. There, she worked with health care providers to treat pregnant women up to 30 weeks of gestation.

"I am both challenged and have a better understanding of providing care to these individual populations, which I will be able to take forward into my career as a family nurse practitioner," Bailey noted.





Difficult Airway Response

Sarah Pierce ('12) published her case study research in the Anesthesia Patient Safety Foundation quarterly journal – a prestigious publication with more than a million readers and translated into five languages.

Pierce is an independently practicing CRNA in Coeur d'Alene, Idaho. She is the past-chair of Anesthesia Associates of Coeur d'Alene, a private practice with both CRNA and physician owners providing all the anesthesia needs for Kootenai Health, a 331-bed community-owned hospital serving a large radius of rural communities

Pierce's research project, "Establishing a Difficult Airway Response Team for a Regional Hospital: A Case Study in the Adoption and Diffusion of Innovations," was conceived while on a medical mission trip in Guatemala. Pierce learned of the implementation of a Difficult Airway Response Team program at Johns Hopkins medical center and spent the entire plane ride home brainstorming how such a program could be implemented at Kootenai Health.

Through presentations to the administrative teams across the organization, Pierce worked diligently to gain momentum and eventually found a seat at the table, presenting to the board of trustees. In a unanimous vote, the Difficult Airway Response Team (DART) project was approved.

DART aims to minimize the detrimental effects of difficult airway adverse events. The first step was to curate standardized airway equipment throughout the hospital. During the second phase, Pierce and her team labeled patients, which proved more difficult with staffing shortages and scarce resources due to the pandemic. Still, she says, "I am very impressed with our grassroots roll out and improvisation during a pandemic."

Patients who meet the criteria for "difficult airway" have a blue sign placed above the head of their bed, with guidelines for caregivers to call an in-house anesthesia provider. Moving forward, Pierce anticipates this to become a part of the patient's electronic medical record based on screening criteria and provider order entry.

The third phase is expansion of the difficult airway education to caregivers, through Pierce's annual multidisciplinary workshop, covering awake fiberoptic intubation, the can't intubate/can't ventilate algorithm, the difficult airway cart, emergency cricothyrotomy, and tracheostomy and difficult

airway scenarios, as well as cricothyrotomy practice on pig tracheas and simulated airway emergencies.

“The change in our institution because of this course has been immense. There has been a profound improvement in our culture and safety,” Pierce noted.

Adapting a program instituted in a large teaching facility to a smaller facility with fewer resources seemed daunting. However, “the program is proof that it can be done at a smaller hospital,” Pierce added.

Pierce is now medical director of the DART Program at Kootenai Health. She believes her training at Gonzaga

provided a strong clinical foundation for her work.

“My professors and directors inspired me to tackle difficult problems and be fearless as a leader. I would not be where I am today without Gonzaga and my professors.”

Scot Pettey, DNAP, CRNA, program director and department chair of Nurse Anesthesia, is proud.

“The publication of the DART team set up and execution will benefit anesthesia and patient care not only in the U.S., but across the world,” Pettey said. “This article will have lasting impact on patient safety for years to come.”



CONNECTING with Farmers

Washington's farming community has a significant impact, from providing fresh food to bolstering the local economy. "Washington Grown," a locally broadcast show, highlights the state's food industry and helps Washingtonians learn more about the food the state supplies locally and globally. "From the field to the plate and everything in between," Washington Grown tells the story of crops that supply our meals, economy and culture.

Human Physiology's Associate Professor Patrick Crosswhite has contributed to two seasons of "Washington Grown," appearing in 26 episodes.

"It is really easy to be disconnected from the people who grow your food when we go to supermarkets and pick food from a shelf," Crosswhite said. "I enjoy working with 'Washington Grown,' as it connects people in the Pacific Northwest to the foods they are purchasing in their grocery stores and markets."

Each episode centers around agricultural products from Washington – grapes, apples, wheat, raspberries and

more. Crosswhite's task was to research and explain the nutritional and health benefits of a given crop or food item in a short segment.

Crosswhite reminisced about the times he visited his grandparents' farms and took joy in witnessing the animals and the crops they were raising. "I am from a family of six, so my mother was always cooking, and she loved to get her kids involved in the entire process, all the way from meal planning and trips to the grocery store, and not to mention the kitchen. I realized after moving away from home how connected I was as a child to the food that my family was cooking and consuming."

His expertise in human physiology has fueled a personal interest in learning more about food consumption and digestion.

"I enjoy learning, and especially teaching my students, about how our body processes nutrients, can nourish our cells, and can help reduce our risk to chronic diseases like cardiovascular disease and diabetes," Crosswhite said.

E18 Research Mentor:

Dr. Kenn Daratha

Nurse Anesthesia's **Kenn Daratha, Ph.D.**, received the E18 Research Mentor Award by the University of Washington School of Medicine, for dedicated mentorship of medical students in the conduct of scholarly work.

Students who work with Dr. Daratha described him as a mentor who goes above and beyond his responsibilities and provides students with an invaluable learning experience.

One student said, "No amount of writing and thanks can really express my appreciation for all of his help and guidance."

Daratha is pleased to have received the Award. "I truly enjoy working with talented and motivated UWSOM students," he said.

It's a role he has played for years, with a profound impact on recruiting academically minded physicians to learn, live and work in Spokane.



USING DATA FOR GOOD

Dr. Colorafi Redesigns DNP Course with GU Mission in Mind

“You don’t think about data and statistics being used for good, but it can,” Assistant Professor in Nursing Karen Colorafi said as she recounted her experience teaching the NURS 713 Population Health Outcomes course in the DNP program.

When Dr. Colorafi redesigned the course, she envisioned bridging the Gonzaga mission to the learning outcomes. She transformed it to a practical, hands-on experience where students analyze a population health-centered dataset and answer their own research questions.

Due to HIPAA, which protects the security and privacy of health information, Colorafi faced the challenge of obtaining clinical datasets. However, through Gonzaga’s Center for Community Engagement, she connected with several community agencies desperately seeking answers.

In fall 2020, students worked on four projects, three of which were local: Lutheran Community Services Victim Advocacy and Education, the Complex Care & Intervention Program, and Free Rein Therapeutic Riding Center. The agencies received access to trained graduate students and a professor behind the scenes.

“As organizations collect so much data from webforms and surveys, you drown in your data and don’t always have time to make sense of it and do something exciting with it. Having the students work on a designated question with a designated dataset was really helpful,” Colorafi noted.

One of the most notable projects was for the Complex Care & Intervention Program (CCI), a theory-driven and evidence-based program serving children impacted by adverse childhood experiences since 2010. The CCI conducts functional developmental assessments on intake and utilizes them to create individualized treatment plans for each child. Assessments at 6, 12 and 18 months measure change along seven developmental domains, including stress responses, emotional regulation and identity development. The agency had never conducted a structured statistical assessment, so Gonzaga students did

so, confirming that the children’s development changes were indeed highly statistically significant.

“Essentially, we were able to tell them that their program really does make a difference,” Colorafi said.

Colleen Shackelford, a DNP student, described the experience in the course as invaluable. “It was inspiring to hear the stories and learn about the community organization and the work they are doing. To be able to provide them with a project that they are otherwise unable to develop or produce due to funding or resources was an incredible gift.”

With a small grant from the Provost’s Office at Gonzaga, Colorafi hired a data scientist to create datasets from Centers for Disease Control and Prevention (CDC) around COVID, so future NURS 713 students will be able to analyze the COVID mortality and case rates using independent variables such as poverty, homelessness, race, ethnicity and other social determinants that impact health outcomes.

“It’s one thing to read about that in the news, and it’s entirely a different thing to examine the data yourself and gain that insight,” Colorafi noted. “I think we can use data and datasets to highlight incredible differences in health outcomes in America based on social determinants of health. We should be training students to recognize those and then do something about it.”

LEARN MORE

Colorafi, along with Mirjeta Beqiri, Ph.D., MBA programs director, and Doreen Yumang-Ross, ARNP, student in the NURS 713 course, published a paper in the International Association of Jesuit Universities’ Best Practices in Jesuit Higher Education global initiative, highlighting the importance of using population health data to teach justice at a Jesuit institution.

» gonzaga.edu/nursing



LAB ON LOCKDOWN

The Resource and Simulation Center adjusts to the challenges of COVID-19

The Tilford Center's Resource and Simulation Center, which houses skills training for nursing students, is well-utilized: The main lab is usually buzzing with skills classes and additional practice times, while students in upper-division courses participate in simulations in a specialized suite.

"It takes a small army of faculty to staff all of the activities," said Susan Edwards, director of the center.

During their first few years in the program, students engage in 90 minutes to four hours of skills instruction a week, coupled with one to three hours of simulation.

When the pandemic hit, the lab fell silent and students and faculty had to adapt to new virtual simulation technology.

"It was challenging, but the students put forth the effort to engage in the new learning environment," Edwards said, recounting the abrupt shift to online learning.

In fall 2020, the BSN program increased the hours of skills instruction at "boot camp," an experience geared at getting students ready for in-person clinical. When in-person clinical experiences were canceled, the program combined virtual simulation, manikin or standardized patient-based simulation and a part-time virtual simulation instructor to fill the gap.

As students slowly returned to campus in spring 2021, the lab changed in-person simulation procedures to minimize risk by utilizing additional personal protective equipment and limiting the amount of time students were together.

Pre-pandemic, three to four students would work in a small space for up to 30 minutes. Now, a group of six students carefully coordinate their activities around the lab – three of them experiencing the simulation with PPE while the other half watch remotely. At the end of the 15 minutes, the groups switch. A longer debriefing time in a larger space highlighted the importance of communication in care and helped students explore more of the team dynamics with care being passed off to another team.

Feedback from students and instructors has been positive and will most likely continue to be used in many simulations, even after the pandemic. Remote technology, such as Zoom, has allowed students who are ill or absent to zoom into skills lab and simulation. "We are now capable of providing virtual simulation experiences to augment in person clinical and will continue to use these skills in the future to support students learning," Edwards noted.

Publishing Papers

Research has the power to transform lives. The experience of publishing research as a student is often an actualization of dreams and an opportunity to contribute to the production of knowledge. Yet there are many barriers impeding graduate student publishing.

Barbara McNeil, Ph.D., RN, adjunct faculty for the graduate nursing program, is committed to smashing such barriers. In NURS 561 Informational Technology and Data Management, she continually supports students in publishing their work.

"I think the work students do is important to the real world. And they need to share their knowledge and skills with their colleagues, peers and public," Dr. McNeil said.

In fall 2020, McNeil worked closely with two graduate students, Hala Taylor and Bryan Werry, whose assignments on social and professional networking impressed her. Over several weeks, she edited several drafts and supported them in submitting their work to RN Idaho, a quarterly, peer-reviewed journal. Both students' papers were approved for publication and featured in the February 2021 issue.

"This process has been really a positive one — just starting this program and feeling supported by Dr. McNeil. It's also been fun to actually connect my education to the real world and feel validated in the process," Taylor said.

Her research, "Don't Forget to Vaccinate: Guidance for Nurses," addresses the impact of the COVID-19 pandemic on the utilization of preventive care, specifically the decline in non-COVID vaccination rates across the country.

Werry's research, "Telehealth and Social Media Usage Since COVID-19," examines the ways the pandemic has forced health care changes, particularly the utilization of telehealth and telemedicine.

"In this unique time of the pandemic, our nurse graduate students, such as Hala and Bryan, have been making many sacrifices in balancing work, family, and school and yet are still willing to take on additional opportunities as they pursue scholarship," McNeil said. She added, "They continue to make us proud."





Changing lives through Policy Work

When selecting a research topic for the Doctor of Nursing Practice project, many students turn toward their communities for inspiration. This was true for Stephanie Wahlgren ('21), a certified forensic nurse since 2016.

An expert in sexual assault response, Wahlgren conducted audits that expose deficiencies in how providers follow up and communicate with survivors of sexual assault. Determined to change this trajectory, her research project addresses the urgent need for sexual assault survivors to receive follow-up care after an initial visit, which presently does not occur due to several proposed reasons, such as social determinants of health, lack of knowledge about resources available, and lack of knowledge about needing to receive follow-up care. She created a resource guide – utilized by both survivors and medical care teams – with step-by-step guidance on follow up care.

Carol Kottwitz, DNP, ARNP, Wahlgren's project mentor at Gonzaga, saw the passion and extraordinary drive to create positive change.

"Stephanie has the knowledge to continue to broaden her influence on health care policy and complex systems of care beyond her community and the state of Washington," Kottwitz said. "She is an exceptional agent of change."

Wahlgren now serves on several multidisciplinary teams and recently was appointed to the Sexual Assault Coordinated Community Response Task Force by Washington state's attorney general. This committee focuses on improving responses to sexual assault survivors – a matter close to Wahlgren's heart.

She credits her DNP experience at Gonzaga as inspiration to change lives through policy work, research and project implementation. "I know I would not have been appointed if I had not been inspired by the classes I have been taking in order to obtain my DNP, or by the project that I have been working on," Wahlgren said.

"I feel like the work that I have been doing as a student at Gonzaga has inspired me to further help survivors."

Trauma Informed Care in Undergraduate Nursing Education

It all started with the American Population Health Association Journal highlighting the fervent need for trauma-informed care in nursing curriculum.

Monique DeNysschen, RN, DNP, assistant professor in Nursing, jumped at the opportunity to advance public health policy and trauma-informed care education for her undergraduate students.

Integrating her expertise in public health and a compassion for provider fatigue and burnout, DeNysschen created a lecture webinar about resources and guidance to students serving individuals experiencing homelessness. After receiving overwhelmingly positive feedback, the lecture became part of the community health curriculum for nursing seniors.

Trauma-informed care offers a deeper perspective on a patient's emotional and mental state. Students learn reflective and active listening, compassionate communication, and empathetic understanding.

"It gives them a holistic, emotional, physical, mental broader view on what patients experience. They are able to see that there is way more going on in the background," DeNysschen noted. "A lot of students said they wished they would have been exposed to this earlier, so they could have looked differently at patients who came to ER."

Looking to the future, DeNysschen expects to transform the material into a one-credit elective course. She anticipates more opportunities to connect trauma-informed care programming with the new Gonzaga Family Haven initiative – a collaboration with Catholic Charities to provide permanent supportive housing for 72 families experiencing homelessness.

"We live in a time where traumatic things are happening, and it is really a big opportunity to stay positive and inspire each other and motivate each other, and we can still teach our students to reach out to somebody's hand and touch their hearts."



Jesuit Volunteer Corps Lessons

Grounded in Jesuit pedagogy and nursing traditions, Gonzaga's pre-licensure BSN program focuses on community, reflection, servant leadership and social justice. In addition to exemplary clinical education and practice, students may serve vulnerable populations locally, nationally and around the world.

In 2020, despite the challenges brought on by the pandemic, close to 7% of nursing graduates pursued volunteer opportunities. Two BSN graduates shared their experiences with the Jesuit Volunteer Corps.

MOLLY BOSCH ('18)

From day one of her Gonzaga nursing experience, Molly Bosch felt drawn to address health care barriers faced by marginalized and underserved communities. The clinical rotations in inpatient and community outpatient psychiatric care left a mark.

"I knew my passion was to address populations as a whole and advocate in community health spaces, so I chose an informal residency for introduction into the deep, rich, challenging and rewarding public health," Molly noted.

She joined the Jesuit Volunteer Corps (JVC), which placed her at the Native American Health Center, a federally qualified health center in San Francisco's Mission District.

"My JV experience was one of deep joy and deep sadness and pain, and I truly would not have had it any other way," Molly said.

The clinic primarily served individuals experiencing homelessness and Native American clients in addiction recovery at a facility called Friendship House. It was the first time Molly saw the horrors of systemic racism and the role it plays in creating barriers to health care access.

"Each day allowed me to reconcile my denial of the ways racism weaves its way into so many aspects of health disparity," Molly said, adding, "I was granted the grace and the gift of learning from patient, yet fierce, advocates for justice in the health care system."

Molly considers her JVC experience as a pivotal moment on her journey to understanding herself as a nurse. While she experienced deep pain at the loss of



patients to overdose, suicide, domestic violence, and chronic preventive illness, she also witnessed intense joy as patients in recovery were cured of Hepatitis C or started on Suboxone and received motivation to explore substance use and addiction.

Molly is now a public health nurse in Seattle. During the COVID-19 pandemic, she also worked on mobile vaccination teams to serve adult family homes and first responders.

"I love my work because it is dynamic, constantly changing, always tugging at my heartstrings, and always pushing me to grow, love and empathize in new ways," Molly said.



PAUL FREEMAN ('07)

"I was ruined for life," said Paul Freeman, BSN, recounting his JVC experience. "Ruined for life" is the unofficial, humorously ironic motto of JVC, meaning the values and service with those at the margins stay with a volunteer long after the two years of service.

Paul vividly remembers his Nursing 200: Professional Nursing class, where a panel of nurses discussed their career experiences. At least one advised the class to engage in a year of service before starting a career or a family, and Paul took that advice to heart.

Paul served as a shelter case manager and food group coordinator for Immaculate Conception Shelter & Housing in Hartford, Connecticut. With the mental health and community nursing rotations and coursework under his belt, he felt well-prepared.

Paul scheduled the groups that served meals, managed the pantry and assisted with other needs. Though far from his hometown, Paul found a sense of community with JVC volunteers and former volunteers who lived in Hartford, and enjoyed quarterly retreats and monthly get-togethers across JVC East.

It was this two-year service commitment that his first nursing manager highlighted when recruiting him to start in Bone Marrow Transplant at Oregon Health & Science University. Paul is now an assistant nurse manager in the blood and marrow transplant division at Siteman Cancer Center in St. Louis.

Long-term Impact

Gonzaga graduates are deeply inspired by their nursing faculty, who guide them to serve and care with humanity and heart. Brenda Senger, Ph.D., RN, associate professor of nursing, was herself part of JVC before coming to Gonzaga.

"The experiences from JVC have formed my life choices, followed me into my teaching and the work I do with students," Senger said.

Senger and all nursing faculty and staff are incredibly proud of BSN graduates choosing to serve others first, helping those most vulnerable and living out the Jesuit values they learned at Gonzaga.



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