MIZZOU NURSING
NEWS FROM THE UNIVERSITY OF MISSOURI SINCLAIR SCHOOL OF NURSING

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FROM THE DEAN

This issue of Mizzou Nursing highlights very special themes of service as noted in our ROTC students, volunteers for “Alternative Winter Break” and the service research project in the Dominican Republic led by Dr. Maithe Enriquez and supported by the Jonas Center for Nursing and Veteran’s Healthcare. Our students and faculty give of themselves in a most altruistic manner for the health and well-being of others. Their work is incredibly impressive. Read the words of our ROTC students as they express such enthusiasm looking forward to providing care for soldiers who sacrificed much to serve us and our country.

Instead of a completely relaxing holiday, many students chose to serve others as noted in “Stepping out to Serve.” Observations of how our students manifest respect for all persons, including the homeless makes us all proud.

Dr. Maithe Enriquez has afforded DNP student Alexis Downs the opportunity to serve Haitian field workers and become part of Dr. Enriquez’s community based participatory action research on management of hypertension in this very special population. Maithe and her husband, David McKinsey (MD, ’81), have had long-standing volunteer relationships with the Dominican Republic Medical Partnership. The Jonas Center provided partial funding for our Jonas Global Scholar, Alexis Downs. In addition to this being a wonderful experience for our doctoral student and faculty, one volunteer nurse present was Millie Masure Brown (BSN, ’82) also in the “field.” Millie resides in Kansas City and is a member of the MU Sinclair School of Nursing Campaign Steering Committee and a major supporter of our school. What a coincidence for these Mizzou colleagues, previously unknown to each other, to connect in a distant country. Millie Masure Brown is another example of an alumna giving of herself.

The students established a theme for the year, “Diversity in Nursing.” Their specific focus preceded the fall 2015 campus unrest. We are making strides because of the students’ voices and our faculty’s enthusiasm and ongoing development on topics such as “unconscious bias.” We improve each day.

There have been many exciting developments during my tenure as dean. The latest is planning for a new building to accommodate more students in a contemporary learning environment and to establish a center for research and innovation. There is no doubt this will require financial support from alumni and friends. We are counting on you.

Nightingale Society members will be honored at a reception on April 8, 2016. Annual members join this society for $1,000 per year. I hope to see members at that event as well as all of you at our Awards Banquet, April 8 and Alumni Reunion on April 9, 2016. In this issue, see our award winners and an introduction to new Associate Dean, Dr. Janice Hoffman.

With your support our service expands and our greatness abounds.

Judith Fitzgerald Miller
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December graduates take center stage

Donned in black caps and gowns, various cords and apricot tassels, 74 students walked across the stage in Jesse Auditorium December 18, 2015, officially graduating from the Sinclair School of Nursing (SSON).

Of the graduates, 70 were traditional BSN, 2 were RN-BSN and 2 were PhD. Nineteen undergraduates made honors: 8 cum laude, 5 magna cum laude and 4 summa cum laude.

Dean Judith Fitzgerald Miller presided over the ceremony. Ph.D. candidate Jennifer Dine and traditional student Meagan Chamaoun (left) gave addresses.
The future is bright for your nursing school. Contributions supporting faculty support funds like the Doolin Nursing Research Fellowship are making an impact, new programs like the Greg & Lind Diversity Program are being implemented and endowed scholarships like the Gina Tutera Lanham Memorial Scholarship in Nursing are being created. It’s impossible for me to truly express our appreciation for the continuous support in this short article, but know the students and faculty impacted are extremely grateful.

As you will read below, a new building is on the horizon! There might not be a better time to be an alum or friend of the MU Sinclair School of Nursing. Fundraising is underway, with two major leadership gifts spearheading the effort that will be announced later this year. My friends, this will be an “all hands on deck” effort to bring this exciting vision to fruition. Gifts of all size are welcome and needed. I’m thrilled to take on this challenge with you!

Looking forward to meeting many of you at the 26th Annual Nursing Banquet and Awards Ceremony April 8! Go Tigers!

NEW BUILDING ON THE HORIZON

In order to live up to the No. 1 ranking from the College Atlas Encyclopedia of Higher Education and to make room for growth, the Sinclair School of Nursing is planning a new building in the near future. Architectural plans are not in place yet, but fundraising will begin soon, with hopes of a new building in five years.

PROJECT GOALS

The new School of Nursing building will create an environment that will significantly leverage technology to enhance productivity in our core missions of instruction, research, service and economic development and provide space to increase the number of students served. Goals include:

1. Accommodate an increase in enrollment of 40 students per class and attract preeminent faculty and the required increase in staff to maintain accreditation.

2. Provide an experiential and evidence-based learning environment.

3. Create a synergistic research environment for faculty and research teams.

4. Expand the Essig Simulation Center and establish safe practices facilities with mock hospital and ambulatory settings.

5. Institute an interdisciplinary center for research and innovation, emphasizing the merging of nursing, science, engineering and other disciplines to generate knowledge for nurses at the frontlines.

Space in the new building will be broken into the following categories to ensure student learning.
When Dr. Roxanne McDaniel, Associate Dean of Academic Affairs, announced her retirement after 25 years of service to the Sinclair School of Nursing, a search began for her replacement, and it landed on Dr. Janice Hoffman. Prior to coming to the University of Missouri, she served as the assistant dean for the baccalaureate nursing program and associate professor at the University of Maryland School of Nursing. During her seven year tenure at Maryland, she also served as vice chair for the department of organizational systems and adult health. She was on the University of Maryland’s New Graduate Advisory Council as well as many other committees, has taught master’s courses in nursing education and mentored doctoral students.

Prior to her work at the University of Maryland, she was on faculty at the Johns Hopkins University School of Nursing from 2005 to 2008 where she served as an assistant professor in adult health and critical care nursing as well as a part-time nurse clinician in the Neuroscience Critical Care Unit. Dr. Hoffman worked at The Johns Hopkins Hospital from 2001 until 2005, where she served as the program director for the New RN Internship Program. She has had experience in a wide range of health care settings across the country including at Norfolk, VA; Sacramento, CA; Lemoore, CA; and Bethesda, MD. Dr. Hoffman has also been a Kaplan NCLEX instructor.

Dr. Hoffman had a distinguished military career as a U.S. Navy Nurse Corps Officer, retiring in 2005 at the rank of captain. She was recalled to active duty in 1990 and 2003 and served as an officer in medical centers across the country, including time on both coasts.

Dr. Hoffman’s dedication to excellence in teaching is noted by her being inducted as a Fellow in the Academy of Nursing Education. Among her accomplishments include being elected to the Leadership for Academic Nursing Programs by the American Association of Colleges of Nursing, as well as Navy awards: Meritorious Service Medal, Navy Commendation Medals and Navy Achievement Medals. Her leadership in professional nursing includes her current position as immediate past president of the Maryland Nurses Association. Her advocacy and legislative experiences will be another asset to the Sinclair School of Nursing.

She has been the principle investigator/project director on grants to support nursing education initiatives at the University of Maryland and Johns Hopkins. Dr. Hoffman has a book in review, “Medical Surgical Nursing: Making Connections to Practice” and publications focused on medical-surgical topics, pharmacology and teaching nursing education. She has many national, regional and local paper presentations.

Dr. Hoffman began on November 2, 2015, when her term as president of the Maryland Nurses Association ended. Dr. McDaniel assisted with her transition into this new role.
When his alarm rings at 5:00 a.m., University of Missouri Sinclair School of Nursing senior Dominic Chambers knows the majority of his classmates are still relishing the last few hours of sleep. Chambers, though, rises, dresses and heads out to Stankowski Field with his battalion for their biweekly physical training.

When they return, Dominic will help raise the flag outside of Crowder Hall, the University’s ROTC building, and ensure he meets grooming and dress standards. Then, finally, he’ll head to his first class of the day.

Dominic, who is originally from Kansas City, is an eighth semester nursing student and a member of Navy ROTC. Combined, his learning experiences are preparing him for life as a Navy nurse. Like his classmates, Dominic will be leaving the Sinclair School of Nursing in May and entering into a nursing career. For Dominic and his fellow ROTC students though, his orders will come from the military.

Military nurses were not always a part of the armed forces. In the midst of the American Civil War, several African-American women
served as paid nurses aboard the hospital ship *Red Rover* in the Mississippi River. But it was not until June of 1861 that a Navy Department circular order established the designation of “Nurse,” to be filled by junior enlisted men.

In the next century, Acts of Congress established a navy corps in both the United States Army (1901) and Navy (1908). Twenty women were selected as the first members of the U.S. Navy Nursing Corps and assigned to the Naval Medical School Hospital in Washington, D.C. The Navy refused to pay room and board for the group, so the determined lot rented their own house and provided their own meals.

World Wars I and II greatly expanded the Nursing Corps and led them to where they are now. Today, military nurses are deployed all over the world, participating in humanitarian and combat support missions.

And back home at the Sinclair School of Nursing, students like Dominic are working to join their ranks. Established in 1916 by the National Defense Act, ROTC teaches military science and tactics along with academic subjects. The Sinclair School of Nursing currently has 5 Navy and 2 Air Force ROTC students and 2 veterans preparing to become nurses.

ROTC students have tuition covered but have additional responsibilities on top of their classes. They must complete physical training three times a week—twice with their battalion—and pass monthly physical training tests. They attend weekly labs that focus on a different aspect of the military lifestyle. They are drug tested randomly, have jobs inside the battalion and must uphold grooming and behavior standards.

ROTC also means additional training in the summers. For Navy ROTC nursing students, it means two summer cruises shadowing navy nurses and gaining firsthand experience. The first training cruise is spent on a ship, the second working on a base hospital.

Micaela Sherman, a sixth semester Navy ROTC nursing student, spent her second training cruise at Bethesda Hospital in Maryland. “It really helped me prepare for what life in the military will be like,” she says. “I won’t have to face the shock of the demands of entering navy life that many others do.”

This is all on top of the demands of nursing school: tests, papers, clinical, work.

“You have to be able to understand the people you are leading,” Micaela says. “Nursing school has helped a lot with that because you have to serve all different kinds of people in the clinical settings. ROTC has helped me handle the pressure that comes with nursing school and has given me the adaptability needed to do well here.”

While ROTC seems the most obvious route to a career as a military nurse, it is not the only option. John Kowalski IV served two tours in Iraq with the U.S. Marine Corps before beginning nursing school. When he graduated from high school in
O’Fallon, MO, in 2008, John enlisted in the U.S. Navy, went through boot camp and then field medical school. He qualified for the “green side,” which meant he would serve in medical battalions for the Marines.

In 2009, John served 7 months in Camp Korea Village in Iraq with the Second Medical Battalion. His primary job was serving with an air crew, evacuating casualties. In 2011, he returned to Iraq, caring for 50 marines in the Combat Logistics Battalion 8. After his tour there, he decided it was time to return to school.

His experiences in the Marines have helped him through nursing school. “My past experiences have taught me not to sweat the small things,” John says. “With the things I’ve seen, I know it could always be worse.”

There are things he misses. “It’s really bitter-sweet,” he adds. “There are things I could do as a coreman that I can’t do as a nurse, and there are things as a nurse I couldn’t do as coreman.”

Now in his eighth semester, he is ready to graduate and reenlist. Through the Navy Nursing Candidacy Program, once he has his license, he will become a commissioned officer at Port Smith, VA. Even without prior service, graduates from nursing school can apply for a career in the military and, if accepted, attend basic training and join a branch of the armed forces. And students wishing to go this route are in good hands.

Newly-appointed associate dean of academic affairs, Dr. Janice Hoffman, served a 25-year career with the United States Navy before retiring and switching her focus to academia. While attending the University of North Carolina School of Nursing, she became hooked on the idea of military nursing after twice having clinical rotations at the Veteran’s Affairs (VA) hospital in Durham.

Dr. Hoffman spent seven years on active duty, traveling and living all over the country working on various naval bases and then switched to the reserves side after meeting her husband while studying for her master’s at Fresno State University.

She says one thing that sets apart military and civilian nursing is the mentality that mil-

itary nurses are soldiers first. Micaela Sherman says the ROTC aspect of her education, especially her time on training cruises, have helped prepare her for that.

The military also allows nurses to climb the ranks quickly. “One great thing about the military is they will throw responsibility at you as quickly as you will take it,” Dr. Hoffman says. “I am someone who thrives on that. I was a charge nurse at a very junior rank because I stepped up and wanted to do the job.”

There are other benefits, too, according to Dr. Hoffman. “I had great mentors who I am still in contact with,” she says. “I learned you don’t have to climb over someone’s back to get ahead. There’s something about being in the military that we do take care of our own. I love that.”
It is that same mentality that now pushes Dr. Hoffman to ensure that the Sinclair School of Nursing prepares the best possible military nurses and to take care of veterans coming home from war.

“Especially with both of the Gulf Wars, we have so many veterans coming back that are struggling for care,” Dr. Hoffman says. And as a result, the United States needs more nurses interested in caring for members of the armed forces.

Dr. Hoffman and Dean Judith Fitzgerald Miller are also passionate about helping veterans returning to civilian life who may be interested in pursuing a career in nursing.

“There are a lot of good programs to support the veterans who are coming back,” Dr. Hoffman says. “We are always looking at ways to support veterans.”

Her plan seems to be working. In December 2015, Julia Diller graduated from the Sinclair School of Nursing and left for duty after having spent her undergrad as an Air Force ROTC student.

For ROTC students like Julia once was, life as a military nurse just seems to make sense. Some students see a career in military nursing as a patriotic calling and are ready to take on the challenges of the military lifestyle.

Micaela Sherman will continue both a military and nursing lineage. She moved around all the time as a child because both of her parents were in the military. Her mother is also a nurse. Now, she is excited to enter that world on her own accord. “I can’t wait to take care of soldiers, sailors and marines since they are doing so much for our country,” she says. “It just seems like the best way I know to give back.”

Dominic Chambers agrees. It’s the perfect career path for a young man who has always wanted to help others. “We tend to think of nursing as a compassionate, serving career,” he says. “When you join the military, it’s a sacrificial career where you give up certain freedoms. It’s an act of giving. That’s part of nursing, too. This is the perfect combination of service-related things.”

Dominic will get his chance at his perfect combination of careers this May. His orders will come in April, and that is when he will find out where he will be headed next. He says he is preferencing San Diego, CA, where he was stationed during his second summer training cruise. He is also hoping to work in labor and delivery. Until then, he is enjoying the last few months as an ROTC student at the Sinclair School of Nursing and trying to soak in as many moments as he can.

“When you’re putting up colors at 7:15 while the National Anthem is playing, and it’s cold, and your fingers are freezing, there’s no greater feeling. It’s the most amazing thing.”
Each year, the MU Sinclair School of Nursing and the Nursing Alumni Organization co-host a banquet and awards program to recognize graduates and friends for their commitment to the profession of nursing, their accomplishments and their service. These are the 2016 recipients.

Please join us!

**BANQUET & AWARDS CEREMONY**
Friday, April 8, 2016
6:00 p.m.

**ALUMNI TOUR AND REUNION**
Saturday, April 9, 2016
8:30 a.m. - 2:30 p.m.
After 34 years of dedicated service to the Sinclair School of Nursing, Lanelle Baskett retired in July 2015. In April 1981, Lanelle began her career at the School of Nursing as a senior secretary in the Office of Continuing Nursing Education. In November 1989, Lanelle moved to the associate dean's office, where she served faithfully as the associate dean's right hand until her retirement. Lanelle worked to facilitate clinical contracts, maintain immunization records for all students and help students and faculty day to day. “It is due to her great efforts that our school stayed in good graces with all clinical sites and many other areas,” says faculty member Pam Evans-Smith, who also describes her as a positive force in the office and a positive role model for students. Lanelle exemplifies nursing ethics in a calm and reassuring manner, handling all situations with grace and dignity, from anxious students and their parents to faculty who need keys. She will be greatly missed by all.

Since graduating from the Sinclair School of Nursing in 1989, Sharon Burnett has played a large role in bettering nursing and hospital practices across the state of Missouri. In February, Sharon retired after serving as the vice president of clinical and regulatory affairs for the Missouri Hospital Association. Sharon provided management and supervision on state and federal issues related to health facility regulations, licensure, accreditation, patient safety and performance improvement initiatives. Serving as the executive director of the Missouri Organization of Nurse Leaders for 15 years, she had a direct impact on the education, clinical practice and professionalism of nurse leaders. She established the Obstetrical Harm Initiative, which reduced early deliveries from 17% to 2% in participating hospitals. Sharon also established the Missouri Hospital Engagement Network under the Health and Human Services Partnership for Patients Initiative to reduce harm from 10 hospital-acquired conditions.

Jo-Ana Chase began her work at the Sinclair School of Nursing as a PhD student in 2010. By the time she graduated in May 2014, she had built an impressive resume. She was both a National Hartford Center for Gerontological Nursing Excellence Patricia G. Archbold Scholar and a National Research Service Award F31 recipient. Jo-Ana’s research focuses on maintaining functional status and independence among older adults. She published seven refereed articles as a student and has since added four more. In her first semester at the Sinclair School of Nursing, she secured two competitive research grants as principal investigator. Jo-Ana is a tenure-track faculty member for the Sinclair School of Nursing. She is currently engaged in a post-doctoral fellowship at the University of Pennsylvania and was recently awarded funding from Penn Nursing’s Center for Integrative Science in Aging Frank Morgan Jones Fund to conduct a pilot project in collaboration with the Visiting Nurse Service of New York.
Since graduating from the Sinclair School of Nursing in 1974, Karen Ehlmann has led a diverse professional career, with positions in education, nursing, training, process development and management. Upon graduation, Karen began her career as a nurse at Children’s Hospital in St. Louis, quickly advancing from staff nurse to management training specialist for nursing personnel. Her next step transitioned her from healthcare into the business world, beginning a 25-year career as a senior manager with the Boeing Company. Throughout her illustrious career that led to the highest financial returns in company history, Karen devoted herself to giving back. She used experience as a pediatric nurse to serve as a board member of Easter Seals of Missouri for over 20 years. After retirement, she returned to nursing, serving at Volunteers in Medicine. Karen has contributed to the Sinclair School of Nursing in countless ways, including the establishment of the Karen Ehlmann Faculty Enhancement Fund.

For 25 years, Dr. Roxanne McDaniel dedicated herself to the faculty, staff and students of the Sinclair School of Nursing. Beginning as an assistant professor in 1989, she went on to become the director of graduate studies and master’s program. However, her impact was most felt when she took on the role of associate dean for academic affairs in 2002. Through her leadership, the SSON not only grew in size, but also in status including a national ranking of No. 1 by College Atlas Encyclopedia of Higher Education. Roxanne was instrumental in major expansion in enrollment on several occasions in her tenure as well as in the development of new programs such as the accelerated option, the DNP program and the leadership program. Roxanne has also given back to the SSON as a distinguished fellow of the Nightingale Society. She and her husband developed the Fund the Drive for Nurses Golf Tournament for student scholarships, now in its 15th year and established the Roxanne W. McDaniel Faculty Fellowship.

After graduating from the Sinclair School of Nursing in 1971, Suzanne McDavid committed herself to a career of service. As a dedicated school nurse for 20 years, she spent the last 12 years at Field Elementary and Douglass High School in Columbia, Missouri, both Title One schools. In that capacity, she helped students not only with colds and sore throats, but also those suffering the traumas associated with living in poverty. Suzanne volunteers with countless organizations throughout the community. She serves on the board of a number of organizations, including Kings’ Daughters Dental Aid program, the Voluntary Action Center and the Vincent P. Gurucharri MD Foundation. Suzanne was a driving force in establishing the Ronald McDonald House in Columbia and Children’s Grove, designed to foster a healthy and safe community for all children. A tireless volunteer, Suzanne’s actions are driven by her strong desire to help those who cannot speak out for themselves, especially children.
It is no secret the past few months have been challenging for the University of Missouri. Racist events on campus last fall led to resignations by the president and chancellor and had many Missourians asking, “What now?”

Across campus, new administration is leading the University in moving forward. They have held town hall meetings to hear from students, convened task forces to study the campus climate and established new sessions on implicit bias and diversity. New positions have been created including the vice chancellor for diversity, inclusion and equity. In his State of the University address, Interim Chancellor Hank Foley shared stories of business happening as usual in departments across campus.

At the Sinclair School of Nursing, students are taking matters into their own hands. Diversity in Nursing, a subsection of the Student Nursing Association, did not want to wait for administration to establish a program for them, so they created one of their own: the Diversity Series.

A three-week program, the Diversity Series focused on topics including unconscious bias, privilege, microaggression and recognizing violence in the clinical setting. The first two sessions were led by Diversity Peer Educators, an organization that leads facilitations for student organizations to learn about race, gender and sexual identity. The third session focused on relational violence, especially in a clinical setting, and was led by Da’Vonya Wilson, a Sinclair School of Nursing student and Green Dot student facilitator. Green Dot at Mizzou aims to help individuals see their behaviors, choices, words and attitudes are part of something bigger.

Da’Vonya is also the chair of Diversity in Nursing. She says the Diversity Series was already in works, but the events on campus this fall led to an increased urgency.

“I was inspired by books like ‘The Immortal Life of Henrietta Lacks’ and ‘Medical Apartheid,’” Da’Vonya says. “We were actually planning the series before the events of last fall became news. I think the events on campus just made everyone more receptive to the idea and the importance of the topic.” Conversations are occurring all over campus, but Da’Vonya thinks this is especially important for future nurses.

“In class, we learned African-American women lose more babies and have a more stressful healthcare experience leading to poor outcomes when they are treated in predominantly white facilities,” she says. “This is disturbing news for me, and it should be for all healthcare professionals because it shows we are missing something important. I think diversity is a major component, and we can do something about it.”

Students and faculty alike know the conversations and actions must continue, and that is why the Student Nurses Association has plans to make the Diversity Series an annual event.
Rural health, preventative care and hypertension—three things that have always captured DNP student Alexis Downs’ attention and interest.

So when an opportunity funded by the Jonas Foundation came along to study and practice all three things in the Dominican Republic, she knew she had to take it.

The trip was organized through a partnership between University of Missouri Sinclair School of Nursing faculty Dr. Maithe Enriquez and the Jonas Foundation. Dr. Enriquez met the Jonases three years ago at the Academy of Nursing and discovered they share a love of the Dominican Republic and had been working to improve health care there. Dr. Enriquez’s husband, David McKinsey (MD ’81), has been taking mission trips to serve the people of
the Dominican Republic for the past five years. So, they decided it was time to put something together.

After planning, funding and organizing a trip, it was time to find a student interested in going, and Dr. Enriquez had to look no further than her assigned mentee. “It really was the luck of the draw that she was assigned to me,” Dr. Enriquez says. “Alexis was the perfect fit.” Dr. Todd Ruppar, faculty member, is a member of the research team and was also supportive of Alexis’ trip.

Alexis agrees the trip just made sense for her: “Hypertension just really grabs my attention. I have always worked in the ER, and seeing the long-term effects of uncontrolled hypertension has really been eye-opening. It really reminds me of a film that is on repeat...stroke after stroke...I'm also from a very small town, so I would like to end up in rural health. Improving access to health care is really important.”

Well, “this was rural health at it's finest,” Dr. Enriquez says of the trip. Once they got to the Dominican Republic, the pair partnered with Fundacion Enciende una Luz (translated: Go Light A Candle) and Dominican Republic Medical Partnership, organizations that aim to bring health education and hope to underserved communities in the Dominican Republic. The pair joined a surgical team and a medical team also on the trip. Alexis primarily served on the medical team and worked with Dr. David McKinsey in the clinics set up in the villages they visited. The team also included volunteer Millie Brown, BSN 1982, who worked closely alongside Alexis in the bateyes.

On the trip, Dr. Enriquez and Alexis worked with a team of local health professionals to establish clinics and study hypertension in bateyes—small villages—in the Dominican Republic’s sugarcane fields.

Romana Central, a privately-owned sugarcane company recruits Haitian men to come work in the sugarcane fields, and the men bring with them their wives and children. Shelter in the bateyes is provided, but there is usually no water or electricity. In the extremely rural bateyes, accessed only by an unmarked, unpaved road through the fields, Haitian workers and their families live as a displaced people, though they are in the country legally.

In these communities, rates of untreated hypertension are extremely high, partially due to genetics and primarily due to diet, which includes
Romana Central brings Haitian men to work in sugarcane fields. Unmarked, unpaved roads lead to their bateyes, villages without water or electricity, where they live.

copious amounts of salt, according to Dr. Enriquez. And because it almost always is untreated in these regions, hypertension leads to many men and women suffering from strokes at a young age.

In addition to reviewing medical histories with patients, providing medical services and administering medication, Alexis and the medical team focused on education with the people with whom they interacted. She would show them pictures of foods and ask study participants which had less salt in it. After their answers, the team would educate them on which choices were better. They also worked to educate participants on spicing options that would be better for their health and the importance of medication adherence, hopefully leading to lower hypertension rates over time.

“If I can help even a few patients to take their blood pressure medication and help them to really understand the why and importance behind the medication, if I can prevent one stroke that’s related to uncontrolled hypertension, that’s ultimately the goal,” Alexis says.

Much of the work in these clinics was performed and led by local physicians and nurses who were raised in the bateyes and are now returning to serve and educate. One of the local men on the team is driven by the memory of his dad’s stroke. Clinics will continue every three months, as the work is about more than just research and about investing in communities. This trip was just the start, and the hope is the program will become self-sustaining and an all community-based research project.

With each additional clinic, Alexis will be examining the data to determine if the behavioral interventions, such as salt intake reduction, are really working. The key questions she will be hoping to answer are: “If patients were prescribed an antihypertensive medication, are they taking it every day?” and “Are they using less salt to cook with?”

“The hope is that working with young people from a young age who have seen their relatives having strokes and horrible things that could have been prevented will be effective,” Maithe says.

For Alexis, gaining participatory research experience and doing this project was important for her educational experience, and it would not have been possible without the partnership with the Jonas Foundation. Alexis and Dr. Enriquez are hopeful their work will have an impact.

“Just seeing the improvement in their knowledge after they watched an educational video that only took a few minutes, that was huge,” Alexis says. “It was something that was so simple, but it had a huge impact. Hopefully that continues!”
For nursing students and faculty members, it is not uncommon for learning to occur outside the classroom. Clinicals in local hospitals and throughout the community are important for students to gain hands-on knowledge. Some students, though, learn things through classes and class projects that make them want to start working in the community immediately.

Last month, clinical instructor Wendy Evans walked into Room at the Inn, Columbia’s wintertime homeless shelter held at United Methodist Church, to volunteer for the evening shift. Upon entering, she noticed three of her students—Gentry Brown, Alexandra Rosati and Molly McGraw—also there to serve for the evening shift.

“What a nice surprise when the three of them walked into Missouri United Methodist Church to volunteer for the evening shift,” Evans says. “They checked in 48 homeless people and were kind and welcoming. It is quite an experience.”

Wendy seems to make it a habit to run into students out serving in the community. While in Disney Springs over Christmas break, she ran into students serving as part of Mizzou’s alternative break program.

Nursing student Lauren McFarland joined Mizzou students from various departments in volunteering at Give Kids the World Village, a nonprofit resort where children with life-threatening illnesses and their families can stay for free while they go to different attractions in Orlando, Florida.

Wendy Evans does not just volunteer her time outside of her classes; she also encourages students to get involved in civic action and leads by example. As part of their gerontological nursing course, students have an assignment at the end of the semester which asks them to locate resources for community elders and report back and debrief with other classmates about their experience.

Three students rode the COMO Connect bus system and found it to be non-suitable for older adults and those with disabilities. Evans was moved by the findings of her students, including problems with drop-off locations, bus stops and fare, so she wrote a letter to the mayor of Columbia, Robert McDavid outlining problems specific to hospital patients. She also left the mayor with some suggestions, such as a full-color digital display of the bus’s current route, a GPS function to show where the bus is at any time with routine, automated announcements, and bus shelters at each stop with seating.

For Wendy, volunteering in the community that has become her home makes sense, and she hopes others will follow suit.

“Columbia gives me a sense of belonging and has been good to me. I have lived here since 1966 when I enrolled at the MU School of Nursing,” she says. “Being a widow, it can be easy to feel disconnected. Being involved and giving of my time to worthy causes just feels good. As a teacher, I also feel like I should be a role model for others.”
Gregory and Diane Lind, residents of Seattle, WA, have given a gift of $122,500 to the University of Missouri Sinclair School of Nursing (SSON). The endowed gift will create the Gregory and Diane Lind Diversity in Nursing Program. This new program will create scholarships for underrepresented minority students pursuing undergraduate degrees in nursing. Gregory Lind, an MU alumnus, says his gift is meant to help create a sense of belonging for all nursing students at MU.

“It is evident that many people are reluctant to talk about race, and even when they do, it is difficult to move into action,” Lind said. “With this gift, Diane and I hope to move beyond mere conversation into real action. The SSON has long been a place of diversity and inclusivity, and we want to help continue and expand that tradition. All students deserve a sense of belonging, to feel safe and nurtured in their education environment; hopefully this gift will help foster that among nursing students.”

The Lind Diversity in Nursing Program will provide financial awards for underrepresented minority nursing students who complete a two-credit elective course on academic success as well as provide annual stipends to student ambassadors to serve as coaches and mentors for underrepresented minority nursing students. The programs and scholarships will be offered beginning in the spring 2016 semester. Dean Judith Fitzgerald Miller says this gift will help support increased diversity with the SSON.

“Enhancing diversity is one of the core values of the SSON,” Miller said. “This program will provide financial assistance, support with implementing an academic success course as well as funding for diverse student ambassadors who will provide ongoing student mentoring. The Linds have a long-standing commitment to the SSON. We are thrilled and so grateful for their support.”
You're Invited

26th Annual Banquet & Awards Ceremony
Friday, April 8, 2016
Donald W. Reynolds Alumni Center
Reception: 5:30 p.m.
Dinner & Ceremony: 6:30 p.m.

Alumni Tour and Reunion
Saturday, April 9, 2016
8:30 a.m. - 2:30 p.m.


For more information or to RSVP, contact Chalyn
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