NOMINATION PROCESS
Visit our website at https://www.odu.edu/nursing to find a link to the nomination form that can be completed and saved electronically or printed. Attachments evidencing the nominee’s qualifications are encouraged. Political candidates and public officials are not eligible for nomination.

Nominations may be emailed, mailed, or delivered to:
Karen A. Varisco, PhD, RN, Associate Professor and Chairperson
ODU School of Nursing, Health Sciences Building, 4608 Hampton Blvd., Norfolk, VA 23529
757-445-5162 – 757-445-5151 (fax) – kvarisco@odu.edu

Nominations are due by Friday, February 17, 2017 and all nominations will be reviewed by a 50th Anniversary Committee. The Honorees will be recognized throughout the 50th Anniversary year and at a special recognition dinner in September 2017.

NURSING MONARCH MILESTONE AWARD CATEGORIES

Nursing Monarch Milestone Award for Service
The award for service recognizes an alumnus for their contributions to the profession of nursing through service to professional, community, or non-profit groups that reflect a commitment to caring, and a sustained effort of providing health care services.

Nursing Monarch Milestone Award for Research
The award for research recognizes the accomplishments of an alumnus who has sustained a program of research through innovative use of instructional technology, peer evaluation and student feedback, innovative use of technology, effective and efficient course management, and increased the quality of the nursing education.

Nursing Monarch Milestone Award for Teaching
The award for teaching recognizes an alumnus who is recognized as a master teacher of nurses. The enthusing and dedication to educating the next generation of nurses is evident in the delivery of course content, innovation in teaching methods and instructional technology, peer evaluation of educational effectiveness and their commitment to improving teaching/learning.

Nursing Monarch Milestone Award for Advocacy
The award for advocacy recognizes an alumnus for advocacy efforts on behalf of the profession, underserved groups, diseases or disorders, or causes related to health care access and delivery. As the champion of a critical issue, their advocacy has impacted policy and/or practice.

Nursing Monarch Milestone Award for Entrepreneurship/Innovation
The award for entrepreneurship/innovation recognizes an alumnus for their efforts to enhance nursing and health care through successful private enterprise.

Nursing Monarch Milestone Award for Leadership
The award for leadership recognizes an alumnus for their leadership to guide nursing practice within a health care organization, not-for-profit group, or educational institution. The significance and impact of leadership has advanced the mission and vision of the organization, contributed to the achievement of strategic initiatives, and increased the prominence of the organization.

Nursing Monarch Milestone Award for Philanthropy
The award for philanthropy recognizes an alumnus who has demonstrated sustained financial support of the School of Nursing through grants, gifts, or scholarship awards.

New BSN Students Receive White Coats

The White Coat Ceremony, instituted by the Gold Foundation, is intended as a way to emphasize humanism in healthcare for first-year students in medical, nursing, physician assistant, and other health professions programs. In 2014, recognizing the vital role nurses play in the healthcare team, the Gold Foundation partnered with the American Association of Colleges of Nursing (AACN) to adopt a White Coat Ceremony for nursing. ODU School of Nursing received a grant from AACN and the Gold Foundation in 2015 to implement the White Coat ceremony.

The most important element of this ceremony is the oath that students take in front of family members, school leadership, and their peers to acknowledge their central obligation of caring for the patient. The White Coat Ceremony is considered a milestone of passage that often takes place during the initial days of orientation; although, at ODU we conduct this ceremony immediately preceding our students’ first direct patient care clinical experience. It serves as a powerful way to ensure that students understand that healthcare is a noble profession that requires not only technical skill, but also compassion and caring.

The White Coat began in 1909 as a way for medical students to acknowledge the value of their education. Originally, the white coat symbolized the students’ separation from patients and the beginning of their medical education. Today, the White Coat Ceremony serves as an opportunity for students to acknowledge their commitment to providing compassionate, patient-centered care.

Student Exchanges Bring Insights, Encourage Connections

The students were given a welcome orientation to ODU’s nine-year-old nursing program and learned more about how the university offered nursing education. "We recently began offering an A2+1 model," said Vorona. "That’s when students work towards a BSN degree while also receiving vocational training; they do it over seven semesters." Then, they had a discussion with faculty and staff about mental health care in the U.S., how it is understood (and the effects such lack of funding and help, especially compared to Austrian mental health professionals in the U.S. are more stigmatized and labeled). Vorona said, "We found that mental health services were not as developed in Austria. Currently, mental health facilities in Austria offer more therapeutic environments and activities such as free to be outdoors, gardening,

The White Coat Ceremony, instituted by the Gold Foundation, is intended as a way to emphasize humanism in healthcare for first-year students in medical, nursing, physician assistant, and other health professions programs.
participated in discussions about experiencing high blood pressure drug withdrawal, with some 19 to 50 years old, were going TV room, and game area. The psychoses, addictions, anxiety disorders, post-traumatic disease. Patients receive treatments for depression, clinic specializes in treating neurological disorders such extensive opportunities to see differing treatments. The Wagner-Jauregg clinic, well known for its treatment of his body. “The OT used constraint-induced movement patients who have suffered stroke or traumatic injury. She also observed an occupational therapist (OT) working with a stroke patient. “I got to see all of the stuff in the OT section,” said Tucker. “She explained that it was very important for the patient to truly realize what they are capable of doing because all day long they live with all the things they cannot do.” Tucker was impressed with how the OT used a combination of precise movements and extensive prose to explain the patient purely manually. “I would recommend this program to anyone outstanding OT is something I had not seen before,” she said.

Time in the clinical settings at Wagner-Jauregg

The Wagner-Jauregg clinic, well known for its treatment of patients, was an excellent setting for learning. The clinic provides extensive opportunities to see differing treatments. The clinic’s focus is on treating neurological disorders such as stroke, epilepsy, multiple sclerosis, and Parkinson’s disease. Patients receive treatments for depression, psychosis, addictions, anxiety disorders, and trauma disorder, and other mental illnesses.

Verona saw patients receive help in recovering from drug addiction, especially assistance in recovering from opiate use. The clinic appeared to look more like a college dorm room, said Verona, complete with a kitchen, TV room, and gym area. The patients, normally men from 19 to 50 years old, were admitted through different levels of drug withdrawal with some experiencing high blood pressure and some complaining of pain in their chest and joint areas. Tucker participated in discussions about managing withdrawal symptoms so as to decrease the risk of the patient wanting to end their recovery. “That risk of ending withdrawal is pretty constant,” she said. “Nurses have to watch open windows to make sure they don’t feel trapped in the unit.” Nurses use many ways to help patients ignore their cravings for drugs, including engagement in a sport or meditation. “The clinicians there said that addiction is a significant problem,” she said. “I felt very lucky to be able to see how these professionals work hard to combat it.”

Tucker participated in activities within a neurology unit, where she learned how kinesthetic movement benefits patients who have trouble walking. She also observed an occupational therapist (OT) working with a stroke patient. “I got to see all of the stuff in the OT section,” said Tucker. “She explained that it was very important for the patient to truly realize what they are capable of doing because all day long they live with all the things they cannot do.” Tucker was impressed with how the OT used a combination of precise movements and extensive prose to explain the patient purely manually. “I would recommend this program to anyone outstanding OT is something I had not seen before,” she said.

Good exchanges, good learning

Once Verona and Tucker began their Austria experience, the teachers were surprised at how engaged their students, Christin Aichhorn, came to Norfolk, VA. Both students stayed with a host family near the campus—with one host family being students from the School of Nursing. “We got the great chance to talk with them about their education experience and her career,” said Mabchulber. “This gave us the opportunity to gather impressions of the culture and how America live. We also allowed us to practice our English.”

The two students had a full schedule over their two weeks, including visits to the skeletals, labs, geriatric-clinical experience lab and both the Memory Center, and the Rowe’s Hospital. “I had a wonderful patient experience with the Eastern Virginia Medical School’s School of Nursing’s student experience.” Tucker also had an opportunity to talk with a patient with the Eastern Virginia Medical School’s School of Nursing’s standardized patient, less than 60 years old, who was able to simulate the experience of an actual patient.

“Tucker said.

We both wanted to make sure that we get as many experiences as we can and that we will have the opportunity to do many things before we graduate.”

“Tucker said.

In Memorandum 2016

Reinforcing our colleagues, colleagues, former faculty and friends

Branda Pratt Cushin (’87) Joseph [Mike] Baker, (’89)
Marie Groes McFarland (’81)
Dana Arthut Miller (’93)
Mauro Cuaronis (’92)
Elizabeth ‘Betti’ J. Krasny (’84)
Lowry

Karen Karnickiz, EOD, RN
Professor and Chair

“Academic and Impressive Nursing Experiences Abroad

For our students who have had quite profound experiences, and our visitors have left feeling engaged and interested in ODU is underway. As well, the SDN is exploring possible affiliations with other institutions in other destinations as part of an expansion of its Visiting Scholars Program.

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