

OHSU School of Nursing
Ashland Campus

CLASSES OF 2024
Convocation

Friday, June 14, 2024
1:00 P.M.

Music Recital Hall
Southern Oregon University
Ashland, Oregon



Please turn off or silence cell phones.

Please remain seated during the ceremony. If you need to leave the auditorium, please exit and return quietly between speakers.

The Program

Processional March (*Audience remain seated*)

Performed by Murray Higgins

SOU Land Acknowledgment and Welcome

Heather Voss, PhD, RN

*Campus Associate Dean, Oregon Health & Science University
School of Nursing, Ashland Campus*

Remarks from

Hector A. Olvera-Alvarez Ph.D., P.E.

*Senior Associate Dean for Research, Oregon Health & Science
University School of Nursing*

Presentation of Student Awards

Heather Voss, PhD, RN

Baccalaureate Student Address

Jayde King

Liza Salazar

Faculty Address

Francesca Gardella, MSN, RN

*Instructor of Clinical Nursing, Oregon Health & Science University,
School of Nursing, Ashland Campus*

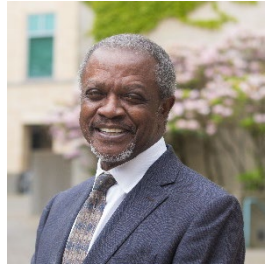
Reading of Names for Bachelor of Science Degree

Allison Fahrner, MN, RN

*Assistant Program Director, Oregon Health & Science University School
of Nursing*

Recessional March

“Dance the Night” performed by Dua Lipa (recorded)



President's Message

Dear Graduate,

Congratulations on reaching this important and memorable milestone. It is an honor and privilege to count you among the growing number of professionals for whom OHSU is their alma mater.

As an OHSU graduate, you join a community unified in its commitment to supporting the health and well-being of others. We welcome you as a valued member and look forward to your contributions.

As an academic health center, one of our most important responsibilities is training the next generation of professionals who will help improve health and well-being, uncover new truths in human biology, and identify new education paradigms. You are the future of health and science innovation. And that future starts now.

Best wishes for you and yours as you go forward in your chosen career.

Sincerely yours,

A handwritten signature in black ink that reads "Danny Jacobs". The signature is written in a cursive, flowing style.

Danny Jacobs, M.D., M.P.H., FACS
President

The following awards are granted to one undergraduate and one graduate student statewide.

The Carol A. Lindeman Award

The Carol A. Lindeman Award bears the name of the second dean of the School of Nursing. The award recognizes an undergraduate and a graduate student who have demonstrated excellence in nursing, innovative leadership, and a vision for health care.

The Community Service Award

The Community Service Award recognizes an undergraduate and a graduate student who exemplifies a commitment to service and community, a person who has gone above and beyond to give back to their community.

The Henrietta Doltz Puhaty Award

The Henrietta Doltz Puhaty Award bears the name of the second director of the School of Nursing, and recognizes the demonstration of compassion, kindness, and generosity for patients, colleagues and humanity.

The Jean E. Boyle Memorial Award

The Jean E. Boyle Memorial Award bears the name of the first dean of the School of Nursing and recognizes distinguished service to student government, the community and humanity.

The Rural and Frontier Nursing Award

The Rural and Frontier Nursing Award recognizes those who demonstrate interest and concern for the health status of rural populations.

The Transcultural Nursing Award

The Transcultural Nursing Award recognizes and honors those who have made an outstanding contribution to the promotion and/or advocacy of nursing care for underserved minority communities.

The following awards are granted to one graduating undergraduate senior from each campus statewide.

The Golden Lamp Award

The Golden Lamp Award is based on the American Nurses Association Code for Professional Nurses and the Florence Nightingale Pledge and is given in recognition of exemplary demonstration of scholarship, leadership, professional commitment, innovative contributions and humanitarian ideals.

The Elnora Thompson Leadership Award

The Elnora Thompson Leadership Award bears the name of the first director of the School of Nursing and is presented in recognition of outstanding abilities in leadership that stimulate activities and interests of fellow students.

The following award is granted to one undergraduate student specific to the Ashland campus:

Gloria Krueger Memorial Award

The Community Health Award is given to the Ashland student who demonstrates creativity, interest, and passion in community health. This award is given in honor of Gloria Krueger who died in an automobile accident on September 17, 2002, at the age of 30. She earned her bachelor's degree in nursing in 1998. The award carries with it a \$500 award from the Gloria Krueger Memorial Fund.

The following awards are granted to one undergraduate and one graduate faculty member statewide.

Faculty Award

The Excellence in Teaching Award recognizes one undergraduate and one graduate faculty member who demonstrate outstanding teaching exemplified by a scholarly approach to education evidenced by actively engaging students and facilitating their development as scholars.

Diversity & Inclusion Award: Recognizes one faculty member statewide who demonstrates a commitment to creating an environment of respect and inclusion for all people. Recipients may demonstrate this commitment across a range of possibilities: student-centered inclusion initiatives; efforts to support recruitment and retention of diverse faculty, staff, and/or students; community outreach activities; supporting programs and initiatives that expand and embrace our understanding of inclusiveness.

Sigma Theta Tau International

Honor Society of Nursing

Inductees

Founded in 1922, the honor society was established by innovative thinkers who looked forward to a profession that recognizes and uses knowledge and learning to lead in service to others. As the world's only nursing honor society, the Sigma Theta Tau honor society fosters excellence in nursing research, clinical practice and leadership, encouraging creative work and extending nursing resources to all people and institutions interested in the latest knowledge in nursing care. The OHSU School of Nursing is proud to recognize the following students and faculty who have met or exceeded rigorous standards and have demonstrated the ideal qualities of a leader and a scholar and are joining Sigma Theta Tau:

Mae Barraclough
Jessi Fellows
Allison Fahrner
Gretchen Gehr
Jennifer Grieve
Nicholas Harlacher
Sasha Inglin
Sarah Marrone

Ross Morrison
Jennifer Nidalmia
Malachi Nolletti
Mackenna Park
Edgar Perez Rivera
Christine Snaith
Missy Stalp
Ashley Vickoren
Hanna Whitescorn

Sigma Theta Tau Outstanding Undergraduate Student

The purpose of the Sigma Theta Tau honor society is to foster excellence in nursing research, clinical practice and leadership. A student recipient of this award demonstrates excellence in these three areas. Other purposes of the society include encouraging creative work and extending nursing resources to all people and institutions interested in the latest knowledge in nursing care. The award carries with it a \$100 gift from the Beta Psi chapter.

Bachelor of Science in Nursing

Ashland Campus

Undergraduate Baccalaureate

Samantha Hope Blommel

Viviana Ramona Calvillo

Megan Ann Cook

Isabella Rose Devinentis

Seairra Skye Fitzgerald

Michelle Gieske

Sara J Grubb

Jayde Delores King

Tatum Olivia McEuen

Anjuli McNamara

Cole Alexander Moore

Christina Elaine Parenteau

Baylee Ann Parish

Edgar John Perez Rivera

Danielle Luisa Pinn

Parker Juliette Pons

Morgan Gené Quinones

Edith Ramirez

Miranda Jade Roach

Alyssa Leann Robertson

Liza Arely Salazar

Saima Shah

Bailey Smith

Stephanie Lynn Spatz

Sofia J. Suarez Vargas

Talli Grace Van Wey

Hanna Rose Whitescorn

Gillian LeAnne Willis

Pahoua Yang

Accelerated Baccalaureate

Claire Lucille Barnes
Hallie Marie Carman
Mikaela Quinn Cartwright Warde
Ashton Cathey
Damien Dahm
Benjamin Scott Fakler
Kaylee Christine Fisher
Arthur Page Freeman
Aubrie Sierra Georgevitch
Olivia Marie Gribbon
Jennifer Lynn Grieve
Erin S Hayes
CJ Lisa Johnson
Owen King
Sara Jean Kinney
Deven Joshua Abel Lujan
Marie Joy Mazur
Ross Ivan Morrison
Jacqueline Juliette Murillo
Kristine Ngoc Nguyen
Malachi Scott Nolletti
Brynn M Nuse
Taylor Overn
Jacqueline Ramirez Orta
John Reader
Jacob Sandvigen
Jimi Smith
Christine Nicole Snaith
Indigo G Vance Eyebright
Perry Loren VanHouten

Baccalaureate Completion

Angela Baltazar

OHSU Ashland Campus Faculty

Heather Voss, PhD, RN
Campus Associate Dean

Angela Adams, MN, RN, CNE
Sarah Aitken, MS, WHNP/FNP, NBC-HWC, RN
Tiffany Allen, DNP, MN, PCCN-K, RN
Janet Alves, MSN, RN
Mae Barraclough, RN-BSN, CMS-RN
Rachel Boney, MSN, RN, OCN
Teri Copley, MSN, A/GNP, RN
Teiryn D'Amico, RN, MSN
Jill Eversole, MSN, RN
Allison Fahrner, MN, RN
Mandy Frankowski, MBA, BSN, RN
Ute Frommer-Sherbow, CNM/NP, MSN, RN
Francesca Gardella, MSN, CCRN, CNE, RN
Nabha Goldfeder, BSN, RN
Aina Hale, BSN, RN PCCN
Han Jasper, BSN, RN
Jessica Kinser, MSHI, RN, PHN, CIC
Christine Matiyow Hoff, DNP, MNE, BSN, RN
Diana Moissant, MSN, RN
Lisa McConnell, MSN, BSN, FNP-BC, RN
Kristienne McFarland, PhD, MSN, MA, CNM
Cristian Mendoza Ruvalcaba, DNP, FNP-C, BSN, RN
Carolina Mona-Keene, DNP-AGACNP
Holly Nickerson, DNP, MBA, CPHQ, CPPS
Jennifer Nidalmia, RN, BSN, HNB-BC
Bridget O'Connor, BA, BSN, RN
Karen Parker, CNM, MN, RN
Cheryl Pippin, MSN, RN
Rachel Richmond, MSN, RN
Jennifer Shirley, MSN, RN
Missy Stalp, MAT, MSN, RN, CNL-BC
Jay Strazdas, BSN, RN
Helena Turner, MSN, PMHNP, MSPIH, RN
Erika Vacek, BSN, RN
Trisha Vaughn, ND, CNM, MSN, PMHNP-BC
Alison Wren, RN, BSN, CMSRN

OHSU Ashland Administrative Staff

Christine Clifford, Lead SCLC Coordinator

Jody Foret, Street Nursing Team Administrative Coordinator

Wendy Gibson, Simulation Operations Coordinator

David Jackson, SCLC Support Coordinator

Brandon McCowan, Student Inclusion & Success Coordinator

Rebecca Soto, Administrative Manager

SOU Land Acknowledgment

In our desire for collective healing and partnership, we offer this Acknowledgment of Indigenous peoples and their connections to the land that Southern Oregon University occupies. This Acknowledgement was developed in conversation between Grand Ronde Tribal staff, Siletz Tribal staff, and Native American Programs faculty and staff at Southern Oregon University; it continues to be a living statement through this ongoing partnership.

We want to take this moment to acknowledge that Southern Oregon University is located within the ancestral homelands of the Shasta, Takelma, and Latgawa peoples who lived here since time immemorial. These Tribes were displaced during rapid Euro-American colonization, the Gold Rush, and armed conflict between 1851 and 1856. In the 1850s, discovery of gold and settlement brought thousands of Euro-Americans to their lands, leading to warfare, epidemics, starvation, and villages being burned. In 1853 the first of several treaties were signed, confederating these Tribes and others together - who would then be referred to as the Rogue River Tribe. These treaties ceded most of their homelands to the United States, and in return they were guaranteed a permanent homeland reserved for them. At the end of the Rogue River Wars in 1856, these Tribes and many other Tribes from western Oregon were removed to the Siletz Reservation and the Grand Ronde Reservation. Today, the Confederated Tribes of Grand Ronde Community of Oregon (<https://www.grandronde.org>) and the Confederated Tribes of Siletz Indians (<http://www.ctsi.nsn.us/>) are living descendants of the Takelma, Shasta, and Latgawa peoples of this area. We encourage YOU to learn about the land you reside on, and to join us in advocating for the inherent sovereignty of Indigenous people.

The School of Nursing

The origins of the OHSU School of Nursing can be traced to the summer of 1919 when the University of Oregon introduced the state's first professional courses in nursing. The courses were offered in Portland in cooperation with the Northwest Division of the American Red Cross Home Service Department, the Portland Visiting Nurse Association, the Welfare Bureau, and the Oregon Tuberculosis Association. In 1920, the Portland School of Social Work offered a standard course of study in public health nursing.

In November 1974, the University of Oregon School of Nursing, Dental School and Medical School united as a single institution, the University of Oregon Health Sciences Center. While the independence from the University of Oregon was granted at that time, the name failed to reflect its independence. The Center becomes Oregon's only academic health center and one of 125 in the nation. It was not until 1981 that the state Legislature changed the name to the Oregon Health Sciences University. Another name change occurred in 2001 when Oregon Health Sciences University merged with the Oregon Graduate Institute School of Science and Engineering and officially became Oregon Health & Science University.

The OHSU School of Nursing continued to evolve in the 1980s as the school reorganized its programs to reflect nursing's focus on health and interaction with specific populations. The departments included Adult Health and Illness, Community Health Care Systems, Family Nursing, and Mental Health Nursing. In June 1983, the school gained approval from the Oregon State Board of Higher Education to begin a new graduate curriculum. This new program was designed so that the master's curriculum was the first component of a curriculum leading to the doctor of philosophy degree in nursing. Admissions to the PhD program began in fall 1985.

In 1992 the Oregon State System of Higher Education Chancellor mandated a consolidation of state supported nursing education programs. This consolidation led to the addition of nursing programs from Oregon Institute of Technology and Southern Oregon University to the Eastern Oregon University and OHSU-Portland programs. That same year, the School of Nursing on the PORTLAND CAMPUS proudly took up residence in a new building, which is a center for teaching, learning, research, and conferences. The school's statewide outreach, community service, partnership, and excellence are coordinated from this environment. At present the OHSU School of Nursing has programs located at a VIRTUAL CAMPUS and five campuses across the state— Ashland, Klamath Falls, La Grande, Monmouth and Portland.

The school began offering a Doctor of Nursing Practice program with a postmaster's option in 2007 and a postbaccalaureate option in 2009. The DNP prepares clinical nurses for advanced practice and provides students with the opportunity to gain doctoral level education while maintaining a practice focus.

The 2009 edition of the *US News & World Report's* ranking of *America's Best Graduate Schools* ranked OHSU School of Nursing seventh in the country. Several of our specialty areas were also ranked with Nurse-Midwifery being ranked first in the nation. Additionally, our gerontology related programs were ranked 5th and our Family Nurse Practitioner program ranked 11th in the country.

The University

OHSU is the state's only health and research university. It also is Oregon's only academic health center, which means it has the multifaceted responsibility of providing healing, teaching and discovery. It is Portland's largest employer with more than 14,000 employees, and its size contributes to its ability to provide many

services and community support activities not found anywhere else in the state.

The university is a conduit for learning for more than 2,800 students. Additionally, OHSU educates people through joint programs with other universities, provides training to interns, residents and fellows in postgraduate medical and research training, and delivers continuing education to thousands of health care professionals each year. It is the only place in Oregon that grants doctoral degrees in medicine, dentistry and nursing.

As Oregon's primary educator of health professionals, OHSU is creating and developing new partnerships and programs to expand medical, dental and nursing education to other communities in Oregon, and to boost the number of students being taught.

The Collaborative Life Sciences Building has brought together elements of OHSU, Oregon State University and Portland State University under one roof with lecture halls, classrooms, labs and specialty research centers.

Patients from every county in Oregon are cared for at OHSU, and they often receive specialized services not available anywhere else in the state. Without these services many Oregonians would have to travel out of the region to have their complex medical needs met. Together, the dental and medical clinics offered by OHSU provide an interdisciplinary network of expertise that results in care to more than 258,000 patients each year.

OHSU attracts leading scientists and top students who share the drive to explore the unknown. It also attracts money for research — \$376 million in the past year — to fund promising studies that often lead to discoveries and add to the body of knowledge about prevention, detection and the treatment of disease. OHSU has more than 1,100 principal investigators working on nearly 3,000 active research projects.

Like other academic health centers, OHSU takes a leadership role in contributing to solutions involving the health of the state and the nation. OHSU investigates problems such as access to health care, care for the uninsured, health care transparency, ethics in health care, the health care workforce shortage, increased health care needs for the elderly, the use of technology in health care, compliance, patient privacy and much more.

In many ways, OHSU reaches every corner of the state with more than 200 active outreach and public service programs to address geographical, cultural and economic challenges throughout Oregon. Whether it's improving access to health care for vulnerable and underserved populations, bringing educational programs to people where they live, expanding science education opportunities for school-age children or volunteering staff time and expertise, no other Oregon institution touches the lives of so many.

The Nursing Pin

The origin of the nursing pin dates to the Middle Ages during the time of the Crusades, when certain knights who assumed responsibility for caring for the sick and wounded became known as the Knights Hospitaller or Knights of Malta. These knights were pioneers of communicable disease care and established one of the few hospitals in the territories of their reign. The Knights Hospitaller wore armor draped with black tunics adorned with a badge or neck piece in the shape of the eight-pointed Maltese cross. The cross signified the original symbol of service representing loyalty, generosity, and helpfulness towards the poor and the sick.

Over the centuries, this symbol of service evolved into family coats of arms, embroidered badges and distinctive brooches which provided visual representation of an individual's rank, gentility and specialized service.

The mid 1800s marked a pivotal time in nursing's history and the significance of the nursing pin. Queen Victoria presented a gold and enamel brooch, the Cross of St. George, to Florence Nightingale in appreciation for her work caring for British soldiers during the Crimean War. This badge gave special testimony to Nightingale's allegiance, character, purpose and inspiration. This emblem was used in the design of the first nursing badge for the Nightingale School and became the forerunner of the small metal lapel nursing pin used in the OHSU School of Nursing pinning ceremony.

Just as in the Middle Ages, when the privilege of wearing the symbol or coat of arms on the tunic was limited to those who served their kings with distinction, receiving the nursing pin today is a symbol of achievement; a source of pride and a privilege earned by graduates of the OHSU undergraduate nursing program.

The pin of the OHSU School of Nursing represents several aspects of professional nursing education including the Spirit of Nursing, the Science of Nursing, and the Art of Nursing. The central motif of the pin is a replica of Florence Nightingale holding a lamp representing the Greek lamp of knowledge. Nightingale is framed by a white circle with the OHSU School of Nursing name representing the academic and clinical preparation for professional nursing. Borrowed from ancient tradition, a laurel wreath surrounds the pin as a mark of honor and a symbol of esteem. The year of the graduation is inscribed at the base of the wreath.

Receiving the pin marks the beginning of a career that demands a unique blend of science and caring, a career of compassion and respect, and a historic promise to serve others. Through the pinning ceremony, we pay homage to the highly respected profession of nursing and the special kind of graduate it takes to provide care and counsel to others.

The Academic Regalia

The academic regalia dates to the early days of the oldest universities. A statute of 1312 required that all doctors, licentiates and bachelors of the University of Coimbra, Portugal, wear gowns. Although the origin of academic attire is still a mystery, most authorities believe its sources are found in ecclesiastical rather than civilian dress.

Originally the hood was a tippet, or shoulder covering worn by begging friars in the Middle Ages, which could also serve as a head covering. When caps came into fashion in the 15th century, hoods became ornamental and were worn draped over the shoulders and down the back. The cap was conferred first as a symbol of the master's degree and varied greatly in style from university to university. Some had a tuft in the center, which has evolved into the tassel used today. The mortar board style of cap, in general use today, is from Oxford University, England.

The practice of wearing academic dress in the United States dates from 1754 when King George II chartered Kings College (now Columbia) and transplanted to the colonies many of the traditions of Oxford and Cambridge. In time many institutions chose the more somber colors over the scarlet of those English universities of royal foundation.

During most of the 19th century, American colleges and universities did not have a style of academic dress. It was not until 1895 that a commission of leading American educators adopted a code standardizing academic dress.

That code, which is still in effect, although modified slightly over the years, regulated the style of the gown and hood. The shape and size of the American hood marks the college degree of the wearer and, under the system established by the code, it is possible at an academic convention to distinguish the bachelor, master and doctor

by both gown and hood. At the same time, it is possible to recognize the college or university from which the degree was obtained by identifying the colors on the center of the hood. (Hoods from Oregon Health & Science University are light blue, dark green and white.) Colors on the edging of the hood indicate the subject area in which the degree is earned: for example, lilac for dentistry, green for medicine, gold for nursing, orange for engineering, dark blue for philosophy, salmon pink for public health, golden yellow for science and olive green-trimmed for pharmacy.

Academic Hooding

The academic hood has its origins in the Middle Ages as a part of ecclesiastic rather than civilian dress. Begging friars wore the hood, or tippet, over the shoulders and also used it as a head covering in inclement weather. In the late 1800s, the hoods with identifiable regalia became part of academic dress in conjunction with the cap and gown. The American Intercollegiate Commission standardized academic regalia in 1895, and those standards remain essentially unchanged to the present.

The hood is made of the same material as the gown. The inner satin lining of the hood represents the colors of the university that confers the degree. OHSU colors are light blue, dark green and white. The outside velvet border indicates the academic discipline – green trimmed for master degrees, salmon for public health, lavender for dentistry, apricot for nursing, olive green for pharmacy, drab for business administration, golden yellow for science, green for medicine and dark blue for philosophy.

The hood is awarded by the faculty of the school upon completion of the required course of study. Members of the faculty are selected each year by the graduates for the honor of awarding this insignia of academic achievement. These hoods can be displayed by their recipients at academic ceremonies throughout their lifetimes.

Latin Honors

Latin honors are Latin phrases used to indicate the level of academic distinction with which an academic degree is earned. Individual institutions delineate specific requirements that must be met to obtain these honors. Most institutions confer three levels of Latin honors:

- *Cum Laude*, “with honor/praise”
- *Magna Cum Laude*, “with great honor/praise”
- *Summa Cum Laude*, “with highest honor/praise”

Honor distinctions are bestowed upon Baccalaureate graduates at the OHSU School of Nursing. This honor is based on the cumulative grade point average for nursing courses through the term prior to graduation. It is important to note that Latin honors for Accelerated Baccalaureate students are awarded at the end of summer term with their program of study is complete.

School of Nursing honor distinctions are determined according to the following cumulative grade point schedule:

- *Cum Laude*: 3.80 – 3.89
- *Magna Cum Laude*: 3.90 – 3.99
- *Summa Cum Laude*: 4.0

Latin honors are identified with solid gold cords. Latin Honors for Accelerated Baccalaureate graduates are awarded at the completion of their program. Students wearing other cords is based on their membership in student groups or organizations; please ask your student to explain the meaning of their cords.

Special Thanks To

- Craig A. Swinyard, PhD, Senior Director, Alumni Engagement, OHSU School of Nursing Alumni Association
- Mark Kemball, Director of Alumni Engagement, OHSU Foundation
- Dr. Casey Shillam, Provost & Vice President for Academic and Student Affairs
- Murray Higgins, Piper
- Oregon Center for the Arts at Southern Oregon University
- SOU School of Business
- SOU Catering
- 2024 Convocation Student Committee: Viviana Calvillo, Mikaela Cartwright, Sara Grubb, Edgar Perez Rivera, Alyssa Robertson, Saima Shah, Christine Snaith
- Student Nurses Association and Student Volunteers

Please note that this is a public event and that photos that are taken may be used by the OHSU School of Nursing for future purposes. Thank you.



School of Nursing
Ashland Campus
1250 Siskiyou Blvd.
Ashland, Oregon 97520

OHSU includes the Schools of Dentistry, Medicine, Nursing, Science & Engineering, OHSU Hospital, Doernbecher Children's Hospital; numerous primary care and specialty clinics; multiple research institutes; and several outreach and community service units. OHSU is an equal opportunity, affirmative action institution.
21/22(22)