We never stop learning.

Nursing Annual Report 2012 | Professional Development

Back to School  By the Numbers  Evidence Based Practice  Certifications  Nurses as Teachers
Dear Munson Nursing Staff,

The focus of the Nursing Annual Report this year is on the achievements and support provided for the professional development of the nursing staff, the largest group of professional staff at Munson. This includes furthering academic education, achieving certification, participating in the evidence based practice internship, and being a preceptor. We chose this focus because:

- A growing and compelling body of research correlates higher percentages of BSN-prepared nurses with lower morbidity and mortality of patients in acute care settings. The most recent research found that a 10-point increase in the percentage of nurses holding a BSN within a hospital was associated with an average reduction of 2.12 deaths for every 1,000 patients. For a subset of patients with complications, the average reduction was 7.47 deaths per 1,000 patients.

- The Institute of Medicine completed an extensive report in 2010 looking at the future of nursing and how nursing could help improve the health of our country. The report had several major recommendations, with one calling for nursing to achieve a BSN rate of 80 percent by the year 2020.

- The 2010 Affordable Care Act represents the broadest health care overhaul since the 1965 creation of the Medicare and Medicaid programs. Transforming the health care system will require comprehensive rethinking of all health care roles, including nursing. Strengthening the education of nurses will be key to meeting the needs of millions of consumers who will enter the health care system as a result of the Affordable Care Act.

Increasing the educational preparation of nurses is not a new conversation at Munson Medical Center. Munson requires that all RNs hired after Jan.1, 2009 be required to obtain their BSN within 10 years of their start date.

This requirement was implemented because care within the hospital is growing more complex and nurses must make critical decisions associated with care for sicker patients. Nurses today also use more sophisticated technology, including information management systems that require additional analytical thinking skills. Nurses are being called upon to coordinate care among a variety of clinicians and community agencies and to help patients manage chronic illnesses, thereby preventing readmissions into the acute care setting and slowing the further progression of the disease.

As patient needs and care environments become more complex, nurses must attain requisite competencies to deliver high-quality care. These competencies include leadership, health policy, geriatrics, public health, system improvement, research, evidence based practice, teamwork, and collaboration. Supporting BSN pursuits and certification achievements help develop these competencies. A more educated nursing workforce is better equipped to meet the demands of the evolving health care system. This will ultimately lead to better outcomes for patients at Munson Medical Center.

I am grateful to you for your continued professionalism and commitment to patient care and to the nursing profession. Thank you for providing compassionate, quality care to every patient, every time.

Sincerely,

Jim Fischer, MS, MBA, RN, NEA-BC
Vice President, Patient Care Services and Chief Nursing Officer
Munson Medical Center

Where are nurses at Munson Medical Center going to school?

Alpena Community College  Jackson Community College  St. Petersburg College
American Sentinel University  Jacksonville University  Thomas Edison State College
Arizona School of Health Sciences  Kaplan University  Thomas Jefferson University
At Still University  Keckland Community College  U of Md – Flier
Baker College  Loyola University  Union Institute & University
Bellevue University  Madonna University  University of Detroit Mercy
Capella University  Metropolitan University  University of Mary
Central Michigan University  Michigan State University  University of Massachusetts
Chamberlain College of Nursing  Muskegon Community College  University of Michigan
Columbia Southern University  Northwestern Michigan College  University of Minnesota
Concordia University – WI  North Central Michigan College  University of Missouri
Cornerstone University  Northern Michigan University  University of Philadelphia
Davenport College  Oakland University  University of Pittsburgh
Devy University  Oklahoma Wesleyan University  University of South Alabama
Eastern Michigan University  Oregon Institute  University of Toledo
Excelsior College  Phoenix College  University of Washington
Ferris State University  Phoenix University  Walden University
 Frontier Nursing University  Rusts university  Wayne State University
Gonzaga University  Saginaw Valley State University  West Shore Community College
Graceland University  South University, PA  Western Governors University
Grand Valley State University  Spring Arbor University  Western Michigan University
Institute of Health Sciences  St. Joseph’s College  University of Phoenix

We have taken great care to ensure the accuracy of nursing credentials in this report. We apologize for any errors.
40-year Munson Nurse Pursues MSN

Sometime early next year, Chris Wilson will stop by Human Resources to request a new Munson Medical Center name tag – one with an MSN behind her name.

Chris, manager of C3, will complete her online master’s program after more than 40 years in nursing.

“I’m always the oldest one in my class,” she said. “When I say I’ve been a nurse for 40 years, I can almost hear a collective, electronic gasp from the class.”

Part of Chris’s job as a leader and manager is to be a role model. This year, half of the nursing staff on C3 will begin taking classes to advance their nursing education. “That was the one thing coming from staff at annual discussions this year – education: where to go, the diversity, and opportunities available. Both new staff and long-term staff shared an interest in furthering their formal education.”

Formally or informally, nurses are life-long learners. Chris graduated from Northwestern Michigan College with an ADN, and she found nursing practice was relatively unchanged for the first 15 years. Changes have accelerated during the past 25 years, she said, with conveyance of best practices, implementation of electronic medical records, resource management, and national focus on patient outcomes and safety.

“It’s engaging,” she said. “You want to keep thinking – the more you use your brain, the more fit it is.” Chris likes learning. Having an MSN will give her more diversity and opportunity, including the ability to teach. And, she genuinely breaks between classes to catch up on projects at work. “I can balance it with my life as a manager,” she said. Her online master’s program through the University of Phoenix gives Chris the flexibility she needs to take that call to my high school to get my transcript.”

“Today, a nurse has to be a technical wizard, caring, ethical, a critical thinker, outcome-focused, a researcher, as well as flexible and resilient,” she said. “Most people do a really good job of it.”

One thing Chris enjoys about online learning is the opportunity to engage in dialogue with nurses from across the country. “Nurses everywhere are facing the same challenges – we’re all making the same journey in health care and everyone is asking, ‘how do we make it all work?’” Those discussions also highlight for her that Munson Medical Center is generally ahead of the curve in adopting best practices – and that Munson offers unusually generous tuition reimbursement for nurses who want to advance their education.

“We are the recipients of tuition reimbursement that few other nurses report experiencing,” she said. “It covers the majority of expenses for one or more locally available BSN completion programs, and that’s a huge help. It has always made a difference in what I could do. When I started my BSN, I had two kids in college and we could not afford tuition for three. I know my staff struggles with this.”

Juggling a full-time job and family responsibilities makes the idea of going back to school daunting for some nurses – but it can be done, Chris said. “The most challenging part for me was getting started – like making that call to my high school to get my transcript.”

Her online master’s program through the University of Phoenix gives Chris the flexibility she needs to take breaks between classes to catch up on projects at work. “I can balance it with my life as a manager,” she said. Having an MSN will give her more diversity and opportunity, including the ability to teach. And, she genuinely likes learning.

“It’s engaging,” she said. “You want to keep thinking – the more you use your brain, the more fit it is.” Chris recently completed what she hopes was her most difficult class – a course in Research Utilization that included writing a 38-page paper and creating a PowerPoint presentation. She needs only three more classes to complete her master’s degree, and she expects to finish her course work by the end of the year. Chris doesn’t expect to pursue another degree. “At that point in my career, I think it will be enough. I’d like to focus on using my experience and knowledge to support patients and nurses.”

“Returning to school has forced me to look at nursing through a “bigger picture” lens. My patients get to experience a more well-rounded version of myself. Not only do we learn new things, but in the advanced programs, we are often reminded of going back to the basics that are the heart and soul of nursing.”

Joelle Bellemore, BSN, RN, CCRN | A2

“I have learned to look at the bigger picture. I am looking at patients from a broader picture.”

Pat Gallagher, RCIS | Cardiac Cath Lab

“It has added to evaluation of evidence enhancing practice. I strive to give the most up to date, evidence based care.”

Mary Bonner, BSN, RNC-NIC | NICU

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How does pursuing an MSN help patients?

“Returning to school has impacted my nursing practice by making me more aware of the bigger picture. It has enlightened me to the many changes in health care and how what I do at the bedside affects the organization as a whole. Through my MSN program, I now have a better understanding of the various types of learners that I deal with and I am able to adjust my teaching so that patients can understand the information being presented to them.”
Kristi Noble, BSN, RN, ONC | C4

“I have learned many things that have made me a much more complete nurse. I have greatly increased my knowledge and ability to engage in leadership projects. Patients will benefit from my input into the policies and processes at Munson Medical Center. These skills are already being applied through my involvement in various projects related to the EMR.”
Eric Jean, BSN, RN, CCRN | ICU

“My MSN program has opened my eyes to new research techniques, leadership styles, and professional development. I am learning new communication techniques and working with students all across the nation. These students have great ideas that have worked for them and their facilities that I can put to great use for our patient population.”
Sarah Robinson, BS, RN | Vascular Access Specialty

“Broader nursing knowledge has helped increase my awareness of the care I am giving to my patients. I have a better understanding of the resources available to provide quality patient care. Patients will benefit from my additional education as I can better provide education and additional resources that will help improve their care.”
Julie Comfort, RN | C4

“I have had the ability to increase my knowledge and understanding of health care as an organization and the impact positive patient outcomes can have. I have the ability to further educate my patients with my increased knowledge.”
Melissa Schaub, RN | B3S

“It gives me the bigger picture of nursing, and helps me grow professionally. Growing as a professional, I have a bigger impact on the profession.”
Kate Swisher, RN, OCN | C4

“How does pursuing an FNP help patients?

“It has broadened my way of thinking and caring for patients. I have deeper knowledge of why we do what we do. Enhanced critical thinking benefits patients, and I can mentor fellow employees more confidently. Patients will always benefit from increased education of nursing staff.”
Teri Brady, BSN, RN | PACU

“I am going to school to ultimately practice in an outpatient setting, likely primary care. My MSN education has, however, improved my knowledge of pharmacology and pathophysiology. Also, I’ve learned more about many of the nursing theories that we use as RNs in inpatient care and the infrastructure that supports the nursing practice. My patients get more informed, evidence based care.”
Karen Volas, BSN, RN, CMSRN | B3/B2

How does Sim Training help Munson nursing staff?

“I am a huge fan of simulation training. Simulation offers our staff training in a risk-free and error-forgiving environment. Through simulation, staff can practice and master skills without putting patients at risk. After simulation training, staff members are better prepared to manage life-threatening events because the training instills confidence. There are so many benefits with assessing and increasing competence at the top. That is important for the safety of our patients.”
Sheila Falki, BSN, CVRN | Heart Failure Clinic

“This was a fantastic way to learn and is a great example of why we are very fortunate here at Munson. Today, a seasoned nurse who has been very fearful of traumatic brain injury and has not been taking care of these patients chose an assignment for a traumatic brain injury patient with an orientee. She now feels confident and stated that this class and the mentoring was what made the difference for her. That, in a nutshell, is the best outcome for these tragedies: the best nurses taking the biggest challenges.”
Catherine Gadbaw, RN, CCRN | ICU
What has been especially valuable about what you’ve learned?

“I am better prepared to manage the day-to-day operations of my department through collaboration and coordination with multidisciplinary teams. Higher education has made me a better communicator, educator, and leader. My current study is surrounding the Affordable Care Act and how it will impact health care. I have become more knowledgeable about cost containment, quality, outcomes, and satisfaction. This has allowed me to collaborate with my staff and brainstorm initiatives that positively impact the overall care provided in the Medical Procedure Room.”

Amy Krug, BSN, RN, CGRN | Medical Procedure Room

“Returning to school has given me a broader view of nursing practice. The MSN program has provided better understanding of the cultural, political, economic, and social issues that affect patients in northern Michigan. It has made me aware of barriers faced by nursing and to ask the question of “why” we are doing something, and look for the evidence to support the practice. Schooling has given me the understanding of working collaboratively with other members of the health care team to improve care of patients at Munson Medical Center.”

Kelly Ewing, BSN, RN, PCCN | A7

“It has been encouraging and inspiring. The discipline of having to study and read more has been good for me. Increased confidence that school gives me helps me do a better job and dig a little deeper as I am in a learning mode.”

Becky Keena, BSN, RN | PACU

“It’s made me think more about prevention in health care. My patients will find a nurse who is fully equipped to deal with whatever problems they might have.”

Dorethea Messersmith, RN | B2/B3

“Doing a clinical rotation with the Grand Traverse Band of Ottawa and Chippewa Indians has helped me learn a lot about how to deliver care to Native Americans.”

Julie Beeker, MBA, BS, RN | B4

What personal insights have you gained?

“Continuing my education has given me the gift of seeing my nursing practice through “new eyes,” allowing me to continuously ask questions and search for new answers that can have a positive impact on my patients’ care. Continuing your education changes you in many ways. Most people don’t realize this until into the journey. Every forward step toward your goals makes you happier and stronger. I believe patients know and appreciate when the nurse caring for them has this kind of inner strength and happiness.”

Patricia Barnard, BSN, RNC-OB | Maternity

“Returning to my MSN program has raised my personal awareness of professionalism. Challenging myself to become a more effective practitioner has been a paramount experience. I have increased assessment and pharmacological knowledge, increased awareness of current recommended and evidence based practices, and greatly increased confidence in bedside care and critical thinking.”

Meredith Fisk, BSN, RN | B3S

“I am currently in my first year of the MSN program at Ferris State University, and have started to realize how much influence nursing has within organizations. I never knew how much nursing can impact the financial side of an organization relative to hospital reimbursement. Throughout my BSN program we focused on critical thinking and the technical side of nursing, not really the financial implications of our practice. The MSN program has made me more aware of the big picture.”

Jeremy Cannon, BSN, RN | B3S

“Returning to school has made me aware of the importance of the nurse’s voice in policy and involvement in hospital committees that affect patient outcomes. Additionally, I can be a transformational leader within my own practice, working with nursing assistants to be accountable for their care: accountability is empowering. Obtaining knowledge empowers me to deliver care that has evidence backing that promotes better patient outcomes. Awareness of core measures and evidence based practices helps me deliver care that promotes better outcomes.”

Victoria Fagerstrom, RN, OCN | C4

“Both my BSN and MSN programs have given me the opportunity to expand from the basic technical aspects of bedside nursing to growth as a nursing professional and key partner in the health care team. The knowledge I have gained has allowed me to grow as a nurse, patient advocate, team player, and leader. With further education, there is a greater focus on research, evidence based practice, and truly striving for outstanding patient outcomes.”

Lori Kirkey, BSN, NE-BC | A3

“Returning to school has helped me to develop personally and professionally. Through my graduate studies, I have learned to think more globally, have a more open mind and see things from a broader perspective. My education has strengthened my competencies as a transformational nurse leader, and by doing so, I am able to make a positive impact on the staff and ultimately the patients we serve.”

Dawn Stagman-Tyrer, BSN, RN | D4
How has higher education changed your practice; how are patients benefitting?

“I am much more confident when performing literature searches and filtering through the information to look for reliable, valid content. Knowing current state/national/global practice issues has been useful when participating in committee projects/discussions. I see the patients benefitting because I am able to deliver nursing education that is up-to-date, while using current technology and varied educational strategies to promote retention, and hopefully, impact patient outcomes.”

Debra Hart, BSN, RN | Staff Development

“By studying while working, I am continually able to compare and analyze what I do, ask why, and look for ways to improve. I am studying with nurses with broad backgrounds and extensive experience and am able to benefit from their knowledge and the variety of practice settings they come from. It helps me stay motivated to continually strive to be better. It also helps me as I mentor my peers. I am always looking for opportunities to apply what I have learned with my patients.”

Jill Jennings, RN | A7

“While in school, a lot of focus is on the diversity across the patient population and realizing this diversity is present at Munson. I feel I am approaching my patients in a much more holistic manner.”

Joseph Variot, RN | B4

“I feel like returning to school has been a positive influence on my nursing practice because it has expanded my knowledge base and really made me think about what it means to be a professional nurse. The class I’m in currently has really made me think about how to treat my patients holistically, and I feel like I am doing a better job of seeing the whole picture when working with patients.”

Renee Lark, RN | A3

“Returning to school has energized my excitement for the nursing profession. Ultimately, school will improve my nursing practice and in turn improve patient outcomes, which is my goal. Through education, I am afforded an advanced understanding to interpret and implement evidence based practice to maximize the potential for positive outcomes, decrease re-admitance, and increase patient satisfaction in our patient population.”

Carl Couturier, RN, CCRN | C1R

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Jill Jennings, RN | A7

“It has helped me to see a bigger picture of how health care functions, from the individual to the hospital level. It also has allowed me to utilize skills and knowledge learned in school in practice for the best outcomes for the patient. Patients will benefit when I am able to apply new and expanding knowledge to my practice.”

Heather Roggen, RN | Maternity

“The further education has improved my role as a professional, and also in my daily practice with an increased knowledge base. Patients benefit from faster diagnostics of symptoms, and overall, care from an honest, motivated, and professional person.”

Kevan Maguire, RN | A3

“Improved critical thinking and leadership skills, and a more thorough ability to pull all of the patient’s information and needs together, allow me to provide the best care possible to reach their goals.”

Amy Trouslot, RN | B4

“I increased my skills at coordinating education and reviewing activities for outcomes. Educated nurses will help to improve patient outcomes.”

Nancy Irish, MSN, RN-BC PD | Staff Development

“It prepared me to make better balanced decisions that affect patient care.”

Jennifer Standfest, MSN | Nursing Administration

“I am more organized with my time. Being in school and working full time has increased my time management skills. I have more background knowledge on certain illnesses, diseases, and procedures. With that, I am able to explain things to my patients better.”

Alisha Gabier, RN | Critical Care Internship Program
How has higher education changed your perspective?

“Obtaining my MSN through Walden University has given me the tools to become a more effective leader in nursing. My communication skills and leadership skills have improved, and I think and view things much differently. Hopefully, I have inspired staff to further their education. If I can do it while working five days a week and having young kids at home, anyone can! I also will use my education to implement evidenced-based processes and protocols on B4 to provide our patients with the best possible care.”

Dawn Halleck, BSN, CMSRN | B4

“Returning to school to complete a MSN has enhanced my approach to my nursing practice. The coursework broadened my perspective of the professional role of nurses at the bedside, I developed an appreciation of the importance of nurses within the community, in leadership, and with influencing legislative policymaking. I learned new skills in analyzing and applying research to nursing care, managing diversity, developing education programs that meet the needs of specific patient populations, and the importance of evaluating and measuring outcomes.”

Donna Cook, MSN, RN | NICU

“It strengthened my foundation of professionalism, broadened my scope of practice, and increased awareness of community and global issues. It also honed my critical thinking skills, strengthened my ability to lead, and gave me a voice based on the truth. My practice is more well-rounded and my vision is more patient centered, and includes a broader scope that includes family, home, and community.”

Ellie Carey, RN, CMSRN | B3

“It has ‘reawakened’ my brain and increased my drive for excellence. My focus is on health care informatics. There must be someone with a higher level of education and clinical focus designing the EHR and other health care resources. Otherwise our systems will be an impediment to bedside clinicians rather than a tool for providing quality care.”

Stacey Sands, BSN, RN | Cerner Education

“Continuing education not only helps keep my mind sharp, it encourages me to look out of the box at new studies and trends that can best help my patients. Anytime we advance ourselves professionally or personally, we feel more confident, we have a deeper knowledge base, and tend to transition better into the changes that are taking place in the health care settings.”

Heather Sedgwick, BSN, RNC-OB | Maternity

“Furthering my education has made me a better nurse and given me more knowledge in order to provide safe, high-quality patient care. I think patients receive excellent care from a professional nurse and they have better outcomes overall.”

Nicole Miller, MS, BSN, RN, ONC

“It has shown me the correlation of education to improved clinical outcomes, decreased readmissions due to improved patient education, and collaboration with case management to identify discharge needs of the patient and family.”

Dianne Hall, RN, CMSRN | B3S

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What new positions or opportunities are, or will be, available to you?

“Higher education/certification has given me unique opportunities. I have worked as an orthopedic nurse expert for two law firms, a test item writer for my national certifying board, a presenter of my research at a national conference, and a procedure manual item reviewer for Elsevier and Mosby. I teach nurses about the importance of accurate, timely, and comprehensive documentation and educational materials, and to use research and best practice to impact how we care for patients. I use my pain expertise to influence nurses and nursing students in a two-day pain program.”

Roberta Goff, MSN, RN-BC, PM, ONC | D4

“I have assumed more of a leadership role with the belief in nursing as a profession instead of a job. I approach solutions to problems with research and am more objective in viewing all sides of an issue. My BSN has renewed my passion for nursing. Through the study of Nursing Theory, I have adopted some of Watson’s caring techniques and Leininger’s cultural techniques. I have improved my communication methods both with my patient and the multidisciplinary team that cares for them. The knowledge I gained of evidence based practice makes me an early ‘adopter’ and less resistant to change.”

Patricia Kraemer, BSN, RNC-OB | Maternity

“I completed my MSN and obtained a degree as a Clinical Nurse Specialist from MSU. The degree allowed me to advance in my profession, accepting a position as the Maternity Department Manager. I look at health care in a very different way. I now understand the application of evidence based research into nursing practice and how it affects patient outcomes. I was able to design and implement a quality improvement project that has now been adopted in the Maternity unit as part of my MSU internship.”

Michele Fernandez, MSN, CNS, RNC-OB | Maternity

“It has given me direction as a leader and skills to establish a shared governance committee on our unit. The BSN program helped me refine my personal nursing philosophy. This means more critical thinking and analysis of patient problems. Being in school, we are constantly researching and looking critically at evidence based practices, which ultimately improves patient outcomes.”

Lindsey Ranstadler, RN, ONC | Infusion Clinic

“It has allowed me the professional advancement I need to ensure I can work effectively for many years until retirement.”

Patrick M. Drilling, RN | Performance Improvement

“I hope that returning to school will impact my nursing practice by obtaining a job in management or resource nurse educator. Patients will benefit from my education because I now know about evidence based practices, research, and how to deliver best care practices.”

Aimee Simerson, BSN, RN, CRNI | Vascular Access Specialty

“It has enhanced my abilities to change my position at Munson through more knowledge and an increased skill set.”

Amy Matteucci, RN | B4
Evidence Based Practice Internships

Julie Adams, BS, RNC-NIC | NICU

*Cue-based Feeding in the NICU*

In premature infants in the NICU, does a feeding protocol based on infant cues versus scheduled feeding intervals improve overall feeding behaviors with appropriate weight gain and caloric intake?

Sarah Robinson, BS, RN | Vascular Access Specialty

*IV Restarts – 72 Hours vs. 96 Hours*

Does routinely restarting IVs in patients 16 years old and older at 96 hours compare to the current state of 72 hours maintain the current phlebitis rate without an increase in IV restarts (saving some patients from unnecessary restarts and conservatively saving $100,000 per fiscal year)?

Karen Holt, MSN, CNS, RNC-NIC | Maternity

*Emergency Simulation Team Drills in Maternity*

Does implementing multidisciplinary emergency simulation team drills in maternity improve the RN’s perception of teamwork, communication, and safety in maternity using the teamwork and patient safety attitudes questionaire?

Chantal Toth, MSN, RN-BC, CV, G | B4

*Early Detection of Delirium: The Confusion Assessment Method (CAM)*

For the hospitalized older adult ≥ 65, does utilizing the CAM instrument detect delirium episodes earlier compared with the absence of an assessment instrument?

Sarah Wilk, BSN, Ed, RN, CCRN | A3

*It Takes a Nurse to Help Quit Smoking*

Do adult smoking patients in an acute care setting have a higher rate of success with smoking cessation when nurses engage in active dialogue along with distributing written materials compared to giving written materials alone?

Sheila Falk, BSN, CVRN | Heart Failure Clinic

*Diuretic Titration Protocol*

Will the addition of a diuretic treatment protocol to our current call back system decrease the number of Emergency Department visits for patients discharged with a primary diagnosis of Heart Failure?

Michele Fernandez, MSN, CNS, RNC-OB | Maternity

*Detection of Apnea and Oxygen Desaturation in Car Seats: Utilizing Oxygen Saturation, Heart Rate, and Respiratory Monitoring*

For infants less than 37 weeks gestation, how is 90 minutes of oxygen saturation, heart rate, and respiratory monitoring in a car seat prior to discharge, as compared to no intervention, more accurate in detecting oxygen desaturation and apneic episodes in infants?

Mary Bailey, BS, RN-BC, CVRN | C2

*Heart Failure Education*

Will educational sessions about the importance of heart failure patient education increase the bedside staff nurse’s awareness of the importance of patient education and the completion of documentation of the educational process?

How has using evidence based practice helped you and your patients?

“I have increased awareness of reputable research and am continually increasing evidence based practice research related skills.”

Kara Derry, RN | Vascular Access Specialty

“I feel I have learned a lot about evidenced based practice, and find myself applying it to my practice. I am able to provide a higher quality of care with advanced knowledge.”

Karen Whisler, RN | A2

“I can link the overall idea of theory to practice and connect evidence based activities to the work I do with additional knowledge and critical thinking skills.”

Chris Wilson, BSN, RN-BCP | C3

“It has given me more understanding regarding the importance of shared governance and evidence based practice. I possess a deeper knowledge base and make more behind-the-scenes decisions that impact patient care through my roles in shared governance.”

Sarah Rooks, BSN, RN | Maternity

“It keeps me up on new evidence based practice. Knowing the best practice ensures my patients are getting the best care.”

Joanne Franco, RN | Nursing Pool

“I have learned about various theorists, been able to research articles better for patients and families, and am currently employing the Transtheoretical Model for health improvement. By gaining insight into what other people are doing (through discussion boards), I am a better nurse for my patients.”

Katy Lucas, BSN, RN | D4

“I look at things a little differently, especially with nursing theory and use of evidence based practice. I think it has helped to make me a better nurse. Evidence based practice helps nursing decipher patient care based on outcomes from practice.”

Meagan Smoyer, RN | B3

“The BSN program really helped me learn about evidence based practice and research. Parents are better equipped with outside resources that I understand and can provide information on. Parents receive more thorough discharge education. Variances are identified and interventions implemented from my increased skill in physical assessment.”

Jennifer Conklin, BSN, RNC-NIC | NICU

“It has improved my organization and critical thinking skills, and has added an aspect of theory and improved research skills. I have more up to date knowledge, learning from other higher education students with various backgrounds and experiences.”

Joan Buchanan, MSN, CMSRN, CBN | B3/B2
Institutional Review Board Studies

Roberta Goff, MSN, RN-BC, PM, ONC | D4
Transitions of Care
To have area skilled nursing facilities consistently utilize a comprehensive transfer form when sending residents to Munson Medical Center. Use of this form will allow hospital personnel to be more inclusive in assessment, care, and treatment of skilled nursing facility residents. The value of the information communicated on the transfer form will be determined by physician and nurse satisfaction through an online survey during the pilot time.

Cathy Mowbray, BSN, RN, CCRN | ICU
Progressive Mobility
To evaluate the effects of a specific mobility protocol versus usual care in a wide spectrum of patients in the critical care hospital setting, utilizing a randomized control design.

Val Pfander, MSN, RN, CPAN, CFRN | PACU
Impact on Teamwork Training on Patient Safety
To evaluate the impact of an intervention designed to increase communication and collaboration between nurses. Will teaching nurses in the perianesthesia department communication and teamwork skills affect perceived patient safety issues?

Michelle Witkop, DNP-BC, RN, FNP-BC | Northern Regional Bleeding Disorders Center
Evaluation of Knowledge and Attitudes of Providers for Those with Bleeding Disorders Regarding Pain
To understand the pain knowledge base and attitudes towards pain management of physicians and nurses who provide care to the bleeding disorders community; this was a national survey with 154 participants.

Where We Teach

Michigan State University
- Kathleen Guezzi | A7
Ferris State University
- Mariah Hockin | Nursing Pool
Northwestern Michigan College
- Annette Bucci | C4
- Joan Buchanan | B3
- Sara Coker | A3
- Lee Elston | PACU
- Shannon Moegeenberg | ED
- Erin Robinson | B3

Northern Michigan College
- Sarah Rousseau | Lab
- Leslie Casperson | Nursing Supervisor
- Sara Taylor | C1M
- Angela Thiel | A7
- Ethel Vandenberg | D4
- Cheryl Waisman | D4

What is the Preceptor's Role?

“Precepting gives the preceptee consistency of instruction and direction for the new job they are learning. The preceptor acts as a cheerleader offering encouragement along the way as new skills are acquired. The preceptor also is a resource person for support and direction long after the orientation has been completed.”
Cheryl Barnes, BSN, CMSRN | ARTC

“Precepting new staff allows me to help acclimate them to the floor, improve their critical thinking skills, and enhance their professional development in a friendly and safe environment. I help ensure that new staff members are trained to high standards of care. I safeguard their acceptance from other staff members by helping to create relationships. Precepting allows for supervised independence during a time that can be very challenging for new hires, while still maintaining patient safety and providing quality care.”
Jennifer Busick, RN, CMSRN | B3

“As a preceptor, I act as a role model to nurses who are both new and established in their roles. I provide positive influences and help bridge newly acquired knowledge into realistic, clinical practice. I believe my professional role is to assist in the long-term journey by mentoring the new graduate nurse in their professional development and in maturing as a person. I provide tools to organize, prioritize, and cope. While a preceptor at Providence Hospital, in Southfield, Mich., I oriented and was preceptor to many nurses who moved to higher levels of care in ICU, OR, etc. One RN quickly advanced, became a nurse manager, assistant CEO, and now holds the position of Nursing CEO at an out-of-state hospital. For 28 years, I have received a card during Nurses Week from her, stating, ‘I will never forget what you’ve done for me – you are my role model.’ Knowing I made a difference and touched this nurse is what I believe is the concept of nursing! I am inspired by new nurses and their ‘sponge-like’ minds, wanting and needing knowledge, information, and ‘survival’ techniques. I try to instill all I believe and know. I learn from them, too – it keeps me young and inspired!”
Catherine Stauber, BSN, RN, CMSRN | Resource Clinician A4/C2
"As a critical and acute care preceptor, I find a lot of satisfaction in training nurses to expand their knowledge base and skill set. I believe it is vitally important that we pass along our dedication to patients, wisdom, and skill in order to mold the most professionally and personally invested nurses. In so doing, we assure that our future patients will have the highest quality care. I find precepting strengthens my practice by requiring me to stay abreast of all things new in health care. Solid precepting ensures that nurses have the resources and support required to form careers devoted to quality nursing."
   Lindsay Vasquez, RN CCRN | A2

"The significance of precepting is helping to create the confidence within someone who is learning their new position and seeing that mature when they are ready to be independent. To see someone grow and think they developed their role as a result of being with me is rewarding. Guiding new hires has taught and made me be more aware of the increased value of my own nursing profession to our unit and organization."
   Julie Johnson, BSN, RN | PACU

"My goal for precepting in the Neonatal ICU is to blend knowledge, professional skills, and interpersonal relationships. Creating the process for achieving these goals establishes a functional trust in orientation and provides the new staff member with a learning environment. The art to achieving the goal is the passion demonstrated when performing my role as preceptor and acknowledging the growth between both myself and the new orientee."
   Mary Bonner, BSN, RNC-NIC | NICU

"As preceptor, one has the opportunity to introduce the orientee not only to specific procedural requirements but also the tempo and flow of the unit as well. It is a rewarding experience to teach and nurture a new hire and then work side by side with them as they continue to develop their skills as a nurse."
   Beth Fenchel, RN | NICU

"The process of teaching another nurse always gives me opportunities to learn more about my own practice as well as sharing skills and knowledge with another. I feel that precepting is an art and I am a better nurse because of it."
   Annie Hautala, BSN, RNC-NIC | NICU

"I think precepting new nurses helps us to remember where we started and how far we’ve come in our own nursing careers. We can impart the wisdom that seasoned nurses once gave us and know that someday these new nurses will become the guiding force that leads the next generation. It can be a beautiful process."
   Heather Sedgwick, BSN, RNC-OB | Maternity

"Florence Nightingale the founder of modern nursing, whom I admire, created her education model for nursing with preceptorship in mind (Omansky, 2010). I have found that there are many benefits to preceptorship such as, helping new nurses transition into a new role, passing on valuable knowledge that experience gives not textbooks, and preceptorship gives the preceptor a chance to see nursing from fresh eyes. It is a learning experience that promotes growth for both the experienced nurse and the new nurse. The preceptor/mentor role is a valuable tool used in nursing that encourages relationships and critical thinking skills (Omansky, 2010)."
   Nichole Kelenske, BSN, RN-BC PM | A7


How does continuing education help you educate others?

"I am currently in education and I have been able to better educate my patients. I will be able to provide better education to both my peers and my patients."
   Jill Doan, RN | B3S

"It has made me more aware of the need for increasing/continuing education or our patients. Patients are receiving advanced education/care from me."
   Holly Hinds, RN | A7

"Continuing my education has allowed me to expand my nursing knowledge, strengthened my understanding of nursing theory and improve my assessment skills. More education has resulted in a greater understanding of various physiologic processes affecting my patient, thus I am better equipped to educate my patient, as well as provide any necessary interventional care using evidence based practice."
   James Walker, RN | Critical Care Internship Program

"With topics I have learned using evidence based practice, I feel more knowledgeable when educating."
   Bill Winowiecki, RN | Nursing Pool

"I am much more aware of the state of health care, being more conscious of efficiency, and learning how to teach nursing to help the next generation of nurses."
   Erin Kibbey, BSN, CCRN | A2

"I have increased knowledge and skills to educate other health care providers, patients, and families. Patients are receiving advanced knowledge and education about their health."
   Angela Feinman, MSN-Ed, CMSRN | B3S