

THE LAMP

PASSING THE TORCH: YEAR OF THE NURSE EDUCATOR

Pg. 12

 **St. Elizabeth**
SCHOOL OF NURSING
Division of Franciscan Health

THE WORLD NEEDS MORE NURSES

Solving the global shortage of
quality caregivers
Pg. 20

FLORENCE NIGHTINGALE: THE LADY WITH THE LAMP

What future nursing school
graduates can expect
Pg. 6



LETTER from the DIRECTOR

To Readers of *The Lamp*,

In a pleasant coincidence that some may call fate, the National League for Nursing has named 2022 the Year of the Nurse Educator—just as we at St. Elizabeth School of Nursing continue to celebrate our 125th year as an institution devoted to nursing education.

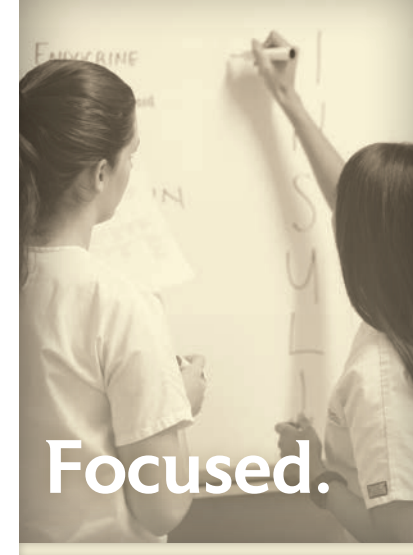
This issue stands as our tribute to the Year of the Nurse Educator, both for St. Elizabeth School of Nursing's proud pedigree as well as for nurse educators everywhere. This role is one of the most critical in all of healthcare but also one of the most often overlooked.

The stories written in these pages aim to remedy that oversight. In "Lady with the Lamp," you'll find a retelling of Florence Nightingale's accomplishments in nursing education and how this exceptional individual revolutionized the world's approach to training competent nurses. Then, in "Passing the Torch: The Year of the Nurse Educator," you'll discover the bigger picture of how nursing education institutions have evolved in the United States, and you'll get a look at some of the bigger figures who helped shape its trajectory. Finally, in "The World Needs More Nurses," you'll learn how recruiting more nurse educators is the key to inoculating our society against a shortage of qualified caregivers.

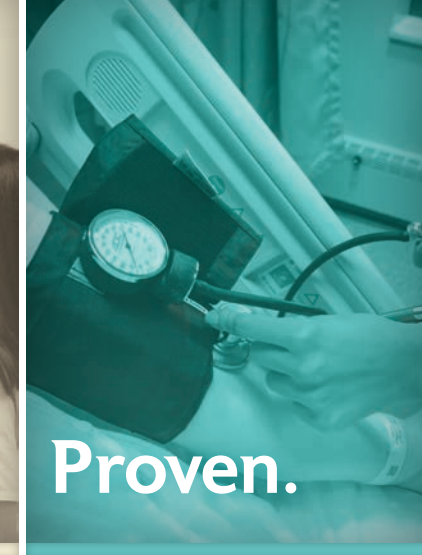
Undoubtedly, you'll notice a common theme shared among these three editorials: an idea that we've dubbed "The Call Beyond the Call." This notion speaks to the need for experienced nurses to step up and step into the role of nurse educators, so they may pass their hard-won knowledge to nursing's next generation. As we know, *The Lamp* reaches St. Elizabeth alumni who have accumulated decades of experience and skill, so we hope this issue will inspire some of you to consider passing down your expertise through the classroom. As one of this issue's stories states: The world needs nurses like never before, but for that to happen, it first needs more qualified nurse educators. And who, I ask, is more qualified to pass along the gift of care than an experienced alum of St. Elizabeth School of Nursing?

Sincerely,

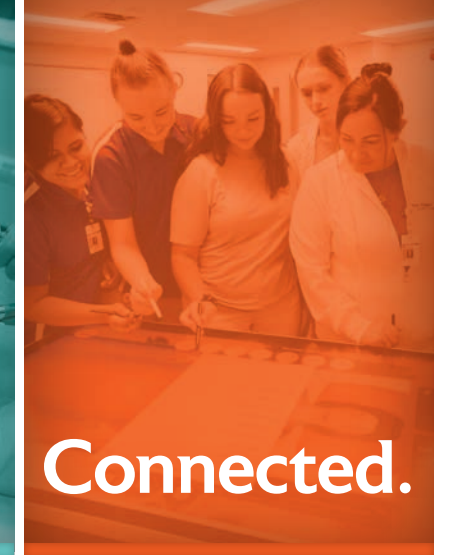
Michelle L. Gerrety, EdD, MSN, RN
St. Elizabeth School of Nursing Director



Focused.



Proven.



Connected.

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In memoriam of our alumni who walked in Christ's healing footsteps. Well done, good and faithful servants.

Adelaide King
Passed August 2021
1945 Graduate

Judith Gudeman
Passed December 2021
1954 Graduate

David Dobbin
Passed January 2022
2013 Graduate

Dara Snip Oliver
Passed March 2022
2009 Graduate

Virginia Klinker
Passed April 2022
1975 Graduate

Loretta Sanders
Passed July 2021
1945 Graduate

Helena Castleberry
Passed March 2021
1989 Graduate

Susie Hoenigman Castor
Passed January 2022
1966 Graduate



Brought to you by:

St. Elizabeth School of Nursing is where ordinary people become extraordinary nurses. For 125 years, we have focused on just one thing—nursing. Our holistic curriculum offers hands-on learning experiences. Small classes foster personal connections. Graduates leave primed for their aspired career—the career that, perhaps, chose them.

Michelle Gerrety
St. Elizabeth School of Nursing Director
Lisa Decker
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Franciscan Health
Jennifer Eberly
Director of Development, Franciscan Health Foundation

ALUMNI ADVISORY

CONGRATULATIONS, GRADS!

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Interested in serving on our Alumni Advisory Board of Directors?
 Contact **Jennifer Eberly** at 765-423-6812 for more information.
The Advisory Board currently meets 3-4 times per year.

DECEMBER 2021



Cheyenne Akard



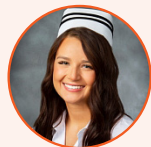
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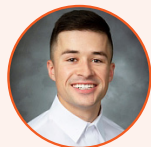
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MAY 2022



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JULY 2022



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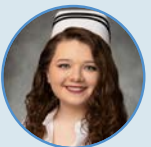
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Hadley Coffing



Sidney Roudebush



Taylar Hanson



Chandelle Valdizon



Celiase Martinez



Carla Onken



Zurisadai Perez Cortes

THE LADY WITH THE LAMP

CELEBRATING FLORENCE NIGHTINGALE'S CONTRIBUTIONS TO NURSING EDUCATION

In 2020, the world celebrated Florence Nightingale's contributions to nursing as part of the Year of the Nurse. Two years later, 2022 has been declared the Year of the Nurse Educator, and, once again, we honor Nightingale's monumental contributions to the field.

Although better known as an icon of nursing in general, Nightingale's long career saw her make the shift from practicing nurse to nurse educator. Her writings, methods and principles helped forever redefine the way the world trained new nurses. Her work is one of the great cornerstones that St. Elizabeth School of Nursing continues to build upon today.

Please enjoy this brief overview of Florence Nightingale's life and career. Her story is an inspiration to anyone looking to make an impact on the world as a nurse or nurse educator.

BEFORE THE CALL

Nightingale wanted to be a nurse from a young age but heeding this call was a different story in her time. In the aristocratic heart of England's Victorian era, nursing was seen as a low-status profession, but Nightingale belonged to a wealthy, upper-class family.

In her early adulthood, Nightingale caught the eye of a respected politician: Lord Richard Monckton Milnes, the Baron of Great Houghton. Nightingale's friends, family and social circle placed enormous pressure on her to accept the baron's marriage proposal and act in the role of a statesman's wife. It was a role that many women living in the time period would have dreamt of having, but for Nightingale, it simply wouldn't do. **She'd heard the call to nursing, and she refused to ignore it. Instead, she rejected the proposal and set out to pursue her own path.**

FLORENCE NIGHTINGALE THE NURSE

With nursing education options scarce in England at the time, Nightingale traveled to Germany for formal training. Afterwards, she returned home and began work as a nurse in a London hospital. Just one year later, in 1854, Nightingale volunteered to serve as a nurse in Crimea, where England was engaged in a war against Russian forces.

Nightingale was shocked by what she witnessed at the English-occupied hospital in Crimea. Sick and wounded soldiers overwhelmed the facility's small staff. The building's plumbing system was nonfunctional with rarely-changed chamber pots serving as its replacement. Instead of proper hospital beds, mattresses were strewn across the building's filthy floors, their sheets allowed to go uncleaned and their insides riddled with lice. Amputations were performed out in the open while other patients looked on in horror.

With an eye for detail that balanced human compassion with clinical reality, Nightingale compiled intricate reports on the hospital's conditions, smashing through layers of bureaucracy to demand better treatment for her patients. Her superiors heard her demands, and soon, Nightingale was overseeing an entire overhaul of the Crimean hospital, including its operational policies and sanitation practices.

Nightingale had a gift for navigating the limitations that were placed on women at the time. In one particular feat of boldness, she broke the convention of nurses leaving soldiers' bedsides by nightfall, preferring to patrol the hospital with a lantern to ensure no patient suffered through the night. **This practice earned her the famous nickname, "The Lady with the Lamp."**

As survival rates skyrocketed at the hospital, Nightingale quickly accrued a reputation both as a shrewd administrator and a compassionate healer. Back in Britain, word spread of the "Lady with the Lamp" who was reforming healthcare on the frontlines of Crimea to astounding effect.

A drawing of the stately Nightingale with her iconic lantern was circulated in newspapers alongside reports of her accomplishments, and people from all of London's social classes fell in love with her story.

FLORENCE NIGHTINGALE THE NURSE EDUCATOR

England greeted Nightingale as a celebrity upon her return from Crimea. She quickly put her newfound status and adoration to good use, petitioning the government to implement further reform in the military's healthcare system. She also applied for a grant to open her own nursing school, and she was met with enthusiastic approval. Now Nightingale was able to imprint all she had learned in Crimea upon fresh and eager minds.

The quality of education that Nightingale's school offered set a new standard in the field. Nightingale also used her experiences in Crimea as the basis for her instructional book, *Notes on Nursing*, published in 1859. The ripples of this book are still felt today in modern nursing education, and rest assured that a copy can be found in St. Elizabeth's School of Nursing library.

Aside from the vast amount of practical advice contained in its pages, *Notes on Nursing's* portrayal of nursing as a science and a craft forever changed how the profession was perceived. Almost single-handedly, Nightingale had legitimized nursing in the eyes of the world.

Nightingale's story is so incredible for several reasons. When she first heard the call to nursing, Nightingale answered it despite overwhelming pushback from society. Then, after she had already accomplished more within the profession than anyone thus far, she answered the call beyond the call and became a nurse educator for the next generation.

Nightingale's legacy is an example we hold dear at St. Elizabeth School of Nursing, and we believe comparable figures will arise from the quality of nursing education we deliver within our walls.

Florence Nightingale and her book *Notes on Nursing*

"THE MOST IMPORTANT PRACTICAL LESSON THAT CAN BE GIVEN TO NURSES IS TO TEACH THEM WHAT TO OBSERVE, HOW TO OBSERVE, WHAT SYMPTOMS INDICATE IMPROVEMENT, WHAT THE REVERSE, WHICH ARE OF IMPORTANCE, WHICH ARE OF NONE, WHICH ARE THE EVIDENCE OF NEGLIGENCE, AND OF WHAT KIND OF NEGLIGENCE."

- FLORENCE NIGHTINGALE, *NOTES ON NURSING*

JOIN US FOR OUR

ANNUAL ALUMNI LUNCHEON

AND 125TH ANNIVERSARY CELEBRATION

Saturday, October 15, 2022

ALUMNI LUNCHEON

12:00 P.M. – 2:00 P.M.

**125TH ANNIVERSARY
OPEN HOUSE**

2:00 P.M. – 4:30 P.M.



St. Elizabeth School of Nursing
1501 Hartford Street, Lafayette, IN

RSVP

Please RSVP by **October 10**

by filling out and returning the enclosed remittance card or by contacting **Cindy Benner** at cindy.benner@franciscanalliance.org or (765) 423-6810.

STUDENT SPOTLIGHT

CARLA ONKEN

Carla Onken was a non-traditional student at St. Elizabeth School of Nursing, already having received her Master of Education degree and achieved a successful career in the teaching field. After her children moved out of the house, Carla decided the time was right to pursue her dream of becoming a nurse. She graduated in July of this year.



Why did you want to become a nurse?

I had a great experience in the hospital when I delivered my children. The nurses and healthcare providers were wonderful. That was what got me on the road to healthcare. It took a while, but once the kids were out of the house, I took the opportunity to go back to school for a nursing degree.

Why did you choose St. Elizabeth School of Nursing?

I looked at all the institutions in my area and decided that St. Elizabeth was the best fit for me. I met with Anita Reed in admissions and had a great talk with her. I liked the facility, and the fact that all my classes transferred was a huge plus.

What was your favorite memory from nursing school?

I think overall it was the group work. Working independently with classmates, getting to know them better and forging stronger bonds—that's always nice. In lectures and clinicals, you don't really get the opportunity to talk and get to know each other, but when you're put into groups to manage your own projects, that's when you really make those special memories with your classmates.

What was the toughest part about nursing school?

The exams. You need to have an eighty percent or above to pass your class, and if you're just hovering at that seventy-nine percent mark in the middle of the term and there's a big exam ahead of you, that's a lot of pressure to do well.

What are you doing now that you have graduated?

I was offered a job at Franciscan Health Lafayette East in labor and delivery. Like I said, delivering my children was the catalyst that eventually brought me to St. Elizabeth, so it's great that I'm starting my new career in the exact area of nursing I wanted.

Why does that area of nursing interest you?

Newborns are so innocent. They're usually born in good health. It's a moment when people are happy to be at the hospital. It's just such a positive experience for everyone involved.

What advice would you give to new students or someone who's thinking about going to nursing school?

It's not easy. You need to be dedicated to nursing. You need to make sure this is what you want to do and are willing to put in the effort to succeed.

What do you think about the educators at St. Elizabeth?

I served on the curriculum council for St. Elizabeth, and I like that whenever students bring input to a meeting, the faculty are extremely receptive. More than once, I've seen students bring suggestions to meetings that faculty implemented that same week. You don't usually see that level of willingness to work with students in other institutions.



ALUMNI SPOTLIGHT

Barb Parsons
Class of July 1975

Barbara Gapen Parsons graduated from St. Elizabeth School of Nursing in 1975. In 2017—after many years of service in the field—she received a Daisy Award which recognizes extraordinary nurses. Now retired, Barb looks back on her nursing career with pride as she continues to be a compassionate caregiver to members of her family.

Why did you want to become a nurse?

Back in the day when I was in high school, the main jobs for women were schoolteacher, secretary or nurse. Of those three, nursing really spoke to me the most, so that's what I chose.

Why did you choose St. Elizabeth School of Nursing?

I learn best by doing. Of course, you need the bookwork side of things too, but the hands-on aspect of St. Elizabeth was what really stood out to me. Also, the tuition was affordable, and it was close enough to home to be convenient.

What fond memories do you have from your time as a student at St. Elizabeth?

We were still in the old dorms back then with that old elevator—a lot of history there! I remember we learned a way to sneak out using the elevator. The ladies who checked you out couldn't hear very well, so we'd use the elevator to get down to the basement then go up the stairs to sneak past them. I also remember we had just one payphone per floor, and there was always a long line to use it. Then sometimes it would ring late at night and the opposite would happen: nobody wanted to get out of bed to answer the phone!

What advice would you give prospective St. Elizabeth students?

Get some extra experience on the floors as a student nurse. Get active on councils and give feedback to educators. Take responsibility for your own education and future.

If you hadn't been a nurse, what would you have been?

A veterinarian. You couldn't be a woman and get into vet school at the time I was going into college. If that path had been open to me, I probably would have chose that as my career. I love animals big and small and care about wildlife. Funny enough, I ended up marrying a farmer and cared for a lot of animals anyway.

What did you like most about being a nurse?

I liked my area. I was a good ICU nurse. I liked having pulmonary cardiology patients, renal patients, dialysis patients—I liked the variety, and I liked bonding with families in their time of need.



FACULTY SPOTLIGHT

Anita Reed, MSN, RN

Nursing Admissions Officer,
Department Chair, Community Health Practice,
Associate Professor Nursing

A cornerstone of the institution, Anita Reed has been a member of the St. Elizabeth School of Nursing faculty for 31 years. She first graduated from Ball State University School of Nursing in November 1976 and went on to get her master's degree in Community Family Health from Valparaiso University in 1995. She will be retiring from St. Elizabeth this December, leaving behind a legacy of impact that will never be forgotten.

Why did you first decide to pursue nursing?

I was a little girl who liked dolls and taking care of people. I was always sticking bandages on my friends. I just knew from the age of three that nursing was exactly what I wanted to do.

What does your past work experience in nursing look like?

At first, I worked nights of course, as all new grads do. I worked at Jasper County Hospital from 1976 to 1978. Across the street was a family clinic, and I ended up working there next for over 11 years. After that, I was a school nurse with all the ups and downs that come from dealing with parents. It was great hours. I got to work at the same school as my own kids, but after two years, I was ready for a change. That's when I moved on to working as a nursing educator.

What do you teach at St. Elizabeth?

I teach fundamentals—the first two fundamental nursing courses for new nursing students. Vital signs, transferring, medication, head-to-toe assessments and so on. Nutrition and growth and development are topics I lecture on. I also teach a community and family health promotion course for third-year students. Aside from teaching, I also do admissions and recruiting for St. Elizabeth.

What advice would you give to a new nursing student?

Jump right in. Get all the experience you can get. I always tell new students that it's great to have a part-time healthcare job while you're in school so you get involved as much as possible. Not a lot of hours, but enough to immerse yourself in this world and become familiar with using medical terminology. When you do that, it's just all the more experience you gain.

What do you think the future holds for nursing and nursing education? What types of trends do you think we'll see?

The calling card of our program at St. Elizabeth is hands-on experience and clinical hours right from the first semester. I think that's the trend we'll see in nursing education overall as time goes on. The hands-on experience that our students receive is highly sought after by employers. They love that our grads can hit the ground running.

What makes you proud as a nurse educator? What moments stand out from your career?

I just love seeing the light bulbs going off when a student finally "gets it." It might be the student is performing a hands-on procedure and they look at me, knowing they contaminated their scalpel, and I say "try again." And then you see a big smile come across their face as they fix their mistake and do it correctly and say, "I got it!" Those moments of students improving and being successful and building confidence are so special.

You're retiring in December of this year. How do you plan to spend your newly found free time?

My husband and I have big plans. We've bought a new truck and camper, and we are driving to Arizona to camp and make little day trips from one area to the next. We plan on doing that for a whole month—if the wildfires in that state don't take over first!

PASSING THE TORCH:

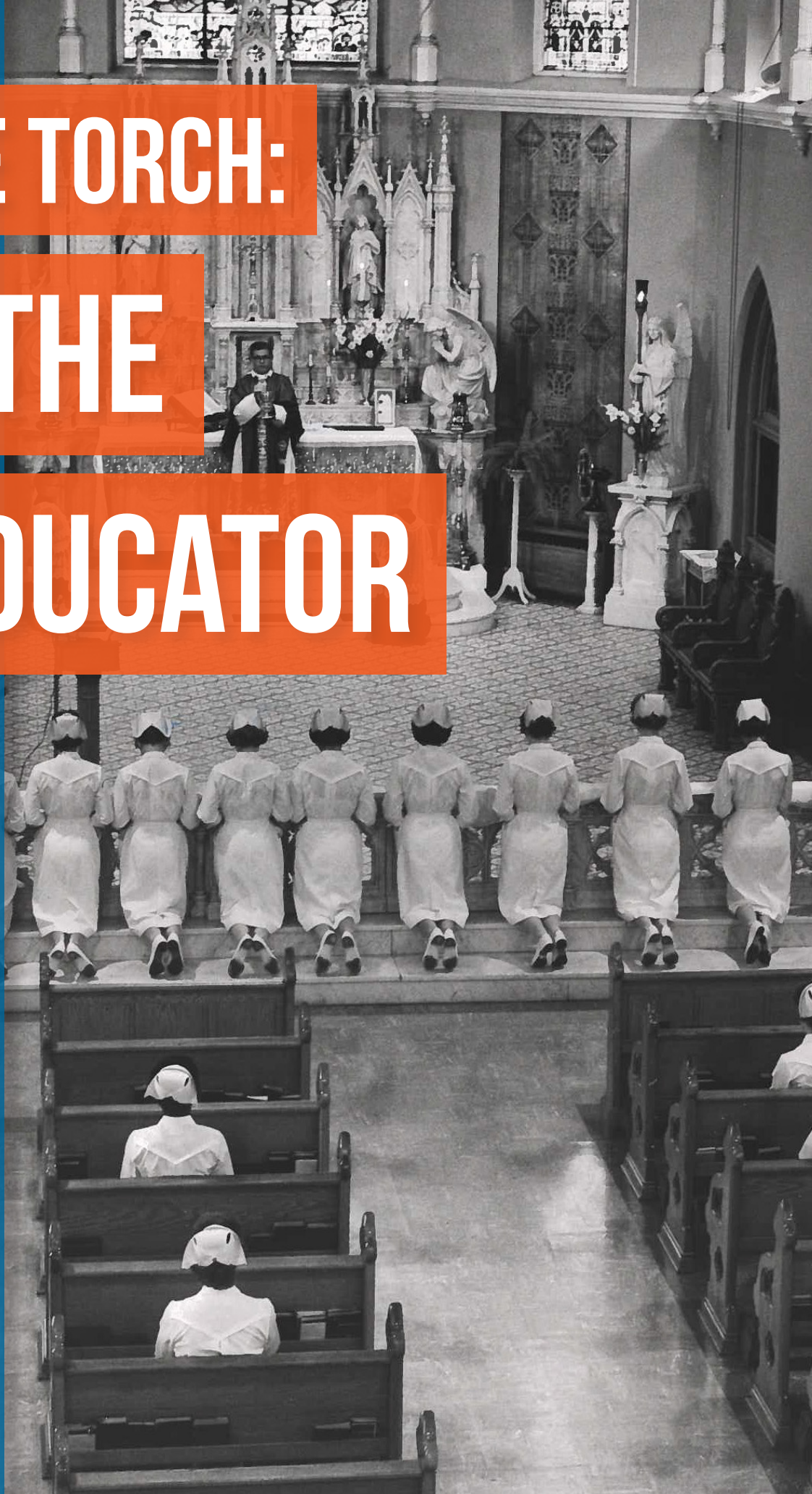
YEAR OF THE

NURSE EDUCATOR

The National League for Nursing (NLN) has declared 2022 the Year of the Nurse Educator, stating: “Frontline healthcare workers have been deservedly heralded as heroes during the nearly two-year battle against COVID-19 while, less visibly, nurse educators have made it possible for nurses to deliver everything from lifesaving emergency services to end-of-life care.”

The NLN’s statement really captures the importance of the nurse educator role. Likewise, at St. Elizabeth School of Nursing, we often talk about “answering the call,” or setting out on the journey to become a skilled nurse. But who makes that journey possible? When a compassionate soul is summoned to this sacred line of work, who’s the operator answering the phone to connect them to their calling? The answer, of course, is none other than the nurse educator: the bridge between nursing student and healthcare expert.

The history of nursing education is as rich and textured as the profession itself. Looking back on the field’s notable developments, institutions and overall spirit of progress, it’s clear that nurse educators make compassionate care possible.



EARLY NURSING EDUCATION IN THE UNITED STATES

In large part, the Civil War highlighted the need for formalized nursing education and public practice—especially for women. Before that, women were mostly relegated to the role of private nurses. These private practice professionals would be trained by years of experience taking care of family members rather than by official institutions.

The Civil War, however, revealed a dire need for more assistance in the medical profession. Serendipitously, Florence Nightingale had recently risen to fame in England, imprinting the public with a new perception of women in the role as capable professionals.

More ripples of Nightingale’s work reached America’s shores in 1872 when the New England Hospital for Women and Children opened a formal nurse training program that shared similar principles to the ones Nightingale had established. Just one year later, Nightingale’s principles would be wielded more directly by three “Nightingale schools” opening across the country: the New York Training School at Bellevue Hospital, the Connecticut Training School at New Haven Hospital and the Boston Training School at Massachusetts General Hospital.

These programs proved popular, and their success would bring waves of new nursing schools opening across the country. One notable example was St. Elizabeth School of Nursing, which was opened by the Sisters of Perpetual Adoration in 1897.

NEW STANDARDS FOR NURSING EDUCATION

In the early days of nursing education, two distinctly different approaches clashed. One school of thought proposed that hospitals should train their own nurses to suit each facility’s unique needs and standards. This approach, however, required nurses to be bound to the hospital that trained them for their entire careers. If they did change hospitals, they would find that their training didn’t prepare them for their new facility.

The notion of working your entire career at a single hospital was not uncommon in this era. Travel was difficult, and people generally stayed in the communities they grew up in. Even St. Elizabeth originated as a school to train members of the Sisters of St. Francis order, specifically.

Still, another school of thought concerning the structure of nursing education—the paradigm presented by Florence Nightingale and her contemporaries—suggested that nursing schools should be their own separate institutions striving toward universal standards of practice. This would allow nurses to go where they were needed (such as field hospitals in times of war) and meet widespread expectations. In the end, Nightingale’s education structure won out and, as the profession matured, organizations were formed to establish universal standards.

In 1893, The American Society of Superintendents of Training Schools for Nurses was formed with the mission of standardizing nurse training, but it would take several decades until their proposed accreditation standards for nursing programs became mainstream. By then, in 1938, this organization had been rebranded to the name we all know and trust: The National League for Nursing.

CONTINUE READING ►►►

MAJOR MOVEMENTS IN NURSING EDUCATION



The Civil War begins, and soldier deaths from poor field hospital conditions reveal the need for more trained nurses.

A wave of “Nightingale schools” styled after Florence Nightingale’s principles begin opening in America with the New York Training School, the Connecticut Training School and the Boston Training School.



The American Society of Superintendents of Training Schools for Nurses is formed with the mission of standardizing nurse training. This organization would later become the National League for Nursing (NLN).

The first nursing doctorate program is created by the Teacher’s College of Columbia University.



1861

1872

1873

1881

1893

1897

1924

1930

The New England Hospital for Women and Children becomes America’s first institution for formal nurse training.



Atlanta’s Spelman College becomes the first school on record established to train African-American women as nurses.

The Sisters of Perpetual Adoration begin their nursing education ministry in Lafayette, Indiana, opening the institution that would eventually become St. Elizabeth School of Nursing.



Institutions around the country begin to accept the national accreditation standards proposed by the NLN.

HISTORY’S MOST NOTABLE NURSE EDUCATORS



Florence Nightingale (1820-1910)

Although most famous as the world’s first model nurse, Nightingale only practiced nursing directly in the field for less than three years. The rest of her legacy was devoted to the standards, training and principles of the profession. Learn more about her influence on nursing education in “The Lady With the Lamp” on page 6.



Lystra Eggert Gretter (1858-1951)

As a Canadian-born woman who eventually made her way to the United States, Gretter did a lot to carry the torch Nightingale had lit for the nursing profession. Among many other contributions, Gretter led the charge in shifting nursing education from a one-year apprenticeship model to the multi-year academic study we’re familiar with today. She also took direct inspiration from Nightingale to establish the “Nightingale Pledge,” an oath of ethics and conduct that many new nursing graduates still swear today.



Estelle Massey Osbourne (1901-1981)

Raised in a family with ten other siblings, Osbourne initially pursued a teaching career before hearing the call to become a nurse. Eventually, her two professional interests would merge into one when she earned her Master of Education and went on to become Harlem Hospital School of Nursing’s first Black instructor. She is remembered as one of modern nursing’s trailblazers and as a figure who helped combat racism in healthcare.



Margretta Madden Styles (1930-2005)

Fondly referred to as the “Mother of Nurse Credentialing,” Styles was a prolific writer and leader whose works helped reshape nursing on an institutional level. She received a doctorate in education from the University of Florida and used her experience as a nurse educator to push for new standards in nursing accreditation. Her impact was so great that every year on March 9—Dr. Styles’ birthday—we celebrate Certified Nurses Day to honor her life and accomplishments.

THE PRESENT AND FUTURE OF NURSING EDUCATION

As we reflect on the history of nursing education and all who contributed to its development, we also look forward to what the future holds. With our hands-on approach, cutting-edge technology and commitment to compassionate care, St. Elizabeth School of Nursing is preparing nurses for the needs of today and tomorrow alike.

Through the guidance and support of our nursing educators, alumni and donors, our school continues to provide the best possible education to our students. While our curriculum will undoubtedly change over the years to address new challenges in healthcare, our gratitude for those who support our ongoing mission will always be present. ● ● ●



SCHOLARSHIP SPOTLIGHT

Sharon Davis Haby Nursing Scholarship

In 1951, a seventeen-year-old from a small town in northern Indiana stepped off the bus to begin her path to becoming a St. Elizabeth graduate. Sharon was introduced to medicine by her grandfather, a veterinarian, by accompanying him on farm visits and assisting with various medical procedures. As the oldest of ten children, she was also caring for younger siblings while she herself was still very young. This stirred her passion for helping others, and that same spirit has continued all her life.

Sharon loved her time at St. Elizabeth School of Nursing, appreciating the wisdom and instruction of the nuns while making several lifelong friendships with fellow students. Meeting her future husband at a St. Elizabeth dance was an obvious highlight of her time at nursing school. Richard Haby, a young man pursuing a master's degree in agriculture at Purdue University, became her husband just weeks before her graduation, and they were married for over 65 years. Although she served as a private-duty nurse in different settings, Sharon spent the majority of her life helping her husband in business and caring for their six children and 25 grandchildren. Always focused on others, Sharon is a nurse at heart and has helped many friends, family and neighbors through her nursing care and wisdom.

By establishing the Sharon Davis Haby Nursing Scholarship, she will also be helping the next generation of St. Elizabeth student. Thank you, Sharon and family!



Sharon Davis Haby and scholarship recipient Samantha Morganflash

Scholarship Recipients 2022-2023

Alexandra Laine Wickes Scholarship:
Whitney Marsh and Karissa Springer

Betty Jean Lowery Nursing Scholarship:
Casandra Mitchell, Samantha Morganflash and Jordyn Satchell

Betty McCay Schober Memorial Scholarship:
Charlize Rice

Brenda Murray Memorial Scholarship:
Jessica Lowery, Whitney Marsh and Chelsea Nern

Candy Genda Nursing Scholarship:
Cassandra Foust

Capt. Sally Watlington School of Nursing Scholarship:
Cassandra Foust, Madilene Kilby and Maquenzie Schultz

Cheryl Ransom Nursing Scholarship:
Katelyn Huffman

Gertrude Loeb Rosen Nursing Scholarship:
Kyanna Dyer and Pamela Macias Valencia

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All gifts made to St. Elizabeth School of Nursing allow us to continue Christ's healing ministry and make a lasting impact in the lives of our students.

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THE WORLD NEEDS MORE NURSES

Solving the global shortage of quality caregivers

There are approximately 28 million nurses in the world, and it's not nearly enough. With aging populations needing care just as a large chunk of the nursing workforce heads into retirement, the global healthcare system is moving toward a full-blown crisis if more nurses can't be found in time.

Even as rates of infection and death from COVID-19 continue to stabilize, the aftershocks of the pandemic continue to threaten the world's quality of healthcare. One such tremor to the system lies in the rate of registered nurses leaving the profession. According to a survey conducted in September 2021 by the American Association of Critical-Care Nurses, 66% of respondents were considering quitting nursing due to working conditions brought on by COVID-19. Another nursing poll conducted by Morning Consult revealed that a third of respondents were intent on leaving the profession by the end of 2022.

To combat the resulting waves of unfilled positions, many hospitals have resorted to contracting travel nurses at pay rates more than triple those of staff members in permanent positions. This move may have been necessary to maintain standards of care

during the shortage, but the continuing disparity in compensation has left a bad taste in the mouths of many loyal, long-term nurses.

For more insight into the conditions nurses endured at the peak of the pandemic, see "COVID-19: The Formidable Foe" in *The Lamp*, Issue No. 2.



PROBLEM YEARS IN THE MAKING

In a sense, travel nurses earning so much more than their stationary counterparts in the United States is an issue not too dissimilar from one that has impacted the global nurse supply long before the COVID-19 pandemic.

In poorer areas of the world like Southeastern Asia and Eastern Europe, healthcare workers who achieve a level of training on par with international standards are faced with a difficult decision. Work visas in the healthcare field are plentiful and easily acquired—even here at home, the Indiana legislature recently approved a bill that simplified licensing to graduates of foreign nursing schools. Furthermore, wages for foreign nurses who move to the U.S. far exceed the wages that nurses receive in developing nations. This creates a "brain drain" effect on the healthcare ecosystems



THE CALL BEYOND THE CALL

Solutions to the shortage can be found by addressing the problem at its source. A 2019 study by the American Association of Colleges of Nursing (AACN) showed that limited class capacity due to a lack of instructors resulted in more than 75,000 qualified applicants being rejected from nursing schools in that year alone. The takeaway from this statistic is simple: for the world to have an adequate supply of nurses, it first needs more nurse educators.

In these times of healthcare scarcity, St. Elizabeth School of Nursing is proud to play a part in educating highly-qualified nurses. We're honored by our excellent faculty and staff, our students and our alumni. And it is the last group, in particular, that we hope will consider the following message.

Once, years ago, you heard the call to nursing and answered it in stride. You have most likely been working ever since, doing noble work for those in need. If you ever feel like your time in this role is coming to an end, perhaps you'll consider becoming qualified as a nurse educator in the future.

Ask any member of the St. Elizabeth faculty and they'll tell you: the work you'll do as a nurse educator can be some of the most fulfilling time you've ever put into a profession. Working with newcomers to nursing will teach you things you never knew about the medical field, people in general and—most of all—yourself.

Not everybody has the temperament for teaching but, dispositions aside, nobody is better equipped to become an impactful nurse educator than an experienced professional from St. Elizabeth School of Nursing stock.

We hope you consider the classroom as a potential next chapter in your healthcare career. The world needs people like you and—who knows—maybe the halls of St. Elizabeth itself will be in need of new faculty by the time you've attained the necessary teaching credentials. One never knows what the future holds. ● ● ●

of these countries as the most accredited nurses leave home for better wages elsewhere, negatively impacting the quality of healthcare in the country being "drained."

THE BRIGHT SIDE OF SUPPLY AND DEMAND

There's a silver lining to this situation. More demand for nurses means that nurses, in return, can ask more from their employers. A survey conducted in late 2021 revealed a significant increase in the median salaries of nurses polled. Money isn't everything, of course, but it can certainly add an incentive to push through challenging times.

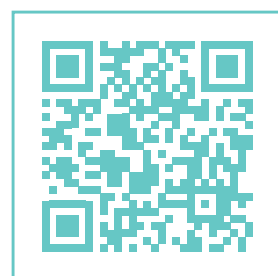
Skilled nurses also have more opportunities around the world than ever before. It's not much exaggeration to say that, in the current climate, a qualified and experienced nurse can find well-paying work nearly anywhere they want it. Whether a nurse wishes to live in sunny Florida, the heart of New York or even overseas in an exotic locale—there's almost certainly an institution in the area with positions to fill. And with a **projected 13 million new nurses needed in the global workforce by 2030**, this demand is unlikely to change anytime soon.



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St. Elizabeth School of Nursing Alumni **Class Notes**

WHERE HAS YOUR NURSING CAREER TAKEN YOU?

Let us know where you've been and what you've been up to.

Do you have an accomplishment or milestone—personal or professional—that you want to share with your fellow St. Elizabeth School of Nursing alumni? Scan the QR code below or visit bit.ly/steson-alumni to access our Class Notes submission form.

Submissions will be featured in future issues of *The Lamp*.



SCAN HERE



To submit information by phone, please contact Jennifer Eberly at (765) 423-6812.

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If you are willing to share your old St. Elizabeth School of Nursing uniform or memorabilia, please contact **Jennifer Eberly** at (765) 423-6812. Items will be returned to you after the event.





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