

CNSA-SDSU CHAPTER

VITAL SIGNS

SPRING 2015, ISSUE NO. 2

Anticipated changes in the SDSU Nursing Program

Dr. Greiner updates students on current events for the SDSU nursing program

New Board of Directors!

Final thank you and goobies from the former board of directors

NSNA Convention Highlights

Cultural Awareness

Why its imperative for California nurses to be culturally competent

April Poll

Students share their Nursing School Pearls of Wisdom. Find out if yours was featured in this issue!





SDSU-CNSA Board of Directors '14 – '15

A Message from former Communications Director, Aimee Deleon

So here we have it – the wrap up to what has been an unbelievable year for SDSU-CNSA. We have grown tremendously together as a professional organization throughout the year, and none of the amazing things we have achieved could have been done without the unequivocal support and dedication of our SDSU-CNSA members! It has been a memorable year where each of the directors dared to dream bigger and manifested each of these dreams to produce astounding opportunities of growth, exposure, leadership, and long-lasting memories for all of the nursing

students to look back on an smile at in the future days to come.

We have come a long way with new changes to the organization implemented throughout the year. The SDSU-CNSA student run website was launched this year as a communication tool between the board of directors and the CNSA members to keep up to date on current events, sign up for committees and opportunities to earn cord points, and discover resources such as where to buy your scrubs, badges, scholarship opportunities, or tutoring appointments.

In addition, new events were implemented throughout the year by the different committees that were both prosperous and beneficial to our students in numerous ways. As an organization we provided **opportunities of educational and professional growth** for the nursing students, which included resume and portfolio workshops, medication administration workshops, exposure to guest speakers such as Professor Concilio on interpreting lab values, a panel of professional nurses exposing the different avenues of nursing, and the author, Brenda Brozek, who gave an informative talk on how to become a marketable employee in today's job market.

This year we have also **given back to our communities** through health walks such as Relay for Life, Light the Night, and the Heart Walk. Nursing students also went out into the communities to assist in health screenings, gain exposure to holistic medicine at Integrative Health Nights at local public schools, and reach out the younger generations about the profession of nursing with Breakthrough to Nursing.

It has been a very prosperous year and the board of directors of 2014 – 2015 put in their hearts, souls, and passion of nursing into our school chapter in order to promote unity, leadership, professionalism, and positive images of nursing. Our school's chapter of

CNSA has undergone tremendous growth and none of it could have been achieved without YOU. Now that it is the end of our term, we would like to say **thank you** for all that you have done. Thank you for your support, your commitment, your enthusiasm, the unforgettable memories, and all of your contributions to the organization. Each member has impacted the success of the organization.

**Together we have
inspired change, and
together we have made
a difference.**

As we turn our positions over, we welcome the new board to continue upholding our school chapter's organization and wish them continued success. It is going to be an exciting new year for CNSA with a brand new board of directors.

**Thank you for a memorable
year!**

**Sincerely,
Roanna Aimee Deleon**



SDSU School of Nursing Pertinent Updates

A note from SDSU SON program Director, Dr. Greiner

As we approach the end of the spring semester, I wanted to take this opportunity to update you all on the progress we are making and what will be happening during the summer and next academic year. The School of Nursing is approved by the California Board of Registered Nursing (BRN) and accredited by the Commission on Collegiate Nursing Education (CCNE). **The School will submit a self-study to the BRN this summer and will have a site visit on October 13 & 14, 2015.** The School will submit a self-study to CCNE during the fall semester and will host a site visit during the spring semester of 2016. During each of these site visits, the visitors

will want to meet with students to hear about your experiences in the educational process. While these are not meant to be gripe sessions, the visitors do want an honest appraisal of your educational experience. **For those of you who are graduating, please send Elena Jarin your new contact information.** CCNE now requires that we keep in touch with graduates over a five-year period after the date of graduation.

For the BRN, acceptance of our self-study and successful passing of the site visit should yield a five-year approval. For CCNE, a ten-year accreditation is possible. With both organizations, there may be areas

for improvement. If these are deemed serious enough, interim visits and/or reports may be required. I believe that our school will be in a very good position for these reports and visits. Continued accreditation and approval is our goal!

Next year marks the second round of direct admission to the School of Nursing and the progression of our

Our goal is to improve the quality of education and your educational experience here at SDSU.

freshmen students into nursing course is the sophomore year. (With the new curriculum we will no longer reference the semester the student is in, but rather refer to the year of study.) We

Continued...

will eventually have one White Coat Ceremony and one Graduation each year.

As we transition from one curriculum to the other,

we will transition to

admitting only in

the fall. The number of

external transfer

students will decrease,

and it will no longer

be possible to do an

internal transfer into

the nursing program.

These changes are being made

to support the CSU, university,

college, and school goals of graduation in four years



**I am continually impressed
with the quality of our
nursing students.**

of full-time study. We also have a mandate from the state to expand our capacity for the RN to BS nursing program.

I have requested support for an increased number of tenure track faculty. Our ratio of tenure track faculty to lecturer faculty is woefully low, which places an unfair burden of effort on the remaining tenured faculty. I am also seeking support for additional lab

staff. Our goal is to improve the quality of education and your educational experience here at SDSU.

I am continually impressed with the quality of our nursing students.

This summer, one of our current fourth semester students will be travelling to Atlanta, GA to do a summer internship at the Centers for Disease Control and Prevention (CDC). It is a high honor for this individual and for our nursing program to have her selected

for this internship. **We will also be hosting 17 students and three faculty members from our partner schools in Switzerland during the month of July.** If any of you will be in the San Diego area and want to be involved with these students, please contact **Elena Jarin** (mjarin@mail.sdsu.edu) to volunteer.

I wish you a positive end to this academic year!

Sincerely,

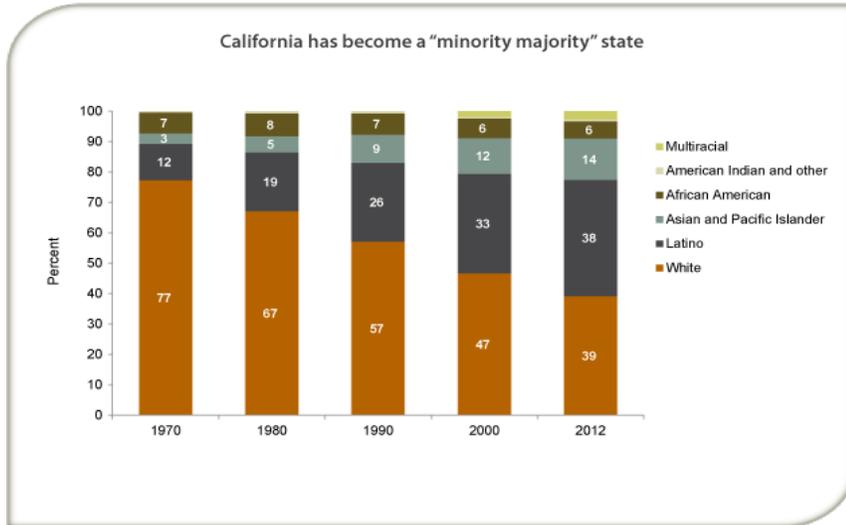
**Philip A. Greiner,
DNSc, RN**



Cultural Competence in the Delivery of Nursing Care

Written by: **Narisa Kanchana**

California has one of the most diverse populations in the United States. Its diversity is evident in that there is no ethnicity or race that constitutes a majority of the state's population. According to the United States Census Bureau, California ranks first in the nation for its foreign born population and fifth for the proportion of residents that are nonwhite. Since 1980, each group of minorities has doubled in percentage in California.



Sources: California Department of Finance 1970–2000; American Community Survey 2012.
From: Just the Facts: California's Population, PPIC, 2014.

With this growing percentage, the demographics of our patient population have changed drastically and evidence shows that there is a gap in in-patient care of minorities. With such of a high percentage of minorities in California, it is imperative **for nurses to be well versed in culturally competent practice.**

“Historically, people in racial/ethnic minority groups are more likely than non-Hispanic whites to be poor, to lack a high school education, and to experience disparities in health and health care services” (AHRQ Activities to Reduce Racial and Ethnic Disparities in Health Care: Program Brief, 2009). To combat these alarming disparities, health

professionals must acknowledge that a person's health is determined by complicated relationships between health, genetics, individual behavior, socioeconomic status, physical environment, literacy levels and legislative policies in order to make accurate assessments and clinical judgments.

With the exponential growth and advancement of medical technology, and the subsequent improvement of patient outcomes, the overall health of Americans has improved significantly in the past few decades. However, not all Americans have benefited from these improvements. Minorities experience significantly fewer benefits from these improvements compared to their Non-Hispanic white counterparts. These areas include quality of care, access to care, and outcomes. Other issues identified by the Agency for Healthcare Research and Quality include healthcare provider biases, poor patient-provider communication, and health literacy issues (AHRQ Activities to Reduce Racial and Ethnic Disparities in Health Care: Program Brief, 2009).

Although there has been a movement toward closing the gap between quality of overall care between minorities and whites, disparities continue to be a problem for certain populations. For example, blacks, Asians, American Indians, and Hispanics fall short when it comes to the percentage of the respective population over 50 who receive colon cancer screening. This gap has widened in recent years (Minority Health: Recent Findings: Program Brief, 2013).

Another disparity that exists is new AIDS cases in the Hispanic and black populations compared to those of non-Hispanic whites. “In 2008, the proportion of new AIDS cases was more than nine times as high for blacks and more than three times as high for Hispanics as for whites” (AHRQ Activities to Reduce Racial and Ethnic Disparities in Health Care: Program Brief, 2009).

Since HIV is preventable through education such as the correct use of condoms and safer sex, it is shocking to see these statistics in these populations. A meta-analytic review of HIV interventions for people living with HIV (PLWH) was

conducted to determine their overall efficacy in reducing HIV risk behaviors. It was found that the following characteristics significantly reduced sexual risk behaviors: based on behavioral theory, designed to change specifically HIV transmission risk behaviors, delivered by health-care providers or counselors, delivered to individuals, delivered in an intensive manner, delivered in settings where PLWH receive routine services and medical care, addressed a myriad of issues related to mental health, medication adherence, and HIV risk behavior (Crepaz et al., 2006). According to the meta-analysis, direct education by a healthcare provider is an intervention characteristic associated with efficacy of reducing HIV risk behaviors in PLWH. It is established that an important factor is provider-patient communication, which can be heavily influenced by the provider’s cultural competency.

Effective patient and family teaching and subsequent outcomes are an essential aspect of nursing. According to the American Nurses Association: Scope of Standards and Practice (2004), “Health teaching is part of a nurse’s duty.”

It is our responsibility as nurses to educate patients in the most effective manner to promote compliance and improvement of health outcomes. To ensure optimal education and learning, nurses employ patient teaching strategies. “This process includes assessing and prioritizing learning needs, assessing learning styles, and implementing teaching strategies designed to address identified learning needs. As a part of this process, cultural beliefs and literacy issues must be addressed. Congruence between teaching and cultural values is necessary for successful teaching outcomes” (Chang, 2007).

Since cultural influences vary from person to person, it is important to assess each patient individually.

“Asking the patient and family to define what they perceive as the cause of illness and what health practices the patient continues to follow will allow for development of an individualized culturally sensitive teaching plan.





In assessing cultural beliefs, multiple areas should be considered, including the patient’s perception of illness and treatment, the social organization

including family, communication behaviors, expression of pain, folk health care beliefs, past experience with care, and language” (Chang, 2007). Although this communication technique is not the ultimate cure-all of health disparities, it is an important first step to achieving health equity.

It is crucial to utilize culturally sensitive nursing care to improve the health outcomes of our diverse pool of patients and every measure should be taken to make accurate assessments of learning needs and health literacy to facilitate effective learning and positive health outcomes. It is important to acknowledge that awareness and recognition of barriers caused by cultural differences and biases are potential and effective driving forces behind closing the gap in health disparities. A culturally competent nurse is not one who is educated about every culture possible in the patient population, but is one who is aware that it’s a vital role in patient health.

1. AHRQ Activities to Reduce Racial and Ethnic Disparities in Health Care: Program Brief (2009, December 1). Retrieved March 8, 2015, from <http://www.ahrq.gov/research/findings/factsheets/minority/disparities/index.html>
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4. Crepaz, N., Lyles, C., Wolitski, R., Passin, W., Rama, S., Herbst, J., Stall, R. (2006). Do prevention interventions reduce HIV risk behaviors among people living with HIV? A meta-analytic review of controlled trials. *AIDS*, 143-157.
5. Minority Health: Recent Findings: Program Brief. (2013, February). Retrieved March 8, 2015, from <http://www.ahrq.gov/research/findings/factsheets/minority/minorfind/index.html>
6. United States Census Bureau. (2015, February 5). Retrieved March 8, 2015, from <http://quickfacts.census.gov/qfd/states/06000.html>



NURSES APPRECIATION WEEK

For Nurses Appreciation Week, you all have the chance to purchase discounted tickets for the Padres Game on May 14, 2015 7:00pm at Petco Park.



Go to <http://sdsuensaweebly.com/events--committees.html> to purchase your tickets:

- Field Infield - \$34.50
- Toyota Terrace Infield - \$27.00
- Field Reserved - \$19.00
- Right Field Lower Reserved - \$12.50

GO PADRES & HAPPY NURSES WEEK

NEW GENETIC LINK TO SCHIZOPHRENIA, NEW STUDY REVEALS



BY BEN SORIANO, RN-BSN

One of the most studied psychiatric disorders of today both here in the United States and the world is schizophrenia. It is a mental disorder that affects both the mind and the brain, with a concordance and heritability rate of up to 75% and 80%, respectively (Kalat, 2014, Fig 14.14, p. 489; Tartakovsky, 2011). The heritability of schizophrenia is greatest among monozygotic or identical twins due to their similarities in DNA.

A recent study done by Dr. Bonnie Firestein, a neuroscientist and professor from the Department of Cell Biology and Neuroscience of Rutgers University, found that an excess protein might be responsible for the development of schizophrenia. According to Dr. Firestein, a protein called NOS1AP gene, when expressed too much causes "abnormalities in brain structure and faulty connections between the nerve cells that prevent

them from communicating properly." In addition, the NOS1AP protein in the brain cells "didn't allow them to branch within the neocortex, a portion responsible for higher functioning skills, such as spatial reasoning, conscious thought, motor commands, language development and sensory perception" (Lally, 2014). This makes perfect sense because with the disruption of these skills, it can affect the everyday

functioning of individuals suffering from schizophrenia.

In spite of the new findings, it was speculated that other genes might have a genetic basis for schizophrenia. This new research is innovative as it was concluded from previous studies that no single gene is responsible for this disorder (Kalat, 2015, p. 491). To better understand this disorder, more research must be done to narrow and pinpoint the **genetic basis** with a consistent link and high affinity, heritability and concordance to the development of schizophrenia.

As nursing students, getting involved in latest medical and nursing research is paramount. It also gives us a perspective on how to deal with psychiatric patients in terms of implementing the best treatment plan based from the latest medical research. Psychiatric nursing and medicine are constantly changing, so as the practice and application of nursing into practice. The best way to provide a population or patient-focused and quality care, especially to psychiatric patients, is through knowledge of the latest medical and nursing research geared towards life-saving and innovative treatments and better patient outcomes.

"Psychiatric nursing and medicine are constantly changing, so as the practice and application of nursing into practice."



IMAGE FROM MEDINDIA.NET

Schizophrenia is a severe form of mental illnesses that affects all spheres of life, including perception, thought, judgment, mood, drive and personality. Majority of people develop schizophrenia between the ages of 15 to 25. It affects both males and females alike. The onset often occurs earlier in men than in women.

Here in the United States, about 1% of Americans have this illness. Although there is no cure for schizophrenia, treatments are focused on managing the symptoms. More research is done and promising treatments are being explored to demystify this disorder.

To read more about Schizophrenia:

<http://www.medindia.net/patients/patientinfo/schizophrenia.htm#ixzz3XspQrdih>

<http://www.nimh.nih.gov/health/topics/schizophrenia/index.shtml>

<http://nurseslabs.com/schizophrenia-case-study-types-diagnosis-interventions-treatment/>

http://www.who.int/mental_health/management/schizophrenia/en/

http://www.who.int/mental_health/management/schizophrenia/en/

http://www.who.int/mental_health/management/schizophrenia/en/

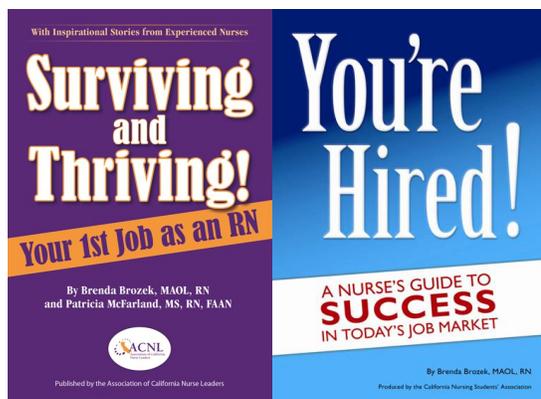
http://www.who.int/mental_health/management/schizophrenia/en/

http://www.who.int/mental_health/management/schizophrenia/en/

References:

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- Kalat, J. (2015). *Biological Psychology*. 12th ed. Boston, MA: Cengage Learning.
- Lally, R. (2014). Schizophrenia May Be Triggered by Excess Protein, Rutgers Study Finds. *Rutgers Today*. Retrieved from <http://news.rutgers.edu/research-news/schizophrenia-may-be-triggered-excess-protein-rutgers-study-finds/20141123#.VQs9YOF3G-c>
- Tartakovsky, M. (2011). Schizophrenia and Genetics: Research Update. *Psych Central*. Retrieved from <http://psychcentral.com/lib/schizophrenia-and-genetics-research-update/0008736>

Speaking of Nursing Event: You're Hired! Workshop



Written by:

Genesis Reyes, Co-Legislative Director

Brenda Brozek's *You're Hired!* Workshop was a success! Nursing students gathered from

Southwestern College, Grossmont College, Point Loma Nazarene, and the University of San Diego to attend this event. We had a total attendance of nearly 100 nursing students! Thanks to the funding provided by the SDSU Student Success Fee, nursing students from all over San Diego County were able to learn effective strategies, tips, and interview techniques to help them achieve their goal of landing their dream job upon graduation.

Throughout the event, Ms. Brozek strongly encouraged students to consider utilizing her publication, *You're Hired! A Nurse's Guide to Success in Today's Job Market* and *Surviving and Thriving! Your 1st Job As an RN*. These books are a must for nursing students, new graduate registered nurses, and experienced RNs competing for jobs in today's rigorous health care market. They feature proven strategies to help all effectively



Author Brenda Brozek at a *You're Hired!* Book Signing

NSNA CONVENTION

SDSU - CNSA SCHOLARSHIP RECIPIENT TESTIMONIALS

"I was able to witness students advocating for issues they are passionate about through resolutions. I look forward to writing my own resolution this year"

Michaela Taylor, 3rd semester

"Convention is a great time to connect with other students and explore all the opportunities out there for nursing"

Sara Provencher, 3rd semester

"Convention is a time when you can face your public speaking fears head-on and find the courage to run for a national board member position. And no matter the outcome, it will be a once in a lifetime opportunity that you will not regret"

Brian Terhaar, 3rd semester

"Convention is a great time to get involved and feel inspired by all the leaders in the nursing profession. Just make sure to bring comfortable shoes!"

Nicole Fink, 3rd semester



House of Delegates

- SDSU: 9 Delegates
- California: 57 Delegates
- Total Active: 436 Delegates

Resolutions

- California's Resolution (combined with West Virginia)
 - Increased inclusion of complementary and alternative therapy for pain management by the nursing profession
 - Passed with 376 "Yes" votes, 26 "No" votes
- Other adopted resolutions
 - In support of increased awareness and education regarding interpreter use for limited English proficiency patients
 - Increased awareness of the need for prophylactic foam dressings to prevent pressure ulcers

Point of focus:

- Our very own, Brian Terhaar, courageously ran for national office for national Secretary/Treasurer

Focus Sessions/Seminars

- **Nursing Specialties:** Operating room, Oncology, Forensic Nursing, Midwifery, Nephrology, Research, ER, Flight Nursing, Post-Acute Care, Community Health, Wound Ostomy Continence Nursing
- **Others:**
 - Resume developing
 - "Improve Your Test Scores by Thinking Like a Nurse"
 - Protecting Our Patients and Ourselves from Infectious Disease
 - The Wonders of Human Breastfeeding: Translating Research into Clinical Practice
 - Conflict Resolution in Nursing School and the Workplace

My self-confidence in doing things was something I had to increase. I know I'm still learning but sometimes you feel like you know nothing!!

It has shown me a lot about myself and who I am as a person. It has made me overcome a lot of fears I had. I was very nervous about communicating with patients at first. This program forced me to overcome this fear and just learn to talk to people. Also, I was very afraid of needles before, but not anymore!

First semester. Learning how to manage my time between classes, studying, assignments, and just life.

Although this may sound trivial now, at the time I was devastated and convinced that I was never going to make it in nursing school! First semester, I received a D on one of my fundamental tests. I was crushed and blind-sided. I had studied SO hard and my grade just did not reflect it. It was the first D I think I had ever received so of course I cried and cried and was convinced that one bad score would keep me from progressing in nursing school! It was a humbling experience looking back on it because it showed me that the A's that I was used to coming so easily to me were a thing of the past and that I was going to have to work my butt off through the program. I also ended up getting an A in the class after studying so hard for my next couple exams and seeking help from the teacher. This helped me realize that one bad grade is not the end of the world and does not reflect who I am as a person or a future nurse.

The toughest obstacle in nursing school so far for me was learning how to manage my time right. It is sometimes hard to maintain a social life, but is also really important to make time for outside activities. It is also really easy to get burnt out on studying, so it is important to learn how to balance everything out.

The toughest obstacle that I have faced so far during nursing school would probably be accepting the fact that I can't be perfect 100% of the time, because nursing school is hard! All that matters is learning from my mistakes and seeking out the correct answers.

Finding a balance! Having to say no to hanging out with your friends in other majors, because you have a care plan, exam to study for, and project to work on. First semester was especially difficult for me and was filled with stress and anxiety. However, I was able to get through it with the support of family and friends and gain the confidence I needed to continue on in my nursing career.

First semester was especially difficult for me and was filled with stress and anxiety. However, I was able to get through it with the support of family and friends and gain the confidence I needed to continue on in my nursing career.

Adjusting to a new clinical setting each semester...it is like getting a new job every few months!

You're Not Alone

Obstacles some of our students have overcome



I had to retake patho after my first semester, and I honestly thought I was going to fail out of school. My confidence was shot and I spent all of winter break studying for the following semester. When it finally came around I did my best to blend into the background because I was embarrassed about failing, and all of a sudden I was in a new cohort with eighty-something strangers. I ended up getting a C despite my vacation hours spent studying, and I felt like I was an idiot or something. That all changed the following semester, when I was FINALLY back in clinical and made amazing friends in my new cohort. I no longer dreaded class, I actually looked forward to learning interesting new things. I have always been a confident person (sometimes a little too confident), so it was really tough for me to overcome this "failure" that I was facing. I don't even see it as failure anymore, now that I can look back and see that it was something that needed to happen so I could get my head back in the game and realize that I'm not the super awesome, adorable, perfect human being that I thought I was--I'm a work in progress!

Dealing with a patient's death. It was a tough situation for me to be in because I just feel plain awkward around the concept and I'm normally a happy person. We washed him up and the family came in moments after we finished. I was overthinking what I was doing - should I say hello? should I be sad or smile? Of course, I just awkwardly side stepped to the wall trying not to make eye contact. I'm weird.

Trying to juggle among school, work and family. Since school and work have become biggest priorities, sometimes I find myself a lot guilty deep down inside that I don't spend time with my family, my husband and my 4- year old as much as I wish to. I am definitely grateful for support and understanding from my family.

Don't procrastinate! Start studying as soon as you get material because chances are you will be seeing it over and over again so nailing it into your brain early will help!

Always remember to **take a break** and take care of ourselves. In order to help and take care of other people, we must first help ourselves.

I think the best piece of advice I have would be to **ask questions**. It can be scary at times because we are all afraid our questions will come off as dumb, or show weakness but this fear will only hold you back. There is so much to know within the scope of nursing and it is only natural to get confused, to be unsure, and to have A LOT of questions. Embrace them. It will make you a better nurse one day.

Stay strong and try not to get burned out with studying by balancing it and fun. With that said, balance is key **don't go too long without fun**, and obviously don't go too long without studying. Keep it steady and consistent. Don't do what's best for others when it comes to studying, try different ways because you might learn or study different than your close nursing buddies.

Always act professionally. You never know who has what connections and you are going to need lots of letters of recommendation and references!

I think the most important thing is to learn how to work together with your classmates. Get to know your classmates because you will be with them for a long time and everyone is in the same boat- stressed out, tired, over worked, and with little free time for fun. Study with them, teach each other things, and do fun things together that don't involve nursing! Also remember to **make time for friends and family**.

BE CONFIDENT! Don't be afraid to seek out opportunities on your own.

Take some time off and enjoy. Nursing school may seem like taking your social life away from you but it is definitely possible not to allow that to happen. Manage your time wisely. If you end up wasting some time at some points when you should not have, don't let it discourage you because there are a lot of us who have done the same thing. Keep on moving forward. Most importantly, Don't lose hope. Believe and have faith.

Study hard, just when you think you're done, keep going! Also never give up, you've made it this far so just keep on going.

Don't stress out over getting the perfect test scores that you're used to getting in pre-reqs... test scores do not make a good nurse! No, I'm not saying you can get straight D's, but **don't beat yourself up over grades** and focus on the therapeutic relationships you can make with your patients and their families, that's what matters.

Never give up on your dream and always strive to be the best nurse and student you can be! Know that the profession you are entering into affects the lives of so many people and never forget how important that is. Take things one day at a time and continually set goals for yourself!

Always **believe in yourself.** I know it's very intimidating to be in the hospital and not be fully sure if you know what you're doing, but trust me, you do know.

Find a group of students in your cohort to study with! It is crucial to **study in groups**, especially during first semester. Plus, it's a great way to make new friends.

Delete your Snapchat for the semester so that you can concentrate.

Build a relationship with your clinical instructors and with Jason. The adults that surround us are literally the best resources we have. They know their stuff and are most likely willing to help you out if you just ask!

If you are a student who has had to retake a class, DO NOT let it get you down. Use it as an incentive to get your priorities straight and focus your attention on the aspects of your student career that you need to improve. Look for support from the people around you, and if you are bumped into a new cohort, talk to as many people as you can and **make friends** (don't be embarrassed, nursing school is HARD!).

Always make time for yourself. Don't procrastinate, your future self will thank you. Don't be afraid to reach out to older semesters, we are willing to help you and give you our best advice.



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