

Pathways *to Nursing*



NURSING



CERTIFIED NURSING ASSISTANT



MEDICAL ASSISTANT



DOULA



LICENSED PRACTICAL NURSE

Mission

The mission of Bon Secours Memorial College of Nursing is to foster holistic lifelong learning through innovative career education designed to cultivate servant leaders who are passionate about bringing people and communities to health and wholeness.

Vision

We will be the College of choice for those who consider caring to be a calling and a ministry inclusive of the needs of all people.

Values

As a higher education institution, we commit that our mission, vision and strategic direction are framed within these value statements:

COMPASSION — intentional engagement in caring practices that embodies a culture of respect, integrity and justice

QUALITY — commitment to education excellence that promotes lifelong intellectual, ethical and spiritual growth

SERVICE — cultivation of an attentive spirit that seeks to empower others in the co-creation of a just and caring world

Goal Statements

CARING — Provide a framework for positively impacting society through culturally sensitive service to the global community.

1. Create opportunities for faculty, staff and students to provide culturally sensitive service to local, regional, national and international communities.
2. Cultivate an environment of respect, compassion and servant leadership which actively promotes and facilitates the development of servant leaders.
3. Embed the core concepts of ministry, mission and civic engagement into the curriculum and campus life.

LEARNING — Foster an environment designed to engage the learner in the development of a critical and creative consciousness.

1. Attract, empower and retain mission-focused students, faculty and staff committed to academic excellence and lifelong learning.
2. Provide a stimulating learning environment that excites curiosity, encourages creativity and integrates community commitment into the learning process.

TRANSFORMING — Liberate the potential of the College community by expanding individual and collective capabilities with respect to knowledge, discernment and growth.

1. Empower faculty and staff to reach their full potential through professional development and mission-related opportunities.
2. Integrate a variety of learning styles into the delivery of the curriculum to enhance the growth of the whole person.
3. Cultivate an understanding of the importance of the College within the Bon Secours Ministry — a Ministry of Education.



ANNUAL REPORT 2020

The Bon Secours Memorial College of Nursing's annual report is published by the Student Services Department.

VICE PRESIDENT, RICHMOND HIGHER EDUCATION INSTITUTIONS

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MESSAGE FROM THE VICE PRESIDENT

Moving Forward

If this last year has taught us anything it's that compassion, caring and resilience will always prevail. We know this rings true as we witnessed our health care providers working around the clock during the early months of the pandemic, daycare providers and grocery stores that stayed open and delivery services that made life just a little more manageable during a time of great uncertainty. We are thankful for their continued service and compassionate care while many of us have been fortunate to work remotely from our homes.

Like most colleges and universities, the College of Nursing went remote too, making the necessary shift to virtual operations, which meant completing the spring 2020 semester online for our 370 students in the Pre-Licensure BSN Program. The actions and spirit of our students, faculty and staff were remarkable given the short timeline we had to pivot to what has become our new normal.

We've been at this pace now for several months, starting the new academic year with a hybrid of online and in-person instruction. This new model for the delivery of education is called Beyond the Lecture (pg. 10), which incorporates virtual instruction, interactive learning, out of class requirements and collaborative support to facilitate student learning and academic success. The students featured in this section share how the new model is helping them to adapt to a learning environment they could not have imagined when they enrolled.

Speaking of our students, the decision to earn a degree in nursing differs for each student, whether it's a higher calling, caring for a loved one during illness, working in health care or simply a desire to serve. It is their unique perspectives and experiences that bring compassion and caring to our profession. The students (now alumni) featured in our cover story, Pathways to Nursing, have a diverse career history (CNA, doula, patient care tech, LPN); however, it's their shared commitment to serve others that led them to collectively pursue nursing at BSMCON. Service and compassion are the foundation of this institution and we are fortunate to have students who have cultivated these values long before they started their nursing journeys.

As we begin a new year, I wish each of you continued health and wellness and look forward to a successful semester ahead.

With warm regards,

Melanie H. Green, PhD, RN

Vice President, Richmond Higher Education Institutions



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ALUMNI PANEL 2019



ORIENTATION/POWERUP 1.0 2019



POWERUP 2.0 2019



GRADUATION —
DECEMBER 2019





CAREER DAY 2019



HONOR SOCIETY 2019

WHITE COAT CEREMONY 2019



LIGHTING & PINNING 2020





Dawn Cullison



Janet Jenkins



Angela Shibley



Maggie Brocklebank



Destiny Moore



Dayna Scarberry



Ryan Stiles



Aqueelah Walker



Arif Fazel



Tate Sanchez

FACULTY AND STAFF NEWS

NEW FACULTY

Dawn Cullison, MSN, RN, Instructor

A graduate of Virginia Commonwealth University (VCU) School of Nursing, Cullison embarked on a career in labor and delivery at St. Mary's Hospital that spanned two decades. She devoted the first half of her career to women's health and then transitioned to perioperative nursing. She served as a nurse manager and nurse educator of an ambulatory surgery center, and recently completed her Master of Science in nursing degree from Liberty University before joining the College. Cullison teaches NUR 4118, Nursing Care of Families practicum, and NUR 3104, Competencies for Nursing Practice, II.

Janet Jenkins, MSN/ED, RN, Assistant Professor, Simulation

Jenkins began her nursing education at Bon Secours Memorial School of Nursing in 1999. While in nursing school, she volunteered with Tuckahoe Volunteer Rescue Squad and discovered a love for emergency nursing. She spent

six years in the emergency department before switching gears, working in labor and delivery for the next 15. It was during that time that she earned her BSN, later completing a master's degree in education from Western Governors University. Jenkins teaches simulation courses for all pre-licensure BSN students.

Angela Shibley, MS, RN, Instructor

A registered nurse since graduating from John Tyler Community College in 2005, Shibley spent the next several years in medical-surgical and hospice nursing before earning her BSN from VCU in 2012. She transitioned to leadership in 2011, as nursing director for the behavioral health unit at St. Mary's Hospital. She held this position for nearly a decade while completing a master's degree in nursing administration from Liberty University in 2020. She is passionate about geriatric nursing and mental health awareness, and teaches NUR 2102 Health Assessment Lab, NUR 2103 Comp One practicum, and NUR 3118 Mental Health practicums.

NEW STAFF

Maggie Brocklebank, MEd, Student Success Advisor

The newest face on the Student Success team, Brocklebank joins us from VCU where she spent the last four years as a student-athlete academic coach in the Student Athlete Support Services office. She also taught a university course titled Investigations in Learning, designed for students on academic warning to help them learn and study, in order to build self-confidence and reduce anxiety of failure. A graduate of Kean University in NJ, Brocklebank earned a master's degree in sports leadership from VCU and is currently enrolled in a doctoral program at VCU for Educational Leadership, Policy and Justice.

Destiny Moore, BS, Marketing Assistant

Moore joined the College in early 2020, bringing a fresh perspective to the College's digital marketing. Her role includes social media, website management, content creation (newsletters, blogs, social),

alumni communications and more. A May 2018 graduate of VCU, she received a bachelor's degree in mass communications, with a concentration in public relations. Moore is currently pursuing a Master of Arts in media management at Virginia State University. Before joining the College, she gained valuable experience in social media, fundraising, print and digital copy as a local marketing rep for Papa John's.

Dayna Scarberry, BSBA, Student Success Advisor

Joining the Student Success team as an advisor in June, Scarberry is also overseeing Student Access and Accommodations Services while supporting students through advising, academic coaching and holistic support. A graduate of Christopher Newport University, she is enrolled in a master's degree program at the College of William and Mary in educational policy planning and leadership with a focus in higher education. Prior to joining the College, Scarberry worked as a graduate assistant in Community Values and Restorative Practices, an office within the Dean of Students Office at William & Mary. There, she honed her skills as a student advisor and case manager, supporting the student honor and conduct councils.

Ryan Stiles, MBA, Registrar

With nearly 15 years in higher education (with a focus on registration) Stiles joins the College from the University of Richmond, where he spent the last decade as associate registrar of scheduling. His experience includes stints at VCU in scheduling and records, first as a records imaging specialist, then scheduling clerk and later, as scheduling coordinator. He earned his MBA while employed at University of Richmond and holds a bachelor's degree in psychology from VCU.

Aqueelah Walker, MS, Business Office Manager

As an employee of Bon Secours Mercy Health, Walker transitioned to the College last year to provide oversight of Business Office functions including student accounts and accounting. Prior to this role, she served as federal grants manager for the health system where she managed federal grant regulatory and reporting functions. Walker holds a master's degree in accounting from Liberty University and a bachelor's degree in accounting from VCU. She is currently preparing for the certified public accountant (CPA) exam.

NEW ROLES

Arif Fazel, MS, Learning Management System and Applications Analyst

With experience in technology and applications, Fazel transitioned to the information technology team in 2020 after two years with Student Services. As an analyst, he develops and maintains efficient operations, provides production support, manages upgrades, assesses configuration, and ensures quality end-user support, among many other responsibilities — especially given the online and virtual environment of the last several months. Fazel is also an adjunct faculty member at the College; he teaches BIO 3010, Genomics and Emerging Technologies.

Tate Sanchez, BFA, Financial Aid Counselor

Sanchez spent the last year getting to know students as a student success advisor and this past November, accepted a position in the Office of Financial Aid. In her new role, she provides financial aid counseling to students to help them navigate the process as they progress through the nursing program. Prior to joining the College, she worked in both academic advising and in financial aid at Reynolds Community College and is excited to use her expertise again in this area.



APPOINTMENTS

Several members of the faculty were elected to leadership positions on the VCU Gamma Omega Chapter of Sigma Theta Tau International Honor Society of Nursing board. They include **Dr. Christine Turner, RN** as treasurer, **Dr. Karen Mellott, RN** as the leadership succession chair, **JeanMarie Digges, MSN, RN** as the membership involvement chair and **Dr. Karyn Schultz, RN** serves on the governance committee.



CERTIFICATIONS

Adjunct faculty member **Wendi Liverman, MSN, RN** and assistant professor **Dr. Marcella Williams, RN** completed the Certification for Nurse Educator (CNE) in May and July 2020, respectively. For academic nurse educators, CNE establishes nursing education as a specialty area of practice and creates a means for faculty to demonstrate their expertise in this role. It communicates to students, peers and the academic and health care communities that the highest standards of excellence are being met.



Brian Baird



Teri Tench

CERTIFICATIONS (CONT.)

Dr. Brian Baird, BCPS obtained a Quality Matters (QM) Online Teaching Certificate in June 2020. The QM Teaching Online Certification enables instructors to demonstrate their knowledge mastery of online teaching. There are seven workshops that make up the Teaching Online Certificate. Instructors who take the series are provided with the background knowledge needed for teaching online.

HONORS/RECOGNITION

Teri Tench, MSN, RN was inducted into the VCU Gamma Omega Chapter of Sigma Theta Tau International Honor Society of Nursing in May 2020.

PUBLICATIONS

Deanna Allison, MSN, RN was published in *Medsurg Nursing*, the Official Journal of the Academy of Medical Surgical Nurses in the November/December 2019 edition. Her article "Preparing for CMSRN Certification: Chronic Liver Failure" presents information about chronic liver failure, followed by a case study and exam certification preparation questions.

Allison Peterson, MS ED, was published in the *National Student Nurses*

Association membership publication, *Imprint*. Her article "Where Can You Begin Your Nursing Career?" appeared in the April/May 2020 issue. As the College's career counselor, Peterson prepares students and alumni with resume review, interview preparedness, job search assistance and graduate school application advice.

PRESENTATION

Dr. Rani Sangha, RN was selected to virtually present "Nurses Ability to Identify Human Trafficking Victims" at the Virginia Association of Doctors of Nursing Practice. Virtual presentations were selected in lieu of the annual conference which was canceled due to the pandemic.

TRAINING

Director of Student Success, **Lydia (Dia) Lisner, BA** was admitted to the Henrico Police Citizen's Academy. This 11-week comprehensive training was an overview of the Basic Policy Academy, which included classroom instruction as well as practical exercises. Topics included domestic violence, negotiations, narcotics and crisis intervention, among others. Academies are held twice a year; applications and background checks are required to be accepted into the program.



Deanna Allison



Allison Peterson



Rani Sangha



Lydia (Dia) Lisner

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BEHIND THE SCENES: When COVID-19 Changed Everything

With less than two months left in the semester and May 2020 graduation quickly approaching for senior nursing students, the College of Nursing was faced with the realization that a health crisis of global proportions had arrived. COVID-19 was about to change everything.

On March 12, a state of emergency was declared by Virginia Governor Ralph Northam in response to the continued spread of novel coronavirus. Working quickly as new information was released, College leadership made the decision to move all ground classes to

online learning to complete semester requirements. This included didactic (lecture) courses, clinical practicum and simulation lab experiences.

The timing was serendipitous — spring break had just begun. An extension of spring break was necessary to plan and prepare. Students were given two weeks of spring break and the College administration got to work. Modifications to the delivery of education were made using the Learning Management System (LMS) combined with use of two impromptu recording studios, created specifically to transform classroom

lecture and simulation learning experience from faculty to be delivered via the LMS.

The in-house information technology team worked quickly to purchase the necessary equipment to transfer what is a traditional classroom experience into a virtual learning environment. A key component of the transition included using WebEx virtual meeting software (the College now uses Zoom) and the Learning Management System to deliver face-to-face courses and clinical simulation assignments all remotely.



Keeping that virtual connection to teach, support and guide students in this unusual circumstance was paramount.

—Jason E. Smith,
Director of Information Technology



“Ensuring that our faculty and staff had the necessary tools, including headsets and collaboration software to take home, in order to deliver quality education from any location was our driving factor,” said Jason E. Smith, director of information technology. “Keeping that virtual connection to teach, support and guide students in this unusual circumstance was paramount.”

Faculty member Teri Tench found herself in unfamiliar territory having to pivot to online instruction for the first time in her teaching career, but says she felt supported from the start.

“Our technology team have been key components in our success. The recording of the remaining lectures after spring break went seamlessly, and I was able to hold synchronized recitation twice a week from my home using WebEx,” she said. “It was wonderful to virtually see the students and talk with them to support their learning and discuss concerns and issues that have been raised due to the new learning environment and the stress accompanied with the COVID-19 pandemic.”

To provide ethical guidance about the emerging crisis and better understand how to handle patient care in the current environment, a virtual COVID-19 simulation was created, and an online discussion panel was assembled for student learning and education. The expert panel included Dr. Jennifer Bartlett, an advisory board member for The Center for Ethics and Human Rights, Dr. Nicholas Setliff, BSMCON adjunct faculty and mission leader within Bon Secours Richmond, and Father James Bromwich, director of mission and liaison for the College of Nursing. Students participated in the virtual simulation asynchronously through Blackboard discussion boards through the week,

The online learning has been very helpful to aid our education and in understanding various diseases, including the coronavirus.

– Virginia Chisum, student

culminating with the discussion panel held on the last day. More than 200 students were in attendance (virtually), and the event was well received.

“The online learning has been very helpful to aid our education and in understanding various diseases, including the coronavirus,” said student Virginia Chisum. “I liked having the opportunity to complete the virtual mock simulations as they provided the most realistic patient experience.”

When planning for the fall 2020 semester, it became apparent that COVID-19 wasn’t going anywhere. With the safety and health of the campus community driving decisions, the College continued with online didactic courses for all students through the spring 2021 semester.

“We are educating nurses in a time when patient care is critical and preparing well-educated nurses ready to provide that care is our priority,” said Dr. Barbara Sorbello, RN, dean of academic affairs. “Through flexibility, creativity and the hard work of our faculty and staff, we have been able to continue to provide education for our students through this pandemic. It’s our mission to deliver innovative career education, regardless of any obstacles we may encounter.”

BEYOND THE LECTURE: A New Model for Learning

In the face of unprecedented times brought on by the COVID-19 pandemic, the College had to quickly adapt in order to continue providing quality education while ensuring the safety of its students, faculty and staff. The Beyond the Lecture model was developed for this new need to pivot face-to-face classes to an online delivery method. Beyond the Lecture provides a combination of virtual instruction, interactive learning, out of class requirements, and collaborative support.

“These classes have associated NCLEX content and evaluation methods and are high-stake courses that are vital to nursing education,” said Dr. Chrissie Perkins, RN, associate dean of academic affairs. Prior to attending a scheduled interactive session with 20-25 classmates and faculty, students participate in asynchronous learning that includes short video lectures by course faculty. Outside of class time, the student can complete assignments, study for examinations and participate in collaborative support.

“Many students are requesting one on one time to strengthen their grasp of content, study approach and set realistic goals,” said Jan Ivey, assistant professor. Students can receive support through meeting with faculty during office hours, participating in peer support/tutoring, meet with their advisor or other support services that the College virtually using Zoom online software.

This new model for delivery of education provides a variety of unique benefits to students that would not have otherwise been available. For example, students are provided the opportunity to participate in asynchronous learning that allow students to digest and take notes of lecture material at their own pace. Students come to the interactive learning sessions prepared with this knowledge and participate in interactive learning activities that transfers knowledge to application of learning. “When they’re not able to attend the synchronous session, students have expressed the appreciation and ease of watching the recorded lecture,” said Erica Stubblefield, student success advisor.

Although primarily a virtual format of learning, faculty continue to engage with students in interactive learning sessions in a variety of ways, including case studies that are held in small groups then discussed with the larger class. Faculty are getting creative, too. In her pathopharmacology class, Dr. Robin Whelpley created an Escape Room activity where students solve clues to move through a series of problem-solving activities! Faculty allow students to engage in practice questions using Kahoot or Poll Everywhere software that helps students to apply their learning and receive feedback on their understanding of the material. Interactive learning time is also used by faculty to clarify topics that students are having difficulty understanding and allow students to ask questions.



Anna Laughter

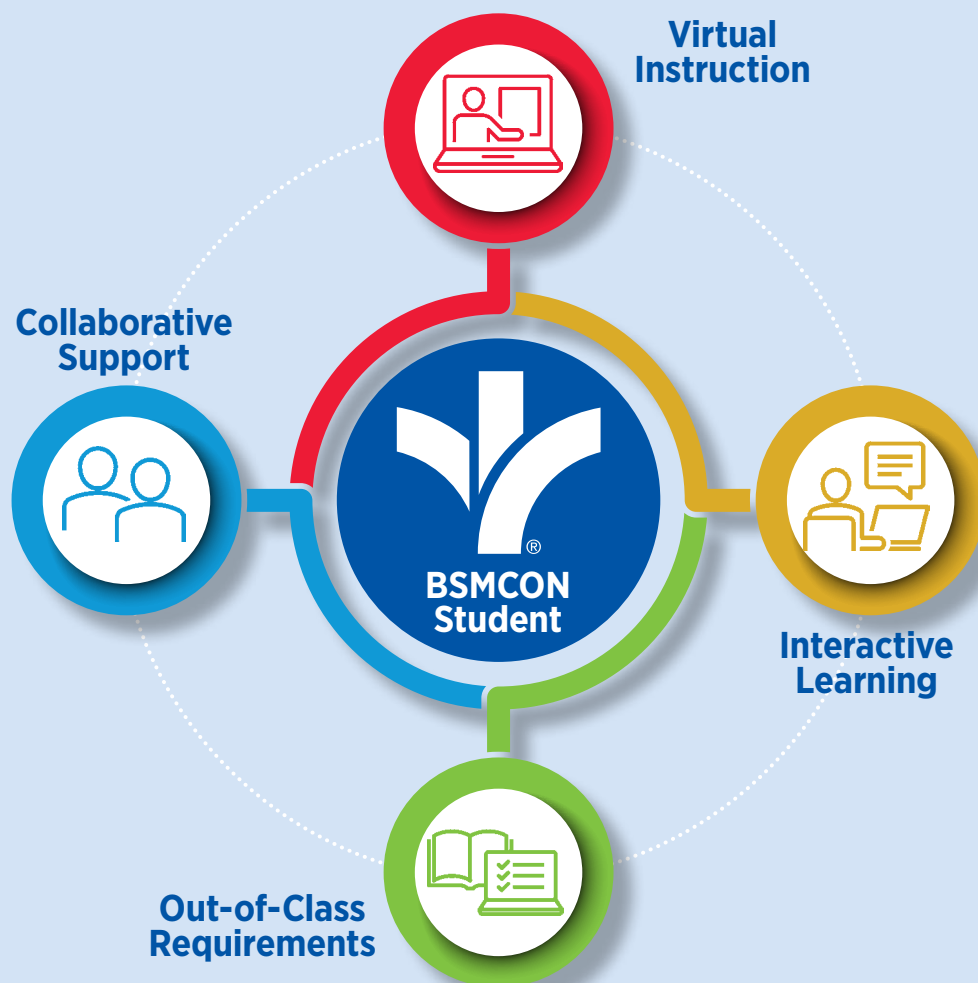


Daijah Higgs

“Being able to engage in a live environment with classmates and professors has been critical to filling any gaps in my understanding of material from virtual lectures,” said Junior I, Anna Laughter. “I appreciate having the opportunity to ask questions directly to my professors, as well as reviewing material together as a class.”

Along with the several resources at their disposal, the ability for students to learn at their own pace while also still being able to gain insight from their peers and instructors has become invaluable. Beyond the Lecture has also taught students the critical lesson of flexibility, a skill much needed in the nursing field. “This pandemic and Beyond the Lecture have prepared me to be flexible, patient, faithful, and a problem solver, which are all qualities you will need as a nurse,” said Daijah Higgs, a Junior I at the College. “Nurses must be able to put their best foot forward as they are called to serve and provide quality care.”

Despite the challenges that the pandemic has brought, the College’s goal of fostering an environment designed to engage the learner in the development of critical and creative consciousness remains at the forefront.



“ I not only feel privileged but am honored to receive these scholarships. My spirit and emotions are overjoyed to know that there are networks of support through Bon Secours willing to assist students like me in our educational pursuits. ”

– Joelle Doctor Nixon, BSN, RN '18

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Lettie Pate Whitehead Scholarship Recipients

SCHOLARSHIPS

Creating Legacy and Embracing the Future of Nursing

The 2019–20 Academic Year marked the fourth year of the College’s Scholarship Initiative. The effort has been successful. The program was new in 2016 and has raised a total of \$2.2 million in new scholarship support. Highlights include:

- Generous ongoing support from the Lettie Pate Whitehead Foundation for a total of \$1.4 million
- 10 new endowed scholarships for a total of \$430,000 and,
- 20 new annual named scholarships for a total of \$316,000

A total of 1,001 students have been assisted with this funding representing a 75 percent increase in scholarship support.

These scholarships are a treasure trove of legacies for our donors and an inspiration for our students. Named for benefactors, parents, teachers and other lives well lived, the College’s endowed and named scholarships provide financial support, but more importantly they encourage our

Academic Year	Lettie Pate Whitehead Foundation	Donor Funded Scholarships	Totals
2016–17	193	34	227
2017–18	231	43	274
2018–19	234	64	298
2019–20	237	65	302
Totals	895	206	1,001

students forward in their quest to complete their nursing degree. “We are grateful to our donors — who are our partners in education. Their unwavering support helps make our ministry possible,” said Dr. Melanie H. Green, RN, vice president of Richmond Higher Education Institutions.

“We are grateful to our donors — who are our partners in education. Their unwaivering support helps make our ministry possible.”

– Dr. Melanie H. Green, RN, Vice President, Richmond Higher Education Institutions

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According to the Legacy Project, Legacy is about life and learning — it's about learning from the past, living in the present and building for the future. BSMCON students understand and are grateful for the opportunity to say thank you to those who make their education possible.

Pictured (l to r): Linda Rigsby, Melanie Green, Zachary Izac-Gude, Leigh Sewell, Jill Kennedy and Peter Cleal.

COLLEGE FORMS NEW ALUMNI RELATIONS PROGRAM

In February 2020, Bon Secours Memorial College of Nursing launched a new Alumni Relations Program with the first meeting of the Alumni Advisory Board, under the leadership of the new Board's president, Anne Dunnington, MSN, RN. At the meeting, bylaws for the Alumni Program were accepted, and officers were appointed: Casey Shinault, MSN, RN as vice president and Amanda Carlton, BSN, RN as secretary. For more information about how you can become involved in the Alumni Program please go to our website page: www.bsmcon/alumni, or contact Jane Castelvechi, alumni coordinator at jane_castelvechi@bshsi.org or call (804) 305-3316.



*Members of the BSMCON Alumni Advisory Board pictured (l to r) **first row:** Anne Dunnington, Kent Duffey, Jomi Cooke, Casey Shinault, Amanda Carlton, Dr. Barbara Sorbello, **second row:** Jane Castelvechi, Cindy Nunally, Tracey Seward, James Gregory, Robin Scott, Amy Pozza and Dr. Melanie Green. Not pictured: Jeanne Indelicato, Carolyn Marshall and Jennifer Goins.*



Joyce Akrong, BSN, RN '19

RECIPIENT OF

**Lettie Pate Whitehead Foundation and
TowneBank Richmond Scholarships**

"It's my kind request that you would continue to help this institution and students because you touch our lives and we touch the lives of many more people in our lifetime. To this, I will say thank you, and may God richly bless you."



Taneshia Mann pictured with
Mary Catherine Rotert

RECIPIENT OF

**The Mary Catherine Rotert Endowed
Nursing Scholarship**

"There have been many obstacles over the years that have slowed down my journey, but I know with this scholarship I am one step closer to completing my degree."

Faces of
philanthropy
and
gratitude
from the

2019 Scholarship Luncheon



Michael Gray

RECIPIENT OF

**The Evelyn D. Reinhart Nursing
Scholarship for Men**

"I have been given the honor of being a recipient of the Evelyn D. Reinhart Nursing Scholarship for Men. I am most certain that this scholarship money will not only help me succeed with my studies, but also demonstrate by example that men can contribute in positive ways within the nursing field."



Mary Stuart, BSN, RN '19

pictured with John Simpson

RECIPIENT OF

**Lettie Pate Whitehead Foundation
Scholarship and The George Modlin
Scholarship**

"Thank you very much for your generous contribution towards my nursing education. Your investment is appreciated and helps relieve some of the financial burden that comes with chasing my dreams. I will never forget your kindness as I move forward in my professional nursing career!"



Mary Williams with

Dr. Chrissie Perkins, RN and Eric Perkins

RECIPIENT OF

The Perkins Law Annual Scholarship

"My husband has been a huge supporter of my dreams and fully encouraged my decision to return to school, regardless of the financial and logistical burden it brings. Receiving this scholarship helps relieve some of the burden. Your kindness and generosity helped answer our prayers and it is with a full heart that I say, thank you so much!"



AVAILABLE SCHOLARSHIPS — ACADEMIC YEAR 2020–2021

ENDOWED SCHOLARSHIPS

Endowed scholarships are designed to be permanent and perpetual. The gift is invested and remains untouched. Each year, a percentage of the earnings are made available to fund the scholarship. Endowed scholarships create a lasting legacy. The College's endowed funds are listed and described below:

The Brenda Hopkins Eggleston Endowed Nursing Scholarship: Established in honor of Brenda Hopkins Eggleston, a trustee of the Bon Secours Richmond Health Care Foundation, this scholarship is awarded to students who demonstrate financial need and are meeting the requirements of Satisfactory Academic Progress.

The Alberta Fulper Endowed Nursing Scholarship: This scholarship is given to students with demonstrated financial need.

The Walter H. Hilburn Endowed Merit Scholarship: This is a merit scholarship open to full-time students who are meeting the requirements of Satisfactory Academic Progress and who are U.S. citizens. It was established to honor the life of Walter H. Hilburn, father of Dr. Melanie H. Green, RN, vice president, Richmond Higher Education Institutions, which includes Bon Secours Memorial College of Nursing.

The Sister Marie Kerns, RSM Endowed Nursing Scholarship: This scholarship honors Sister Marie's many years of dedicated, compassionate service to the Bon Secours Health System, especially at Memorial Regional Medical Center as a nurse and as a leader in Bon Secours ministry outreach. Recipients must demonstrate financial need.

The Rappahannock General Hospital Foundation Endowed Nursing Scholarship: This scholarship supports students seeking degrees at the Bon Secours Memorial College of Nursing who reside in the Rappahannock General Hospital service region, defined as the five counties that comprise the Northern Neck of Virginia: Lancaster County, Middlesex County, Northumberland County, Richmond County and Westmorland County.

MADMONE, Inc/O'Neil Family Endowed Nursing Scholarship

Wanting to "Make a Difference," this scholarship was established by the Mark F. O'Neil family through their foundation MADMONE, Inc. It is a merit scholarship awarded to students with a minimum GPA of 3.0.

The Sarah F. Richardson Endowed Scholarship: Ms. Richardson was a long-time member of the Bon Secours Memorial College of Nursing faculty who had also served in the U.S. Army. Created by her parents, this scholarship was established in Sarah's memory to perpetuate her love of nursing and legacy of compassion. The recipient should demonstrate financial need and embody the spirit of nursing in a manner that evidences the qualities of compassion, servant leadership, commitment to excellent, joyfulness of spirit and a positive attitude.

The Mary Catherine Rotert Endowed Scholarship: Believing that "nurses help nurses," this endowed scholarship was established to give back. It is awarded to students who demonstrate financial need as well as a desire to give back to the community, and/or plan to continue their nursing careers by pursuing an advanced degree.

The Stuart Circle Hospital School of Nursing Alumnae Association Endowed Scholarship: This scholarship was established by the Stuart Circle Hospital Nursing School Alumnae as a lasting legacy to honor their nursing school tradition. Students must demonstrate financial need, with priority consideration for any with family connections to the Stuart Circle Hospital School of Nursing.

ANNUAL NAMED SCHOLARSHIPS

Annual Named scholarships are established with an outright gift or with a term pledge over a specified number of years. Annual payments are made by the donor in the amount of the scholarship. These scholarships are awarded only as long as the donor chooses to support

the scholarship. The following list are the current Named scholarships.

MERIT-BASED SCHOLARSHIPS

Gloria H. Booker Scholarship:

This scholarship was established in honor of Mrs. Booker's devoted 40 years of dedicated and compassionate teaching and service. Eligible students must have a minimum GPA of 3.0 and be a rising junior or senior with a strong commitment to compassionate care.

The George M. Modlin, Ph.D. Scholarship:

Established to honor Dr. George Matthews Modlin, former president of the University of Richmond and a founder of the Richmond Memorial Hospital School of Nursing, this scholarship is awarded to a student who shows promise and has potential to make significant contributions to nursing and the community. Leadership and community service involvement must be evident. The recipient must have a GPA of 3.5 or higher and be in the top 10 percent of his or her class.

The Perkins Law Annual Merit Scholarship:

This scholarship is open to students who have a minimum GPA of 3.0. Preference is given to students from Southwest Virginia or Southern West Virginia.

The Susan P. Scott Nursing Scholarship:

This is a merit scholarship awarded to a student who is meeting the requirements of Satisfactory Academic Progress.

MERIT/NEED-BASED SCHOLARSHIPS

The Castelvechi Scholarship: Established to honor the nursing career of Jane Shonts, a long-time nurse who retired from St. Mary's Hospital. Recipients must be enrolled full-time in the Pre-Licensure BSN Program with Satisfactory Academic Progress, demonstrated financial need and a maintained GPA of 3.0.

The Louise T. Cole Scholarship: This scholarship was established for students who demonstrate financial need and academic merit.

AVAILABLE SCHOLARSHIPS — ACADEMIC YEAR 2020–2021



The Sidney R. Jones III, MD Scholarship: This scholarship was established in honor of Dr. Sidney R. Jones III to recognize his excellent, compassionate care and dedication to Bon Secours values. This scholarship is given to a full-time student who maintains a GPA of 3.0 and has a demonstrated financial need.

The Jean Ritz-See Scholarship: This need-based award is given annually in memory of Ms. Ritz-See, class of '81, by her family. Recipients must have a GPA of 3.0 or higher, and demonstrate financial need.

Stansbury-Binns Scholarship: Established by the Binns family in honor of the great care their parents, Frances and Bob Stansbury received from Bon Secours providers during their lifetime of 90-plus years, especially for their care in Bon Secours Hospice. This scholarship is given to students with demonstrated merit and financial need.

NEED-BASED SCHOLARSHIPS

A Century of Service Scholarship: This is a need-based scholarship open to all students who are meeting the requirements of Satisfactory Academic Progress.

Bon Secours Scholarship: Many generous donors contributed to the College's Annual Scholarship Fund in recognition of Bon Secours' mission, tradition and values. Their intention is to honor Bon Secours nursing and to contribute to the future of quality, compassionate health care, and wish their gifts to remain anonymous. These scholarships are awarded to students enrolled full-time, with demonstrated financial need and Satisfactory Academic Progress.

The Peter B. Cleal Scholarship: Students must demonstrate financial need, leadership potential and a commitment to community service to be considered for this award.

The Miriam and Steve Lindsey Scholarship: J. Stephen Lindsey is a long-time friend and supporter of the Bon Secours Richmond Health System and a former member of the Bon Secours Richmond Health Care Foundation Board of Directors. Recipients must be full-time students who are meeting the requirements of Satisfactory Academic Progress and who demonstrate financial need.

The Mary Jane Naecker-Young Award: As its class gift to the Richmond Memorial School of Nursing, the Class of 1965 presented a scholarship to honor its class advisor, Mrs. Mary Jane Naecker-Young. This is a need-

based scholarship awarded to a junior who will uphold the values and principles of the College and the nursing profession, possesses and demonstrates leadership ability, good citizenship and College spirit.

The TowneBank, 2017 and 2020 Richmond Scholarships: These scholarships represent TowneBank's commitment to providing enrichment opportunities in the Richmond Metropolitan area. The award is granted to students who demonstrate financial need and a commitment to helping their community achieve health and well-being.

The James and Peggy Wilson Scholarship: This scholarship is awarded to students who meet the requirements of Satisfactory Academic Progress and who demonstrate financial need.

GENERAL SCHOLARSHIPS

The Ralph and Alfretta Ardabell Nursing Scholarship: Established by Toni R. Ardabell, former President for the Bon Secours Richmond Health System, to honor her parents, this scholarship is awarded to traditional BSN students who are actively enrolled at the College and are meeting the requirements of Satisfactory Academic Progress.

The Jack and LeeLee Cummings Scholarship: This scholarship is awarded to a student who demonstrates a commitment to Bon Secours values.

The Lily Kirby Cummings Scholarship: Established by her children, this scholarship honors Mrs. Cummings' career as a Bon Secours nurse. The scholarship is awarded to a student who demonstrates a commitment to Bon Secours values.

The Helen G. Pugh, RN Scholarship: Established in honor of Helen G. Pugh, RN, by a loving granddaughter in whom she instilled pride for the nursing profession, this scholarship is awarded to students who displays a passion for nursing in the Bon Secours spirit of caring.

The Margaret and Fairfax Randolph Scholarship: This scholarship was established to honor the parents of Malcolm Randolph, who were long-time supporters of Bon Secours St. Mary's Hospital and a former member of the Bon Secours Richmond Health Care Foundation Board of Directors. The scholarship is awarded to a student who demonstrates a commitment to Bon Secours values.

The Sisters of Bon Secours Nursing Scholarship: On behalf of the Sisters of Bon Secours, this scholarship honors the distinct education provided by the College that teaches nursing care to be holistic, compassionate, innovative and "good help" to those in need.

The John Moreland Spence, M.D. Scholarship: Established in honor of John Moreland Spence, an OBGYN at Johns Hopkins Hospital.

Charles G. Thedieck, Jr. M.D.: This scholarship honors the career of Dr. Charles G. Thedieck, Jr., and is awarded to a student who demonstrates a commitment to Bon Secours values.

RESTRICTED SCHOLARSHIPS

Glenn LeBlanc Men in Nursing Scholarship: Created by an alumnus who wanted to support male students in their pursuit of nursing education. Recipients are required to submit a written essay expressing "How Men Can Make a Contribution to Nursing."

RESTRICTED NEED-BASED SCHOLARSHIPS

The LeReve Mallory Peluso Scholarship: Established in memory of St. Mary's Hospital nurse LeReve Mallory Peluso, by her family. Applicants should be interested in newborn nursery care, be a junior or senior who is actively enrolled and meeting the requirements of Satisfactory Academic Progress and have a demonstrated financial need.

The Evelyn D. Reinhart Nursing Scholarship for Men: Established by The Reinhart Foundation to honor Evelyn D. Reinhart's service as a nurse and to encourage men to complete their course of studies and successfully achieve the license of registered nurse (RN), this need-based scholarship is open to men in their junior year and can be renewed for a second year.

Lettie Pate Whitehead Foundation Scholarship: The Lettie Pate Whitehead Foundation is a need-based charity dedicated to the support of Christian women in nine southeastern states. Eligible students must be female, embrace a Christian faith and reside in one of the following Southern states: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee and Virginia.

Course electives provide students the opportunity to gain specialized knowledge in different subjects of the nursing field. This academic year, the College offered new courses that emphasized its mission of fostering holistic lifelong learning through innovative career education while also meeting the Accrediting Bureau of Health Education Schools (ABHES) requirements. New general education courses include **Cultivating Your Call to Serve**, **The Brain, Interrupted**, **Vaccines and Global Health**, and a new **Specialty Certification for RNs** elective for registered nurses enrolled in the Post-Licensure RN-BSN Program.

COURSE HIGHLIGHTS: New Gen Eds and a New Specialty Elective for RNs



Melissa Main, MEd

Adjunct faculty member Melissa Main will be teaching the **Cultivating Your Call to Serve** course, beginning in January for the spring 2021 semester. “Cultivating Your Call to Serve is a course that looks at the whole person, ultimately leading the student to understand more fully their journey to a service field of study,” she said. When organizing the course, Main looked at the expanse of her own life and considered all the decisions, obstacles and opportunities that led her to be a better servant to those in need. The course will focus on students learning and understanding their purpose in the world, therefore being able to utilize those teachings in a service project.



Robin Whelpley, PharmD, BCPS

The Brain, Interrupted is a new general education course that provides students an in-depth analysis of neurobiology focusing on the anatomy, physiology and function of the human brain. “I absolutely love the brain. I try to pump my enthusiasm for the brain in every lecture and activity the students complete,” said Dr. Robin Whelpley, who began teaching **The Brain, Interrupted** course in the fall of 2020. This course uses a variety of unique exercises including keeping sleeping logs, exploring how technology interacts with the brain, and examining media to demonstrate neurology concepts contextualized within the human experience.



Brian Baird, PharmD, BCPS

Dr. Brian Baird is continuing the **Vaccines and Global Health elective**, conceived in fall of 2019. “I decided to emphasize the advocacy for vaccine — related policy changes, so that some experience could be gained with how to ask to change a policy or procedure which was outdated or unjust,” said Baird, when asked about the course. **Vaccines and Global Health** fits well with the College’s intention on providing a global worldview of the nursing field. With the current COVID-19 pandemic and rapid pace of the vaccine, he said the timing of the elective could not have been better and has led to great deal of student engagement on the subject.



JeanMarie Digges, MSN, RN

A unique elective created specifically for RN-BSN students, “**Specialty Certification for RNs**” complements the mission and values of our organization providing opportunities to foster holistic lifelong learning with innovative career education of the highest quality,” said JeanMarie Digges, who taught the new elective during the fall 2020 semester. Utilizing peer and faculty engagement to achieve professional goals, the course provides support and structure for registered nurses enrolled in a BSN program to successfully obtain certification in a chosen area of specialty. Through this course, students should be able to communicate the meaning of their certification credentials with both patients and providers.

Students are encouraged to learn more about the general education and electives offered this year. Contact your Student Success advisor for more information.

Pathways to Nursing

Making the decision to become a registered nurse differs for each student. Some are called by their faith, others have a personal connection or desire to make a difference. The six students (now alumni, as of December) featured in our cover story found their path through various roles in the health care field. Whether it was a fascination with birth that led to career as a doula, working as dental assistant and clinical coordinator that created a natural progression to patient care, or entering the profession as a certified nursing assistant with the goal of becoming an RN, these new nurses share the common thread of service and care that led them to the College of Nursing. Let's meet them!



**SAMANTHA
AITCHISON, BSN**

PREVIOUS ROLES:
Dental Assistant, Clinical Coordinator,
Surgical Assistant

"The best experience thus far has been the wonderful people I have met in my cohort."

Attending the College of Nursing has been on Samantha Aitchison's mind for several years — going back to when the College was a diploma school! She appreciated that the College was a single purpose institution dedicated to educating nurses in a faith-based environment and thought she could see herself there someday too, but it was never the right time. When one of her coworkers graduated from the College and another had been accepted, Aitchison knew she was being sent signs that the time had finally arrived.

During those years of contemplation, Aitchison had been working in the dental and oral surgery field. She says her experience in those practices was pivotal in her decision to apply for nursing school. "I began as a pediatric dental assistant and then transitioned to oral and maxillofacial surgery. This career path exposed me to medical terminology, prescriptions and surgical procedures," said Aitchison. "It gave me unlimited opportunities to interact with numerous patient populations. I strongly associate that with my current ability to relate to my patients with respect and dignity that every individual deserves."

She also believed the surgery practice helped prepare her to stand on her feet for long periods of time, collaborate with other care providers, and most importantly, be flexible in the medical field because emergencies happen,

"especially when a patient needs immediate medical treatment."

All these experiences were a natural progression to patient care, she says, because the environment supported her desire to learn as much as she could. "I always had questions about our patient's medical histories and adverse effects of various treatments," she said. "I was constantly learning from the oral surgeons at the practice."

As her BSN journey commenced last fall, Aitchison was grateful of friends she had made and the camaraderie they shared. "The best experience thus far has been the wonderful people I have met in my cohort," she said. "There will be hard days, tears and moments where you will question your abilities and your decision to become a nurse. Find people who will help you through these moments because you will get through it!" ■

As a teenager, Thaynara Carvalho dreamed of one day earning a bachelor's degree in nursing and becoming a registered nurse, but due to financial reasons could not attend a four-year college upon high school graduation. Instead, she started working toward that goal by enrolling in a technical program while still in high school to receive certification as a nursing assistant (CNA) and as an emergency medical technician basic (EMT-B).

Although she didn't pursue a career as an EMT, she worked at an assisted living facility for two years as a CNA. During this time, she was able to gain experience with Alzheimer and dementia patients, practice basic skills such as activities of daily living and take vital signs.

While employed at the assisted living facility, Carvalho applied to and was accepted to the licensed practical nursing program through Henrico County and St. Mary's Hospital. After completing the 18-month program in 2015, she passed the NCLEX-PN, and began her first position as an LPN at Bon Secours Patterson Avenue Family Practice, later transiting to the Bon Secours Medical Group float pool.

"The float pool gave me more flexibility to pursue my BSN and it also offered me more experience with different nursing specialties such as cardiology, endocrinology and neurology," said Carvalho. "I have now been an LPN for a little over five years and am grateful

that I had the opportunity to care for patients while pursuing my dream of becoming a registered nurse."

Ready for the final step in her path to become a registered nurse, Carvalho researched BSN programs and began her studies at BSMCON in 2018. She says her experiences as a CNA and LPN have only strengthened her BSN education. "Even though I had previous knowledge on a lot of subjects, I kept an open mind during class and was present as if I was learning the information for the first time," she said. "I believe that this was a huge component for my success as a BSN student."

Even though the pandemic caused many challenges during the last year of nursing school, Carvalho knows she couldn't have done it without the support of her classmates. "Early on, I became involved in a study group with four other classmates. Today, these classmates are some of my closest friends and they have contributed to my success in nursing school." ■



THAYNARA CARVALHO, BSN

PREVIOUS ROLES:
Nursing Assistant, Licensed Practical Nurse

"I kept an open mind during class and was present as if I learning the information for the first time."


When Meghan Mercer graduated from the College of William and Mary with a degree in public policy her main goal was to find a career that made a positive impact on individuals and their communities. After some soul searching and divine intervention, she discovered that nursing was the embodiment of everything she was looking for in a career and decided to change trajectories. This change started with accepting a position at a private ENT practice as a medical assistant and scribe.

Mercer says she learned so much about health care while at the practice — about being a part of a health care team and collaborating with other providers. As a medical scribe, she became comfortable with navigating an EMR (electronic medical record) and documentation. She believes it provided a foundation for nursing school, where she took her experience a step further and worked as a patient care technician (PCT) on a spinal unit and in the emergency department.

"I have gained so much tangible experience and knowledge in these

roles, as well as a healthy perspective of the components of patient care," said Mercer. "I highly recommend working as a PCT, especially on a unit you want to learn more about. It is a great way to enhance your skill set, get comfortable with patient interactions and network."

As a new graduate, she has accepted a nursing position in the emergency department at Memorial Regional Medical Center, where she worked as a PCT. "I have come to love the emergency department and critical care setting, so I am excited to start my career here," she said.



MEGHAN MERCER, BSN

PREVIOUS ROLES:
Medical Assistant/Scribe,
Patient Care Technician

(MERCER, continued from pg.19)

Her long-term plans include a master's degree in nursing or in public health — which would build on her policy background from William & Mary. Regardless of which direction she takes, Mercer wants to continue to work with vulnerable populations (she participated in Remote Area Medical as part of the College's

Global Outreach program) either by influencing policies that uplift this population or by providing direct care in a clinical setting.

"All of my experiences in health care have confirmed the calling I feel to be a nurse and helped hone a different set of skills to prepare me for my nursing

career," Mercer said. "I am not totally sure where my first degree would have taken me, but at this point I can't imagine myself doing anything else." ■

After caring for her grandfather who was ill, Kasey Mitchell knew she was meant to help others. She saw her future as a nurse and started her education as a senior in high school by enrolling in a CNA program that would bridge to an LPN a year later. She has been a licensed practical nurse for the last four years.

"As I entered my LPN program, I knew that it was a stepping-stone to becoming a registered nurse," said Mitchell. She took that knowledge and applied it during her BSN experience, but didn't realize it would be both a help and a hindrance. "I had a basic understanding of disease processes and management coming into this program, which helped me succeed in my classes; however, I soon realized that LPN school taught me the what, but it did not teach the how. The BSN program taught me both."

Choosing BSMCON was an easy decision for Mitchell. "I heard so many

good things about this program that I knew I needed to apply," she said. "One thing that really stuck out to me was the student size. I didn't want to be in a class where my instructor didn't know my name. I knew that I would get a better education at BSMCON than anywhere else because of this."

She says the small class sizes allowed the instructors to answer questions and focus on each individual student. "I knew that I could always meet with my instructors if I needed anything," she said. She was equally impressed how the school "gives students what they need to be successful and provides dozens of resources such as peer tutoring and career services."

After completing an externship and her clinical immersion in intervention



KASEY MITCHELL, BSN

PREVIOUS ROLE:
Licensed Practical Nurse

cardiology, Mitchell accepted a position on the Cardiovascular Surgery unit at St. Mary's Hospital. "I realized that I absolutely love working with cardiac patients and look forward to expanding my knowledge regarding this patient population." ■



JENNIFER OLIVERI, BSN

PREVIOUS ROLE:
Licensed Practical Nurse

You could say that service and care have always been at the root of Jennifer Oliveri's life. Long before she was called to nursing, she was employed as a cosmetologist. "Cosmetology was a great profession and gave me the flexibility I needed while I was raising my children," said Oliveri. "Once my children were grown, I desperately missed caring for them. I began praying about it and I felt God calling me into nursing."

She attended Centura College and was enrolled in the accelerated Licensed Practical Nurse (LPN) program, which took 14 months to complete. Upon graduation in December 2007, she accepted a position at Our Lady of Hope Health Center, a Richmond organization that provides assisted living and memory care services to their residents.

"I enjoyed providing care for the elderly and dementia patients there for six years," Oliveri said. She left the Center in 2014 to care for a family member, but it was during this time that she made the decision to further her education.

"During the time I was an LPN, hospitals had stopped hiring LPNs," Oliveri said. "Options for employment were limited

to long-term care or a physician's office." She was grateful for the years she served in long-term care and the experience she had gained, but knew she needed to advance her education if she wanted the opportunities available with a bachelor's degree education as a registered nurse.

As a BSN student, Oliveri felt her LPN experience had been helpful in terms of general knowledge and skills, but the level of education, experience and skills she was learning was much more advanced. When she began her clinical immersion, she felt all the hard work paying off.

"I was placed on the Telemetry unit at St. Mary's Hospital for my clinical immersion. This experience has been the highlight of my nursing journey," she said. "The light bulbs were going off, the details of the puzzle pieces were connecting, and my confidence in nursing practice had grown leaps and bounds. I can't express enough how vital the immersion experience was for me in bringing all I have learned at BSMCON full circle."

Oliveri is now working on the Telemetry unit where she completed her clinical immersion. But she's not done yet!

Long-term, she sees herself working in a critical care setting and obtaining a CCRN, a board certification for nurses who care for patients in the acute care and/or critical care settings. She hopes to one day earn a master's degree in nursing, too.

"It is never too late to go back to school and further your education," Oliveri said. "It requires a lot of determination, sacrifice, time management and prayer. This is a rigorous program, but it has all been worth it." ■

Fascinated by birth and everything baby-related, Amy Rollogas recalled witnessing her first birth at a young age. "I went to my first birth when I stumbled upon my cat having kittens in our shed," said Rollogas. Years later as she prepared for the birth of her own child, she educated herself by taking classes and reading all things birth related, feeling empowered as a woman and as a mother.

"I came away from my first birth experience a different person. My birth class really prepared me for birth; it helped me know how to choose my provider and hospital carefully, and how to ask the right questions so I could make informed choices — lessons I carry over into my nursing care today," she said. "I wanted to help others have an empowering birth experience like I had, so I became a certified childbirth educator and began teaching birth classes."

Early on, she attended births occasionally with students as their doula, and as her children got older and she had more time to devote to the profession, she pursued doula certification. Rollogas originally trained as a birth educator and received doula certification through the Association of Labor Assistants and Childbirth Educators (ALACE). ALACE later closed, so she sought certification with an organization called New Beginnings.

"I have now been a doula and birth educator for 13 years," Rollogas said. "As a doula, I have lots of tricks and tools to help labor progress without augmentation, to help the baby into a good position for birth through positioning and movement, and to help with managing the discomfort of contractions."

For Rollogas, enrolling in nursing school was always part of the bigger picture: becoming a certified nurse-midwife. Ultimately, she wants to earn an advanced degree and be part of the change that she's been privileged to witness as a doula. "I've watched doctorate-prepared midwives in hospital administration shift the culture to be patient-centered," Rollogas said. "This had made a huge impact on me. True patient-centered care starts with just one nurse!"

Rollogas recently accepted a job on the Labor and Delivery Recovery Postpartum unit at Southside Community Hospital in Farmville, a perfect fit for this new nurse, who completed her clinical immersion in the Labor and Delivery unit at St. Francis Medical Center.

Her work as a doula is likely behind her. "I don't think I will be able to continue with doula work once I begin working as RN. The schedule of a doula involves being on call from two weeks before a client's due date until she has the baby, which is not really compatible with a hospital RN schedule," Rollogas said.

However, she does hope to continue teaching birth classes. "Education is a huge passion of mine, and I hope to find ways to use it whenever I can." ■



**AMY ROLLOGAS,
BSN**

**PREVIOUS ROLE:
Doula**

"Education is a huge passion of mine, and I hope to find ways to use it whenever I can."

GLOBAL OUTREACH

International Service Trip to Abaco, Bahamas

IN MARCH OF 2020, a team of BSMCON students and faculty leaders embarked on a week-long mission to provide health care and disaster relief to the hurricane-ravaged area of Abaco, Bahamas after the devastation of Dorian in 2019. Among those students was Tara Bauguss — whose unique background in construction would complement her nursing education and bring together her vision to help the most vulnerable of populations.



WHEN TARA BAUGUSS TOLD FAMILY AND FRIENDS ABOUT HER CALL TO BECOME A NURSE after spending her career working as a carpenter, she was met with an interesting reaction: “Why such an extreme shift of direction?” To Bauguss, it wasn’t switching gears at all, but rather a way to combine 20 years of experience in building and small-scale farming with nursing education to provide humanitarian aid to serve those in need.

As a carpenter, Bauguss has had the opportunity to work with people from many diverse backgrounds. It gave her the insight and empathy needed when she was interacting with patients in a clinical setting during nursing school. “On past job sites, I often worked on complicated building projects alongside immigrants who spoke no English, as well as other individuals who faced a wide variety of life circumstances and challenges,” said Bauguss. Her experiences ranged from historical restoration and renovations to new construction in low-income areas. Through these diverse job sites, she learned how to communicate effectively with clients and suppliers, which carried over into nursing school and on the service mission to Abaco.

Arriving on the island, the BSMCON mission team had never witnessed destruction of that magnitude. While excited to use her skills as a carpenter and education as a student nurse, Bauguss was nervous about how her nursing abilities would do under such extreme circumstances — assessing and diagnosing patients without having access to supplies and resources available in a hospital setting. Those concerns, she says, were quickly diminished as the group got to work.

“We went as a team of ten women and I believe we shifted any stereotypes,” she said. “We started our day before the sun came up — ripping old ceiling rafters into 2x4s so we could build trusses for roofs. We set-up scaffolding for the brick masons and cleaned the beaches of mass debris. During the demolition, we removed rotten walls and pulled nails — preparing a clean job site for the next crew. This was all done before lunch,” Bauguss said.

After the construction work and disaster clean up, the team switched gears to see patients that afternoon. “We set up makeshift clinics in dilapidated churches, whose parishioners were mostly Haitian immigrants,” Bauguss said. “I soon got into a rhythm of how to best serve this population — whose ailments included back pain, uncontrolled blood pressure and diabetes — with meager resources.”





“I never had felt more present in the moment than I did when serving in Abaco...this is the kind of work I was called to do — serving others.”

A career affirming mission, Bauguss is grateful for the experience. “I never had felt more present in the moment than I did when serving in Abaco,” she said. “This leads me to believe that this is the kind of work I was called to do — serving others.”

Bauguss graduated last May and accepted a position on the spine unit at St. Mary’s Hospital, deliberately chosen for the diverse patient population, range in conditions, and med/surg spill over — all wise considerations for this uniquely skilled registered nurse.



BON SECOURS MEMORIAL COLLEGE OF NURSING

ALTERNATIVE SPRING BREAK



2020 marked the 5th year that Alternative Spring Break (ASB) has been a part of our Global Outreach at BSMCON — a milestone for the program that has provided leadership opportunities for our students, staff and faculty while providing hundreds of service hours to our greater Richmond nonprofit community.

This year — the year of the pandemic — the 20 member ASB team was fortunate to have completed their service hours before the shutdown. Eight organizations that included Sacred Heart Center, Safe Harbor, Project Homes, Shalom Farms, Side By Side, Reinhart Guest House, Habitat for Humanity ReStore and Housing Families First were able to receive more than 370 hours of gardening, cleaning, painting, sorting and organizing, and preparation help for special events.

The opportunity to lead and give back was especially meaningful for student Ashley (Noelle) Hinson, who has participated with ASB all three years at the College. As a student leader this year, she was grateful for the opportunity to connect students to one another.

“I got into ASB because I wanted to meet new people and have other students to lean on during my time in nursing school,” said Hinson. “I wanted to do the same when I was a peer leader.”



Remote Area Medical (RAM)



STUDENTS SERVE IN GRUNDY AND WARSAW, VA

While 2020 saw some of the College's Global Outreach efforts canceled due to the pandemic, many students were able to complete two Virginia area Remote Area Medical (RAM) service trips in the fall of 2019. RAM provides clinic events, mobilizes partners and uses health care provider abilities to offer free preventative, dental and vision care to those in underserved areas. The RAM mobile clinics were held in Grundy (October 3-6) and in Warsaw, Va. (November 1-3).

Leading the Grundy team was Dr. Chrissie Perkins, associate dean of academic affairs and faculty members Trina Gardner, MSN, RN and Carrie Butler, MSN, RN and included a team of 13 students. This team was the first joint-partnership trip with Randolph-Macon College nursing students and faculty.

Team Grundy divided their time between Mountain Mission School (MMS), a Christ-centered home that provides quality education to at-risk youth and the RAM clinic, where they helped with set up and patient triage. The team also participated in a cultural immersion that included an Exhibition Coal Mine tour, a presentation of coal mining today, the Greenbrier and Davis Mountain.

Tiah Harkins, BSN, RN, a May 2020 graduate who participated on the Grundy team was especially grateful of the time spent with the Mountain Mission School students. "I was able to form bonds with MMS students, learn their stories and accompany

them throughout their day with their RAM appointments," said Harkins. "I admire their strength and bravery, being so far away from home and away from their parents, while creating a new family at MMS. They remain hopeful on the promises God has for them."

The Warsaw team, led by faculty members Kathy Faw, MSN, RN and Catherine Mikelaite, DNP, RN included seven pre-licensure BSN students and one post-licensure RN-BSN student. "There is something special about coming together with a group of people who share values and a common purpose," said student Sherry Warman, RN. "Every member of the RAM Warsaw team utilized and contributed their unique talents and gifts to serve people in need."

The Warsaw clinic saw more than 500 patients over the course of three days. "Students were in awe by the number of dental students providing dental care, including extractions, deep dental cleaning, diagnosing and treating toothaches, and supporting many patients who presented with jaw swelling from an infection," said Faw. The students also shared how serving in the vision area really made an impact in their life. "They had the opportunity to check the vision of the patients and direct them to the appropriate treatment area for support. Many of our students assisted the patients with picking out their prescriptive eyeglasses, who were seeing clearly for the first time."





FACULTY FOCUS:

Dr. Amy Feurer, RN
Assistant Professor,
BSN Pre-Licensure Program Chair

Q As a newly minted PhD, tell us about the doctoral program you recently completed and why you chose Rutgers University to advance your education.

A Prior to enrolling in my doctoral program, I explored many options. I chose the PhD in Nursing program at Rutgers because it is a nationally ranked program with a diverse student and faculty population. The expertise of the faculty, the reputation of the rigorous program, and the support structures in place for newly admitted cohorts was appealing to me. Choosing to pursue my doctorate was related to both personal and professional growth. I wanted to learn more about research in nursing and the science of nursing. Professionally, I feel that having a PhD provides enhanced opportunities for career growth in higher education. Nursing has always given me the opportunity to expand my thinking and continually learn. I am blessed to work for an organization and with colleagues who encouraged me to pursue this degree and supported me throughout the process.

Q I understand your research involved hypertension in Haiti. Tell us about this subject and why you chose it.

A My first trip to Haiti was in 2010 with a group of students and faculty from the College. This trip was six weeks after the devastating earthquake. The devastation was like nothing I had ever seen and yet the people were full of faith and hope. Their resilience kept drawing me back trip after trip. Returning each spring break with a group of nursing students (and other various trips in between), I quickly recognized the alarming rate of hypertension and stroke in this population. The dynamics of a third world country create barriers such as lack of education, lack of health care, lack of income and increased stress. I began to track a small group of adult Haitians with hypertension in an area we frequently visited. I quickly became interested in studying their perceptions of hypertension. I wanted to learn what these perceptions were in order to understand the decisions Haitians make regarding medication compliance and overall health. The purpose of my research was to describe Haitian's perceptions of hypertension which contribute to the meaning of and beliefs about this chronic illness, in order to more fully understand the needs of Haitian adults living with hypertension. I learned that Haitians live in the moment. Futuristic planning is limited based on the reality of

day to day needs. They are hard workers that use resources sparingly, this includes medications. For this particular group of Haitians, hypertension was a feeling one gets as opposed to a chronic disease. Taking a hypertensive medication on a day that you are feeling well is perceived as a waste of a pill that one may need on a day that they are feeling poorly. This study opened my eyes to similarities we see with our patients locally who may also have limited resources. There are so many contributing factors to how a patient perceives and manages their health.

Q How will your doctoral degree impact your work/teaching at the College?

A The knowledge and experience I gained through my doctoral work will allow me to mentor students and faculty who have an interest in pursuing higher degrees and/or serving vulnerable populations. As Global Outreach Chair for the College as well as a leader on many of our outreach experiences, I am able to share what I learned about health disparities, perceptions of disease and management of health with our student teams traveling to provide care to vulnerable and resource limited communities as part of their student experience.

Q Do you have plans to publish or present your research?

A My dissertation was officially published over the summer. Due to COVID-19, I do not have any current plans to present my research this academic year. One of my priorities is to return to Haiti and continue the work that has been started and share my findings with the community of Domond, Haiti.

Q Anything else you'd like our readers to know about taking that step to advance their nursing education?

A While pursuing my doctoral degree I often questioned the journey. It is a commitment and most likely one of the biggest challenges of my life. Having said that, I have no regrets. I met many new colleagues and mentors along the way. My advice to those interested in pursuing a doctoral degree is to explore all programs thoroughly. There are many paths to a doctoral degree with vast differences in requirements and focus. I would also advise them to set realistic expectations and have flexible timelines. Most importantly, I would advise those pursuing the degree to find a mentor/friend/coach who has completed a similar program. Having a coach that will push you to the finish line is a must!

STAFF AND LEADERSHIP Head Back to School



JARED CRIST

After completing a master's in college counseling and student development at VCU, student services coordinator **Jared Crist**, wanted to keep learning about the operational, financial, policy and administrative components of the U.S. postsecondary system. He decided to embark on a doctoral program in education, policy, planning and leadership at the College of William & Mary's School of Education, in the fall of 2019. "I am developing a higher-level systems-view that I can blend with my knowledge of student development theory to collaborate on building a student-centered educational environment," said Crist. "The best part of my program so far has been seeing all of the disparate pieces of higher education fit together. The result is a complex and fascinating puzzle that I am continuously intrigued by."



HARRIS KING

For **Harris King**, College bursar, starting a Master of Divinity at the Samuel DeWitt Proctor School of Theology at Virginia Union University was the right combination of his passion and belief in helping others, whether inside or outside the church. "I'm always excited to meet and speak with students because I feel like I am an extension of the mission of Bon Secours," said King. "My wife and I are ministers and we have been on mission trips which range from serving here in Richmond to traveling to India, Guatemala and El Salvador," King said. Once he completes his degree, King hopes to establish a ministry with his wife that helps communities here and abroad. His expected graduation date is 2022.



DIA LISNER

Looking to her future and wanting to expand her leadership role, director of student success **Dia Lisner** enrolled in a master's degree program in educational leadership from VCU. "I love to study leadership and we have some great leaders and mentors at the College as examples," said Lisner. Her most recent courses included Dimensions of Leadership and Diversity Issues in Counseling which discuss the roles and responsibilities of educational leaders, and how relationships are influenced by multicultural perspectives. A highlight of her educational journey so far was her interview with dean of student services Leslie Winston. For her Dimensions of Leadership class, Lisner had an in-depth conversation with Winston on transformational leadership and reflected on how the student services department has grown.



JULIE MARSH

Seeking an advanced degree isn't new to instructional designer **Julie Marsh**, who is currently completing a doctorate in educational policy, planning and leadership from the College of William & Mary after previously completing three master's programs. The degree directly ties to her support of instructional design and educational technology. "The most rewarding part of the program is meeting other educators interested in my research but who are also able to push my own thinking and learning," said Marsh. She hopes to take her educational expertise to build a fully functioning department that supports faculty design, development and eLearning. Expecting to graduate in the summer of 2021, her dissertation study is focused on secondary teachers' perceptions of community within online professional development experiences.



DESTINY MOORE

After receiving her undergraduate degree in mass communications from VCU, marketing assistant **Destiny Moore** decided to return to school and pursue a master's degree in media management at Virginia State University, beginning in fall of 2020. She hopes to one day be in a management role for public relations campaigns and leading the direction of communications within an organization. "Being a part of the creative process when it comes to communications and campaigns is something I've always enjoyed," said Moore. "Being able to spearhead those projects is definitely a goal of mine." Within her program, Moore has appreciated having classmates that come from all over the world. Through their experience, she is continually gaining insight on marketing and communications experiences from multiple countries.

The College's dedicated team always puts the needs of students first, but these staff and leadership members are also working behind the scenes to further their own educational goals. Meet the staff and leadership who are pursuing advanced degrees — with areas of study that range from degrees in Divinity to Educational Leadership — and a few others in between!



CARRIE NEWCOMB

For associate dean of student services **Carrie Newcomb**, the decision to advance her education came from her evolved passion of higher education. "Through this doctoral program I wanted the opportunity to learn how to tackle challenges within higher education and how to strategically explore solutions," said Newcomb. "I also wanted to be equipped with the tools to create positive change and better understand how education can impact the greater community." Her program culminates in a capstone dissertation that will focus on a high-impact practice and student engagement framework. Newcomb uses her research and practical knowledge from the program to provide the highest level of service to BSMCON students. She expects to complete her doctorate in educational leadership at VCU in the spring of 2021.



AMY POZZA

Wanting to expand her technical and leadership skills, dean of finance **Amy Pozza** decided it was time to earn a graduate degree. "I was looking for a transformational experience that would further develop my leadership capabilities while expanding my knowledge beyond accounting and finance into all aspects of business," said Pozza. Currently in the process of completing her MBA at the UVA Darden School of Business, she finds her personal and professional growth to be one of her greatest rewards. "My experience has not only sharpened technical skills, but soft skills such as presence, confidence and influence as well," she said. "I am now operating at a higher and more strategic enterprise level."



BECKY ROBERTS

A passion for process and performance improvement is what led academic operations coordinator **Becky Roberts** to go back to school for a doctorate in performance improvement leadership at Capella University. "When I started to look for a degree program to advance my career, I knew immediately this was what I wanted to pursue," said Roberts. In her current role at the College, this degree supports the ability to fully analyze current processes and procedures to ensure they are meeting the College's strategic goals. "The knowledge gained from this degree will help identify any performance gaps and implement new interventions and solutions," she said. In the future, Roberts hopes to own her own performance improvement consulting business. She expects to graduate in 2021.



DAYNA SCARBERRY

Expecting to complete her master's degree in educational planning, policy and leadership with a concentration in higher education from William & Mary in August 2021, student success advisor **Dayna Scarberry** wanted to pursue an advanced degree to gain a more holistic understanding of the student experience. Her coursework from the program has provided her the opportunity to take what she's learned and apply it directly to the students she advises. Her courses have included a range of subjects that include campus branding and enrollment, student affairs, counseling, assessment and data collection, and career development, which has allowed her to gain greater insight about the student experience from different perspectives. "I think that knowledge will help me to excel in my role as a success advisor as I partner with other staff at the College to support our students holistically," said Scarberry.



LESLIE WINSTON

As dean of student services, **Leslie Winston** continues to expand her leadership skills through her doctorate in educational leadership program at VCU. "I was particularly interested in this degree because of its focus on equity, accountability and social justice through leadership," said Winston. This degree will support her role in further expanding her knowledge in the field of higher education while remaining current on industry best practices. Through the program, Winston's growth of practitioner knowledge has helped her gain understanding around complex social issues through the lens of education. Expected to graduate in May of 2021, she is currently completing a year-long capstone project focused on student engagement and retention, high-impact practices and assessing undergraduate outcomes for a large urban research university with an undergraduate population.



“Critical care has my heart entirely. I love building relationships with my patients, but I also love the critical thinking that accompanies caring for these patients.”



R N - B S N S T U D E N T S P O T L I G H T

Kelley Jenkins, BSN, RN

CLASS OF
DECEMBER
2020

Kelley Jenkins was a senior at Virginia Tech and had planned to continue her education in physical therapy when she made the decision to shift gears after graduation and become a nurse.

“After completing an internship during my senior year, I found that physical therapy wasn’t the right career path for me,” said Jenkins. “I really investigated what was meaningful to me, what I was good at, and what I could do that would make me feel fulfilled.”

After speaking to a friend who was a nurse, she knew nursing was the right path for her and enrolled in Reynolds Community College to complete an associate degree in nursing. During nursing school, she gained valuable experience as a patient care tech in the emergency department (ED) at both Bon Secours St. Francis Medical Center and Memorial Regional Medical Center. Upon graduation, she accepted a position in the ED at Memorial Regional and other than a two-year stint in an OB-GYN practice, has been working in a critical care setting ever since.

“Critical care has my heart entirely. I love building relationships with my patients, but I also love the critical thinking that accompanies caring for these patients,” Jenkins said.

She knew earning her BSN would be necessary for her education and career, with plans to eventually become a Certified Registered Nurse Anesthetist. Applying to the BSMCON Post-Licensure RN-BSN Program seemed like a logical next step.

“Bon Secours has been so good to me, not only in being my employer for almost 10 years, but by funding a large majority of my post-licensure nursing degree through the tuition reimbursement program,” she said. “It was an excellent opportunity for me to go back to school and continue working full-time while being fiscally responsible. I have been so thankful for the opportunity.”

Jenkins graduated summa cum laude with a Bachelor of Science in nursing degree in December 2020.

It has been another successful year at the College, thanks to our generous and dedicated donors. Our continued focus areas are student scholarships, local, national and global outreach opportunities, faculty development and capital improvements. Thank you for your continued support!

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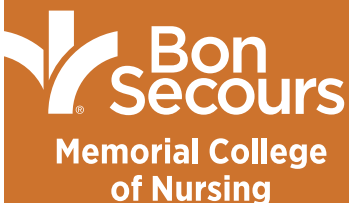
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