

**BRIAN ZULAUF:
STAFF NURSE
SAMARITAN
PACIFIC
COMMUNITIES
HOSPITAL**



**NURSING CAREER FINANCES
HOBBIES AND TRAVEL**

Brian Zulauf, ICU staff nurse at Samaritan Pacific Community Hospital, provides care to patients in the intensive care unit. In this position he identifies patient needs and proceeds with care while continuously monitoring effects of treatment on the patient's condition. Upon notification of the physician about patient changes alternative treatments are often initiated rapidly to provide care that keeps pace with the patient's presenting problem(s).

As a teen Brian never dreamed about becoming a nurse. He knew that his parents could not afford to send him to college so at 18 he joined the Navy. Since he was against purposely injuring/killing others he became a Navy corpsman and worked as a medic. This seemed a natural for him because his grandmother and sister were nurses and other siblings were in health care. With encouragement from a friend, he entered the nursing program at Highline Community College in Seattle, Washington.

After graduating and passing the Board of Nursing licensing exam. Brian worked in the neurology unit in Tacoma, WA. While working he continued taking classes and obtained a degree in Health Science. His nursing work and his bachelor's degree served him well in obtaining a position in Washington State as manager of a Competency and Sanity Evaluation Unit. After several years he moved to a Navy Alcohol Rehab unit in Bremerton, Washington. From that position he made a move to become an Occupational Health Nurse for an industry employing 1200 people located in Puyallup, Washington.

In this position Brian needed to learn the different jobs performed by the workers in order to predict and prevent on-the-job injuries. He had to treat persons exposed to toxic gases, noises and moving parts and then try to establish policies and practices that would prevent these types of injuries. Eventually he became the Manager of Health Safety and Security for this industry. As part of this role he spent 3 months in Japan evaluating robotic equipment.

Along the way Brian went to a boat school learning to design and build boats. He sailed for a year. Brian and his wife also developed their own small business marketing skin care products. As a traveling nurse he worked in Florida and other states. He spent three years working at Legacy Rehab Institute of Oregon in Portland and when they were tired of city life Brian and his wife went to Mexico.

Brian keeps up his certifications (Pediatric Advanced Life Support, Advanced Cardiac Life Support and others) because he has found that intensive care nursing provides flexible work arrangements. Sometimes he works three weeks of 12 hour shifts back to back so that he then can have 9 days off to pursue other ventures. “I like to keep nursing in my back pocket as a building block or stepping stone,” Brian commented with a satisfied smile. In the next breath he described an aquarium class he currently is auditing to decide if he wants to build a small size aquarium in the entry hall of his home.

Brian continues to use his nursing as he volunteers in service projects. Recently he returned from Haiti where he served as a recovery room nurse. In the near future he is planning to go on a service assignment with Northwest Medical. His medical-surgical, intensive care and emergency background are useful in disaster work and other medical programs.

In considering his own educational programs and reviewing his work experiences, Brian advises others to wait with having their family until they have completed their own education program. He found supporting young children was more difficult while he was in school. Brian strongly advocates diversity in nurses’ experiences. He thinks nurses don’t need to focus entirely on their career, but rather put emphasis on living life.

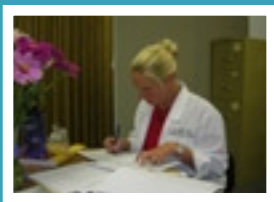
Brian plans that his next career steps will be outside of nursing. He is interested in import work. Also he likes to serve as a guide in remote areas.

Brian’s advice to males considering a nursing career includes the following:

- Do a job shadow to be sure that you like the work involved in nursing
- Get your prerequisite courses done before you begin taking nursing courses because you will need your time to focus on nursing coursework
- Take school seriously--invest in school to get a solid foundation
- Take two years after graduation to work to get the basics down well before becoming a travel nurse
- Stay flexible
- Don’t get locked into a specialty field
- Become empathetic with patients
- Allow yourself time to pursue other goals
- Change your workplace every 2-3 years—don’t burn out
- Work as an agency nurse—this helps you decide which hospital you like best
- Do well in your work—don’t burn your bridges and be sure to build on your experiences

LYNN BARTON: OCCC NURSING INSTRUCTOR

MOVING ALONG THE NURSING CAREER LADDER



“My only regret is that I will not live or survive long enough to do all the things available in nursing—long term care, palliative care, acute care for all ages,” Lynn Barton, nursing faculty member at Oregon Coast Community College, lamented wistfully. This is a testimony to her high regard and appreciation of her nursing career of almost 20 years. Lynn did not begin with starry eyes, eager to step into a nursing career.

“It really was happenstance that I got into nursing. During high school I did not plan for nursing studies. I just knew that I wanted to help people,” Lynn explained.

Pursuing her desire to help others, after graduation Lynn took a six-week program to become a certified nursing assistant. Working in a nursing home she found that she really enjoyed caring for people. Providing personal care for people, moving them on and off bedpans, assisting them to walk and running countless errands proved to be activities that she really enjoyed.

Because of her sense of satisfaction in providing care, Lynn began exploring how she might expand her nursing education. She took some prerequisite science courses and then submitted an application to the local community college in her area. On being turned down due to lack of space in the program, her advisor suggested that she consider a flight attendant program. But for Lynn, this denial of admission to the nursing program served as a challenge to obtain entry elsewhere.

After sending query letters to all the California schools, she found one in southern California that was a good fit for her because a family member lived near by. After a year of studies she completed the requirements to write the exam to become a Licensed Practical Nurse. This allowed her to continue working in care homes and to provide more care using her newly acquired technical skills. On learning that the college was just initiating a nursing Associate Degree program, Lynn immediately enrolled and the following year became one of their first associate degree nursing graduates.

After she took her exam and became a registered nurse she accepted a position as a resource nurse helping sick, homebound people obtain the things they needed for their care. Later she worked in agencies providing mental and physical care for mentally challenged residents.

Working as a nurse in a management position, she found that she needed more administrative background, so she enrolled in a Health Administration program and graduated with a bachelor's degree.

Because nursing had really become her chosen career, Lynn decided to enter a graduate school to obtain a Master's degree. On graduation she became a Clinical Nurse Specialist in critical care. Her coursework and clinical practice provided background she needed to work in critical care and transplant nursing. The unit on which she was employed included both adult and pediatric patients with medical-surgical problems. Because of her experience and interest she soon became a Critical Care Educator.

This was ideal preparation for her to accept a position at Oregon Coast Community College as a nursing faculty member. In this role she teaches theoretical nursing care in a classroom setting and basic nursing skills in the college lab, hospital and rehab settings. Lynn is teaching first year nursing students during the academic 2006-2007 year. Next year she will use her critical care knowledge and background to help second year students learn more advanced nursing theory and skills.

Lynn doesn't enjoy doing all the documentation and paper-shuffling required in patient care and nursing education. But she manages this because she finds caring for people and teaching so personally fulfilling. Her faculty nursing colleagues joke about cloning Lynn because she has such excellent clinical nursing skills and is a superb organizer.

When asked what she would change about her own educational experience, Lynn said that she would apply herself more while in high school and take math, science and chemistry courses that are prerequisite to so many health occupations. She noted that if she had taken the right courses, she could have applied for grants and scholarships much earlier.

Though she moved along a curving road related to some coursework, she found that her experience as a nursing assistant solidified her nursing goal. She didn't have to waste time wondering about a good career fit. Because she knew what nursing required, she did not become disillusioned and intimidated as some of her classmates did upon beginning to do their clinical work. Lynn urged those who would like to become a Clinical Nursing Specialist to develop a solid base of clinical skills and learn how to make human connections as they provide care. Beginning her role as a nursing faculty, Lynn is focusing on learning about the health care available in the community and networking with as many of the persons who are involved in this as she can. She anticipates remaining in her present role for a long time.

DICK KEAGLE: MANAGER, MEDICAL SURGICAL AND EMERGENCY UNITS SAMARITAN PACIFIC HOSPITAL



NAVY CORPSMAN TO REGISTERED NURSE

Dick Keagle, Manager of Medical-Surgical and Emergency Room Units at Samaritan Pacific Community Hospital, says he loves his job because he never knows when something new will pop up. As a nursing manager he is responsible for many aspects such as hiring, evaluating, policy development and coordinating with discharge planning and utilization review. Sometimes he “referees” conflicts between groups of nurses or between nurses and doctors. He also assists with tasks that require special IV skills and fills in when there is a nurse shortage.

Dick never dreamed of becoming a nurse. For him it just sort of happened after his Dad finally gave him an ultimatum “go on to school, get a job, or move!” So in 1965 he completed a certified nursing assistant course at the local VA Hospital and then took a job as a nursing assistant in. He worked nights on a geriatric floor caring for confused people before they used such diagnoses as Alzheimer’s. He soon enlisted as a Navy corpsman and went to Viet Nam. That’s when his love relationship with nursing developed.

One of his quadriplegic patients in the VA Hospital recognized Dick’s ability and potential and urged him to become a registered nurse. This encouragement came about the time that Dick was deciding that working as a regular corpsman—doing things such as polishing the floors was not very satisfying.

It was a stretch for Dick to decide to try to go on to school because he had not been a good student. On his initial application he was denied admission to a 2-year nursing degree program in California. He made an appointment with the program director and spent two hours negotiating to be allowed entrance. The program wanted him because he was male and a veteran, but he did not have the required grades in previous coursework. The program director agreed to accept him if he met the stipulations. He would have to repeat some courses in which he had received low grades and would need to maintain a “B” average while in the nursing program. In 1971 he passed his license exam and became a registered nurse. After he worked a year, he thought it would be prudent to continue on to get a bachelor’s degree.

Often men in nursing are employed in ICU or ER and Dick followed the same pattern, taking a position in the ER at Keizer-Sunnyside in Portland. There he began work on a

unit that was trialing different approaches to triage (screening patients for care priority). This position was made to order for Dick after his work as a Navy corpsman. He remained there 26 years, working in management for the last 13 years.

For five years he managed an Urgent Care Clinic. He also managed an After Hours—Advice Nurse program that employed 30 nurses to give telephone advice regarding their care and need for emergency treatment or other care.

On hearing about the 9-11 terrorist attack something in him seemed to snap. He wanted to do something else. His family situation had changed; his youngest daughter had graduated from the university and his wife was ready to move, so he decided he could make a change.

First, he and his wife took a Caribbean Cruise and then he became a Traveling Nurse. By his request he worked in small hospitals in New Mexico and Savannah, Georgia and then traveled to a big city hospital in Washington D. C. where there were more than 25 patients waiting in the ER around the clock.

During the time he worked in these different emergency units, he began to conduct his own little study on the way care was effectively or ineffectively managed. As a self-appointed student of emergency room management he identified two key factors that contributed to the management effectiveness: (1.) How far away the manager was from the ER and (2.) Who did the triage for the ER.

When Dick's wife developed a knee problem, they returned to Portland for Surgery at Keizer Hospital. His mother-in-law invited them to live with her in Waldport while his wife recuperated. With time on his hands Dick applied for and accepted a per diem supervisory position in the ER at SPCH. To his surprise, he became ill and spent three weeks in the hospital himself. He recalled this experience positively as he viewed nursing care from an angle he had never seen before.

Working on the medical-surgical unit when he needed to fill in for a nurse Dick had to begin doing some things that he had not done as a supervisor--construct Care Plans and set up patient-controlled-analgesia. He said that it took him about a year to become skilled in performing these medical-surgical nursing skills.

Dick usually has had his choice of areas to work moving from staff nurse in acute care like ICU and ER. In his present managerial position he enjoys serving as a community educator in the area of Chronic Disease Management. In October 2005 he was able to use his nursing background and experience in a volunteer capacity when he took two weeks and went to help out in New Orleans in the aftermath of the Katrina and Rita hurricanes.

His advice to others:

- “Know how to keyboard. Everything is done on the computer now. If you don't know how to get around on it, you are not able to keep up.”
- “Pay attention to math and algebra. As a high school junior I sat in those classes and wondered, ‘What can I use this for?’ Now I know that I needed to learn that to work effectively in nursing.”

BARBARA DANNA, RN: SILETZ COMMUNITY HEALTH CLINIC



COLLEGE, FOR A MOM WITH SIX KIDS?

Barbara Danna, nursing supervisor at Siletz Clinic, now has more free time for knitting and other hobbies because she only has three adult children living at home. But 15 years ago her life was very different.

When Barbara's divorce lawyer referred her to a Pathways Program for displaced homemakers, she didn't plan to attend. She knew her six children required all her energies and at that point she didn't care about anything else. Before she had children she had taken a few college courses, but hadn't done well, so she was surprised to find herself at the first session of the Pathway Program. She took the adult aptitude test and filled out the financial aid forms that Ellen Sunnes, Admissions Counselor at Oregon Coast Community College, handed her.

On finding that with financial aid, a part-time job and welfare money she could afford to go to school, she enrolled in the lowest level math and English courses. Taking college classes was a challenge while caring for six children aged 3 to 10. In the day time she shuttled her children to places and attended classes. In the early evening she studied at the desk beside her bed while her children did their homework and/or played around her. After the children were in bed, her neighbors and friends helped out so that she could get to her cocktail waitress job. She shopped for groceries at 2 A. M. on one of the days that she worked and then went to her 8 A. M. math lab.

To her surprise, Barbara found that she was doing well in school in spite of her single parent responsibilities. Barbara began to see a better life for herself and her children. "Something in me started growing. I wasn't only focused on my divorce and the husband who left me alone with six kids. I met others having a hard time in class and watched them survive with the help of really understanding teachers. I think being a mother prepares you for school—if you are a good Mom—you learn to be a good student."

Barbara noted some of the ways that all her children had to adjust. For one thing, they had little television because after school-work, chores and baths—there was no time left. They ate very simple meals because she didn't have time to cook. Some years they didn't have a Christmas celebration because their finances did not reach that far. On seeing the stress her daily schedule put Barbara under, her mother urged her to quit going to school.

But she persevered and when she graduated with an Associate in Science in 1995 she was given the Governor's Scholarship Award. She told the governor's aide, who called about the invitation to the ceremony, that she would only accept it if her children could come

too. She recalled the audience gasped as she walked up to receive her award with her six children (ages 5-13) following her.

As Barbara observed other classmates preparing for careers she allowed herself to recall one of her own early childhood dreams. In her Catholic school, she had always seen the teachers wearing black habits. But one day a group of nuns came to her class wearing white habits with red crosses hanging on a rope around their necks. At first she thought they were angels, but learned they were nurses. As a child she dismissed the idea of becoming one too because she thought she wasn't smart enough. But now with her success in school, she decided to pursue nursing.

This decision posed new challenges: Since she didn't live in Linn-Benton counties she couldn't go to their nursing program. If she wanted to go into nursing, she would have to get a bachelor's degree in nursing from OHSU in Portland. This really scared her because she again questioned her own academic ability. But she began taking the prerequisite courses going to Tillamook three nights a week to get her Anatomy and Physiology classes. She took three kids along with her and left the older three at home. She took her microbiology, sociology and nutrition courses at Portland Community College.

Acceptance to OHSU brought another challenge. Some of the clinical work associated with the classes required early and late hours, going to classes and doing clinical work in Portland. Fortunately, she had met other women students with long commutes--like her 100+ miles. Five of them got together and rented a studio apartment.

Barbara was glad that by this time cell phones were available, so she could keep in touch with her children even while she was away. She recalled being at baseball games, studying in the bleachers. Consequently, she missed some of the key plays, but her children sensed her supportive presence.

Upon graduation Barbara took her license exam and became a registered nurse in 1998 and soon after employment at Siletz Clinic assumed a supervisory role. Barbara cites communication as one of the most important aspects of her work. She particularly enjoys helping her co-workers be in the best possible environment so that they enjoy their work. She tries to facilitate work hours related to their childcare needs. One particularly pleasing area of her work is assisting young mothers learn how to successfully breastfeed and care for their babies.

Barbara is pleased that she and her children learned to study together. (All of her children are pursuing education beyond high school.) She also thinks that some people, like herself, need more maturing time and are not ready to go on to school just out of high school. "If you don't have family members in college you don't think of it as an option."

Barbara has been saddened seeing friends begin taking courses prerequisite to nursing, but due to the commuting challenges they had to return to work as store clerks or to other non-professional jobs. Recalling her commuting challenges, she smiled happily as she exclaimed "But now that OCCC has started a nursing program, potential students don't have to leave the county because they have a program in their own backyard!"