

Spring 2019 Volume

The Journal *of* First Year Writing

at Anderson University

A publication of The English Department,
Anderson University
1100 E 5th St. Anderson, IN 46012



Table of Contents

Jesse Hernandez, “Emotional Stages People Experience When Moving to a Foreign Country,” 2

Gillian Lintz, “Censorship in Educational Theatre,” 5

Christina Williams, “The Effects of Short Staffing in the Nursing Practice,” 10

Youselie Joseph, “Criticism from the Church Concerning Anderson College,” 15

Melinda Surface, “Understaffed Nurses: Who Suffers the Most from Understaffed Nursing?” 18

Megan Moran, “How Women’s Intelligence, Success, and Leadership is Misrepresented in the Media,” 23

Jesse Hernandez
English 1110
5 Dec. 2018

Emotional Stages People Experience When Moving to a Foreign Country

At the age of sixteen, I left behind everything I knew: friends, family, culture, and a beautiful diverse country. I grew up in Trujillo, Peru and went to school there. Once I graduated, my parents saw the benefits of me attending college in the US and decided it would be best for us to move to Indiana for me to study. This made me very excited because I felt that I was ready to explore the world some more. I moved away from Peru on my own, travelled alone, and started making decisions on my own. However, my parents moved to the US to live with me a few months later. Leaving everything I knew was one of the most difficult chapters of my life. American culture is very different from Peruvian culture. At first, I felt like I was left in a place that I didn't want to be in, but I fought through because I knew it was the best decision for my future. I had been to the US before, and because of that I did not feel like a total stranger in my new community. However, many other people who make a transition such as this often times feel alone and abandoned, as though they do not belong in the new environment. Gradually, those feelings start to go away. I "fit in" with the people around much faster than I imagined, and I started making friends very quickly. Although I had visited the US many times before, it never felt like home, until now. I got used to the culture and environment, and everything became much easier once I broke out of my shell. I still missed my original home very much, but I learned to be grateful and happy with my "home away from home." This is one of the hardest and most difficult processes to overcome in life. Moving away from a native country to a foreign one has many emotional stages that affect people's attitude, personality, and worldview.

People today choose to move to a different country for many reasons: quality of life, advanced education, better future, job opportunities, family, health issues, personal reasons, etc. Anyone who has or is currently moving someplace new has gone through this emotional process. This is something that has been going on since people began moving away from their native home, since the beginning of exploration and traveling. It does not necessarily cover a specific age group, but these stages include any individual from whatever age he or she may be. The process of moving to a foreign country includes four main stages: excitement, homesickness, adaptation, and home away from home.

The first emotional stage when moving to a foreign country is being excited and happy about the future that will come. Moving onto new things and new adventures is very exciting to anyone who has spent his or her life in only one place. Solange Lira, an Admissions Counselor at

Anderson University new to the community this year, also went through the process of moving to a foreign country. Solange was born and raised in Lima, Peru, where she lived over 20 years of her life. She attended an American high school there and was able to learn the English language at a young age. Her husband also spoke English so the language was never a problem for either of them. Solange and her family decided to move to Carmel, Indiana in the year 2000 for two main reasons: her son had some health issues and required specialized medical attention which was more developed in the US, and the education and quality of life is much better in a first world country. She decided it would be best to plan the transition in advance so that everything would be ready for them when they arrived. She was so excited that she planned out every detail possible a year ahead. Solange knew where she was going, where she would live, where her kids would go to school, what hospitals to go to for her son's health, what people to engage, and what connections to make. One of the best things anyone can do in order to have a smooth and successful transition into a new country is plan things ahead of time and find out as much detail as possible about the future destination. If there is no set plan, many issues and complications may arise, making the transition very difficult: no place to stay or live, no source of income, feeling lonely and abandoned, and other things that go along with those issues. Most people are excited when it comes to moving to a new place, traveling or going on vacation. This emotion is normal and expected and is the first stage of the moving process.

The second emotional stage of this process is homesickness. This begins after moving to the foreign country and seeing how things are. It's hard for people who are moving to a new place to be comfortable in that new environment. Emotions are sensitive, and they can easily be triggered when far from home. Sadness, loneliness, crying, and the desire to return home increase rapidly. When asked about the first few days of her moving process, Solange said the following: "I went through a change in family, change of life, change of job, change of culture, change of environment, change of church, change of everything. Everything I was comfortable with I had to leave behind. This was very very hard for me because all of my life I was surrounded by people I knew and places I was used to being in." For some people, the simple idea of leaving what they are used to being around their whole lives terrifies them. Living in a foreign country can be a huge culture shock. However, many people simply cannot handle this transition and decide to move back to the environment they came from originally. If people let homesickness take control of their lives, then they will be miserable during the moving process.

The third stage is defined as adaptation or accommodation. After some time, it becomes easier to get used to the current place of living. This does not mean immediate happiness with the new location. It simply means accommodating to the place and to the people in the new environment. It's human nature to adapt to an environment, but it can take time. "I always prayed to God for leadership and guidance," said Solange. "Adapting to a new place is very difficult, but with God, family and love, it is possible." Being comfortable in a new place is harder for some than others, but once acceptance of the new place is established, adapting to everything else is much smoother. In this stage, it is easier to make new friends and enjoy learning new things.

The final stage occurs when the foreign country becomes the new home. Currently, Solange is an Admissions Counselor at AU and fits right into the community. She understands how international students feel when they are lonely and far from home, and she is always glad to help those that are going through that change of culture. “I still feel my Peruvian culture 100%,” Solange added, “I am Peruvian, but I am thankful to the United States for everything she has done for me.” Solange found happiness in her new home, and so did I. In this stage, we are content with what we have and where we are. Our original home still remains in our hearts, but this is now our home away from home. Going back to the original home and leaving the foreign country is always an option, and it is the easy way out. But with patience and an open mind, a new culture and lifestyle can be implanted in the minds and hearts of those who moved away from their first home.

It takes time to overcome a transition to a new culture and new people, but once acceptance of the new life is reached, it is much easier to move forward. However, if the traveler is so hurt that he separates himself from the community and chooses to be alone, then the adaptation stage is never reached and his time in the new country will be very difficult. This is one of the most common problems that can take place when moving to a new environment. A transition such as this is very common because many people today are moving to different places and different countries in the world. Although it may not seem to have anything in common, moving to a foreign country is a lot like learning how to drive a vehicle. At first, it’s exciting because the new driver is eager to be independent and drive herself wherever she wishes to go. Then, drivers get that sense of wanting to go back to their comfort zone and not drive at all. However, in the end, they finally accommodate and become comfortable with driving. These same stages take place in both learning how to drive a vehicle, and moving to a foreign country. Trying new things isn’t always bad. Sometimes, it opens new doors to life that an individual has never experienced and he often finds himself growing more than he expected with that process. All it takes is courage.

Works Cited

Lira, Solange. Personal Interview. 13 Nov. 2018.

Censorship in Educational Theatre

Gillian Lintz

Anderson University

Abstract

In America's educational system, it is all too often that relevant musicals and plays are avoided and swapped for more surface-level, care-free shows. Although shows like *Dogfight*, *Spring Awakening*, *Next to Normal*, and *Fun Home* address important subjects for teenagers, such as abuse, abortion, sex, identity, and mental illness, they are typically considered too controversial for high schoolers to perform because of mature themes and strong language. Instead, schools produce shows like *Bye Bye Birdie* and *The Music Man*, which are far less challenging for actors, directors, and audience members, and contain simpler themes. Avoiding necessary theatre because of mature content and strong language only hinders students from receiving a full education. Some schools use revised edition shows that make risque shows more appropriate, but unfortunately also water-down the show and themes. Allowing teenagers to perform more controversial pieces of work creates a safe space for students to learn, grow, and experiment, and to share organic, real art through story-telling.

Censorship in Educational Theatre

Musicals such as *Spring Awakening*, *Fun Home*, *Heathers*, *Rent*, *Next to Normal*, and *Dogfight* are rarely seen on high school or even some college stages, and most people know why. Although shows like these are some of the most relevant pieces of theatre in existence, school boards and parents seem to opt for classic family-friendly shows like *Seussical*, *Grease*, *The Music Man*, or *Bye Bye Birdie*- shows that are wildly popular with happy endings and toe-tapping numbers, but lacking in the organic honesty and relatability that more provocative shows encompass. These shows deemed “inappropriate” by most schools address important issues such as rape, equality, suicide, mental illness, racism, and addiction, leading to censorship preventing students from discussing topics and asking questions necessary for growth and understanding.

To get a better idea of why certain shows are not performed in upper level education systems, it is essential to know what school boards consider “inappropriate” for an audience and student actors. In his article on censorship in school theatre, Howard Sherman (2016) writes that it is encouraged for school shows to appeal to ages 8-80. In a conversation with her mother about this, a 12-year-old daughter agrees that “if it’s not appropriate for kids eight or nine then it’s not appropriate for the entire audience and for little younger kids to see” (as cited in Lechtenberg, 2018). Thus, shows such as *Spring Awakening* and *Heathers* are deemed inappropriate for schools due to strong language and mature themes- strong language and themes that also happen to inhabit popular movies, television shows, and books. While mature movies such as *Independence Day* and *Inception* are played in classrooms, students are deprived of educational experiences in theatre because of similar mature content. Although it is easy to put an age range on what’s allowed to be performed, the entire question of what is considered appropriate for what ages is subjective. If a high school wants to perform a more controversial show, it should be advertised as such to avoid attracting the wrong audience and age group. Different shows appeal to different audiences and it is redundant to perform the same style of happy, family-friendly shows each year. In doing so, the actors and audience members are deprived of a full, educational, human experience.

Many schools across the country perform trademark “fun” musicals such as the classic, *Grease*. Most people would assume a show such as this is a safer and more wholesome production for students than the edgier *Spring Awakening*. While *Spring Awakening* may include stronger language and more mature content such as suicide, abortion, sex, and abuse, it actually portrays more important and positive messages. *Grease* promotes conformity and the idea of changing for someone’s approval, such as when innocent ingenue Sandy changes how she looks and acts completely to fit in and appease the Pink Ladies and Danny.

Although *Grease* is a little more “appropriate” on the surface, it contains toxic messages, especially for teenagers. *Spring Awakening* cautions the dangers of ignorance about important topics. Although both shows contain sexism and abusive relationships, *Spring Awakening* does

not normalize them like *Grease* (Miller, 2018). It seems that mature content and swearing, both familiar to most teenagers and young adults anyway, are more important to avoid in schools than producing a show with an important message that allow the actors and audience to think more about themselves and the world.

Furthermore, there are many reasons that these edgy, controversial shows should be performed in high schools and colleges. Newer, contemporary shows are becoming easier for teens and almost everyone to relate to. Theatre Studies student and director Freddie Miller states that “if students are able to feel represented by the characters that they are portraying, they will be better able to communicate what the show is intending to say... The more diverse a theatre program is, the more that different and unique perspectives are being shared” (as cited in Miller, 2018). Shows are becoming more relatable with new themes such as mental illness, identity, bullying, and LGBTQ+. Many young adults struggle with these issues, making the shows more understandable and connective. These contemporary shows are real and raw with relatable emotion, struggle, and joy.

Performing mature shows challenges students and directors to be pushed out of their comfort zones. A higher education and better self-discovery can only come from surpassing boundaries and comfort zones. Jack Serio (2014) agrees, stating that “it is time for high schools to stop hiding behind Rodgers & Hammerstein and embrace the great new works of American theater that teenagers are so hungry for.” No other part of school can challenge a student the ways that theatre can, and many schools aren’t taking advantage of that extra educational opportunity.

As one critic claims, edgy theatre is important because it’s one of the most honest forms of art and communication . In a world of photoshop, editing, biased news stations, normalized lying, and censoring, the truth can be hard to find. Theatre is occasionally the only opportunity for people to be educated on the truth, whether it’s abortion, homosexuality, or suicide (as cited in Wallace, 2017). Howard Sherman (2016) states that there are over 50 million high school theatre attendees annually. This proves that theatre, even at the high school level, has a huge impact on communities, and can educate and touch a great amount of people. Adults often try to shelter students from harsh realities and “grown up” topics, when, in reality, the sheltering is only a disservice.

From a scientific standpoint, controversial theatre is still proven to be beneficial to students. Professor of education reform at the University of Arkansas conducted a test to see how watching theatre has affected students. The test, called Reading the Mind Test, showed that students who saw live theatre “had increased tolerance and recognition of other people’s thoughts and emotions.” This is most likely in reference to theatre in general, but controversial theatre is often even more emotional and thought-provoking.

Currently, many schools, such as Pearce High School in Richardson, Texas, take the route of “school edition” shows (Wallace, 2018). School editions tend to cut out vulgarity from shows such as *Heathers* to make it more appropriate for students to watch and perform. This comes

with many pros and cons, but the cons seem to outweigh the pros. These revised editions allow students to perform edgier shows while keeping parents and school boards happy, but at what cost? Revising shows unfortunately almost always waters down the story and impact, compromises artistic integrity, and removes important themes. High-impact shows like *Heathers* also lose impact on the audience and actors, and are less challenging developmentally, emotionally, and educationally. While revising shows is not the best option in my opinion, beggars can't always be choosers.

When schools choose to avoid shows that address relevant, necessary topics such as abuse, sex, and identity, they are depriving students of a complete, fulfilling education. Shows like *Spring Awakening*, *Fun Home*, *Heathers*, *Rent*, *Next to Normal*, and *Dogfight* are important for young adults to discuss and perform because they challenge actors and audience members with new ideas and perspectives, and create discussions that no other subject can in a safe environment that cultivates emotion and connection. The time has come to stop compromising important, relevant, relatable theatre for mature topics that should be discussed by young adults anyway and a few swear words that are more than common in high schools.

References

- Lechtenberg, K. (2018, July 10). "Spring Awakening," "Rise," and what's "appropriate": a conversation with my daughter. *American Library Association*. Retrieved March 6, 2019, from <https://www.oif.ala.org/oif/?p=14867>
- Miller, F. (2018, December 10). Censorship in high school theatre. *The Odyssey*. Retrieved March 4, 2019, from <https://www.theodysseyonline.com/censorship-in-theatre>
- Serio, J. (2014, January 2). Taking the drama out of high school. *Howlround Theatre Commons*. Retrieved March 6, 2019, from <https://howlround.com/taking-drama-out-high-school>
- Sherman, H. (2016, January 6). Who cares about censorship on school stages? *American Theatre*. Retrieved March 6, 2019, from <https://www.americantheatre.org/2015/01/06/why-i-care-about-censorship-on-school-stages/>.
- Strauss, V. (2017, December 7). The school play is about what!? Controversy on stage and why it matters. *The Washington Post*. Retrieved March 4, 2019, from https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/07/the-school-play-is-a-bout-what-controversy-on-stage-and-why-it-matters/?utm_term=.dbbd6300a723
- Wallace, K. (2017, August 8). Why it's important for high schoolers to perform *Spring Awakening*, *Heathers*, and more. *Playbill*. Retrieved March 6, 2019, from <http://www.playbill.com/article/why-its-important-for-high-schoolers-to-perform-spring-awakening-heathers-and-more>

The Effects of Short Staffing in the Nursing Practice

Christina Williams

Anderson University

The Effects of Short Staffing In the Nursing Practice

Introduction

“Hospitals with low nurse staffing levels tend to have higher rates of poor patient outcomes such as pneumonia, shock, cardiac arrest, and urinary tract infections...” (Stanton, 2004). Nursing is a common profession that many people who are attracted to the medical field choose to pursue. Nurses have been around for a long time because as long as people have been getting sick and hurt, there has been a need for someone to take care of them. However, nursing as a formal profession has not been around for a *long* time. Most people recognize the beginning of nursing with Florence Nightingale. In the time periods prior to the 1900’s, nursing was not a sought after profession, so Nightingale surprised the world when she chose to leave her wealthy family and become a nurse. However, this is exactly what the world needed. The world needed someone to put themselves in a profession that was looked down upon in order to better society. She put her skills to the test during the Crimean War, taking care of soldiers when they were injured. She made sure the hospital was sanitized, and she stayed awake during all hours of the night, taking care of the soldiers and making sure their needs were met. This was the beginning of patient care by a nurse. It was the start to making nursing a distinct profession about care of a patient (Buhler-Wilkerson & D’Antonio, 2019).

In the beginning of the profession, people were not marking down the history of the practice thus creating a crisis of identity for nursing (Hallett & Fealy, 2015). This identity crisis is no longer a large ordeal, as the profession has become very formalized. With around 2.9 million registered nurses worldwide, the nursing profession has gained credibility as one of the most respected medical professions. As the respect for nursing grows, the demand for more nurses increases. This is mainly due to the increase of medical technology because the more technology we have, the more people will need the care of a nurse (Buhler-Wilkerson & D’Antonio, 2019). However, as the demand for nurses increases, the number of nurses has not. This has led to short staffing in hospitals which has many various effects on nurses. This leads me to believe that short staffing has a largely negative effect on the nursing practice.

Methods

In order to create and gather primary information regarding short staffing in the nursing profession, I conducted two interviews. For both of the people I interviewed, I could not find a time that worked for both parties, so in both instances we decided to just do the interview over email. This was actually very beneficial because I feel like I got more detailed answers because the respondents could respond whenever was convenient for them. They were not tied down to answering everything on the spot and in person. The two people I interviewed have worked or are currently working in the medical field, but they both had somewhat different experiences

when it came to the nursing profession. However, they both shared common ground when it came to their opinions on the topic at hand.

The first interview that I conducted was with Sadie Martin, a BSN who works on an intermediate ICU. She also works as a resource nurse, otherwise known as an ADT. In this position she dealt with the admission, discharge, and transfers of patients. She has worked in this position for two years, which means she is very in tune to modern nursing and current problems that nurses face. The second interview that I conducted was with Kayla Warren, who is a CNA, or certified nursing assistant. Kayla was not a full-time nurse, because she is my age and in college, but she was a CNA, which meant that she was in the world of medicine and nursing and faced a lot of the challenges and problems that a BSN like Sadie would. Kayla worked as a CNA for two years, so similar to Mrs. Martin, she knows a lot about the current challenges that nurses face on a daily basis, considering that she worked directly with patients, nurses, and doctors.

Results

My results from my primary research showed that nurses are extremely effected in a negative way by short staffing. Short staffing affects everything from the morale of a nurse and nursing team, to the individual career of a nurse, and even the patient's overall health and eventual outcome. Short staffing has tremendously hurt the nursing profession. When reviewing my findings, I feel as if it would be beneficial to focus on where this problem stems from, how it affects the individual nurse, and how it affects the patients.

Since the two people I interviewed were from two different areas of the nursing profession, they had somewhat different ideas as to where the issue of short staffing came from. For Mrs. Martin, a nurse who works directly in a hospital, she believes that the cause of short staffing is due to hospitals as a whole trying to cut down their costs because if they hire fewer nurses then they don't have to pay as many nurses to work. On the other hand, Ms. Warren, who worked in a nursing home, believed that the root of short staffing was due to former CNAs and nurses retiring and then the nursing home failing to get people to take their position.

Both individuals that I interviewed were very passionate when it came to the idea of short staffing affecting the individual nurse. For starters, Mrs. Martin mentioned that being short staffed at work was something that she experiences nearly every shift. She described it as frustrating. Additionally, she mentioned that the nurses become very exhausted from working so much that they are not willing to pick up extra shifts. She even mentioned, "Often, I have to choose between two important tasks simply because I don't have time to do everything" (personal communication, 2019). Additionally, Ms. Warren also commented on the fact that short staffing was not an ideal situation to be working in. She said that working in an environment with a lack of staff was very stressful, and she provided an example of how a lack of one or two nurses could hurt the rest of the staff tremendously:

If the first shift nurse didn't get all her medication passed at lunch, she might ask the second shift nurse to help her out. When the second shift nurse is finished helping her pass her meds, she finally gets to start on her tasks for the day. And it continues from there. Now if there was an extra nurse on duty, then they could've easily split up the patients that needed the meds at lunch and tag-teamed at passing them to get done quicker. (Kayla Warren, personal communication, 2019)

However, I learned that it does not end there. Short staffing in hospitals does not just affect nurses, but patients as well. Mrs. Martin mentioned on this topic:

Patients are definitely at risk of all sorts of problems due to short staffing. Pressure ulcers because nobody available to turn them, malnutrition because nobody available to feed a total care, late medications because a nurse too busy with someone else, not getting proper education at discharge.... (Sadie Martin, personal communication, 2019)

This presents itself not only in hospitals but in other medical settings as well as I learned with my interview with Ms. Williams. She further added to this idea by reiterating that short staffing “[Does not allow patients to] get the adequate care they deserve.”

Discussion

Nurses are a vital part to a patient's experience in a hospital or general healthcare experience. However, I have found my hypothesis to be true: short staffing has a largely negative effect on the nursing practice. What worries me most about short staffing is, as bad as it sounds, not the nurses or their mental health, but the patients. They are suffering due to hospitals wanting to save a few dollars or at other places where a nurse would work, failing to replace retired employees. I am certain that there are things that need to be done to change this and how this is played out in the medical field, but as Ms. Martin stated, “I'm not sure what the magic number is, but having less patient load would certainly reduce the chances of causing harm to patients” (personal communication, 2019). There is a problem but, also obviously hospitals are either not paying attention to the problem or they just don't really care about it. Either way is terribly saddening and frightening. Every person goes to the doctor. It is very troubling to think that just because a hospital wants to save money or fails to hire new employees your life could be at risk. However, unless something changes soon this is the awful truth.

Conclusion

Nursing is a profession that requires patience, courage, mental stability, and an ability to juggle many things at once. However, recently, nurses are being pushed to the limits of what they are able to do and handle in a shift. Due to hospitals wanting to either cut costs or other healthcare facilities failing to hire new employees when old ones retire, nurses are chronically short staffed. Short staffing has a negative effect on all who are involved. It hurts the morale of the nurses, it hurts the performance of the individual nurse, and what might be most important of all, it hurts the patients. Nurse-to-patient ratios should be re-evaluated and this problem needs to be taken seriously and looked at with close consideration because it is frustrating many nurses to the point of not even wanting to work due to stress. Every person deserves to have a nurse's complete attention and care, but when nurses are faced with a short staff, they are sometimes unable to provide that care to those who need it. Everyone deserves care, especially in a medical field, so why is more attention not being brought to this? Nurses need more help, and if they don't get it soon, the public will see long lasting, drastic effects that short staffing has on the nursing practice.

References

- Buhler-Wilkerson, K., & D'Antonio, P. (2019, January 16). Nursing Medical Profession. Retrieved March 14, 2019, from <https://www.britannica.com/science/nursing>
- Hallett, C., & Fealy, G. (2015). Introduction: Histories of nursing practice. In Fealy, G., Hallett, C., & Dietz, S. (Eds.), *Histories of nursing practice* (pp. 1-18). Manchester University Press. Retrieved from <http://www.jstor.org/stable/j.ctt18dzt2g.5>
- Stanton, M. W., M.A. (2004, March). Hospital Nurse Staffing and Quality of Care. *Research in Action*, (14). Retrieved March 14, 2019, from <https://permanent.access.gpo.gov/LPS91827/nursestaff.pdf>

Youselie Joseph
ENGL 1120
Archival essay
29 April, 2019

Criticism from the Church Concerning Anderson College

Marcus Garvey, a political leader once said, “A people without the knowledge of their past history, origin, and culture is like a tree without roots.” Although some students at Anderson University know about the first President John Morrison, they do not know the struggle that he went through to make sure that this institution remained a college. Most leaders of new organizations are always under high criticism, and President John Morrison was no different.

Anderson Bible Training School (ABTS) was established in 1917 by the Church of God. Its original purpose was not to become a college but to train ministers for the church. Even before the school was established there had been different views on there being a school. According to Sarah Blake, a student of the school of theology at what is now Anderson University, most in the Church of God movement view higher education in a negative light; they associate higher education with secularism. Attitudes toward education only changed when the need came for younger ministers to be better prepared to serve the people. They needed to be better educated. John Morrison, a pastor of a church in Colorado at the time, was all for education. He argued that “while it was true that God used people in spite of a lack of education, a pastor who reads good books is ‘blessed’” (Blake). Morrison’s well thought out idea earned him the title of “principal”, the same position which has since been titled president, of Anderson Bible Training School in 1917.

By the 1930s, when ABTS became Anderson College, still under President Morrison, some within the church wanted the college to either return to being ABTS or for it to be completely eliminated. The college and Morrison were under high criticism not only by outsiders but by people within the Church of God movement itself. A letter now preserved in the university archives expresses exactly what one of these critics within the church felt about the college. The letter was written by an anonymous person concerning a picture which was enclosed with the letter. The picture was most likely taken from a brochure or pamphlet advertising student life at Anderson College. In the photograph, a male student is standing on a step with three female students sitting on the step beside him. All of them are looking to one side. The author of the letter took offense to the student dress code in the picture because he believed the girls were dressed “immodestly” and he assumed that the young man turned his head away to avoid temptation. The artifact is evidence that some in the church still believed they had influence within Anderson College even if it was no longer a Bible school. The writer most likely believed that his opinion should be taken seriously. In the letter, although he or she misquoted the passage, the writer references John 12:48: “the Word that I have spoken shall

judge” (Handwritten Letter). The actual verse states, “There is a judge for the one who rejects me and does not accept my words; the very words I have spoken will condemn them at the last day” (NIV). By the tone of the letter, one can assume that this person was among those people who were disapproving of Anderson College. During the 1930s, when this letter came to President Morrison, it most likely came as no surprise because he was already under severe censure. The person’s views of the college were most likely shaped by the controversies surrounding Anderson College and the institution's ongoing conflicts with the church.

One controversy paving the way for several Anderson College critics to emerge from within the church was the Ohio resolution. According to Merle D. Stege, author of *The Desk as Altar* and a professor of historical theology at Anderson University, in 1929 the church of God ministers in Ohio called a mid-winter assembly, as was traditional, during which time a young man asked the assembly, “whether Anderson College was a good place for a ministerial education” (80). The answer for most of the community, including some previous Anderson College students, was negative and the floor was open for the further denunciation of Anderson College. The critics believed that “the future of the church of God could be secured by eliminating the undergraduate curriculum” (Strege 81). It became obvious that the Ohio ministers wanted to tie Anderson College to the Church of God movement theology as it was with ABTS. Since Morrison would not comply with the demand that the college be returned to a Bible school (he saw education as an advancement for young people in the church), most of these Ohio ministers called for him to be replaced with someone more amenable to the cause (Strege 84). Fortunately, this conflict was eventually resolved.

While the letter author was disapproving of Anderson College, it was not because he wanted the undergraduate curriculum to end. His stance was very apparent in the sentence, “I would not want to send any of my young people to go to a school with such a picture to represent this school” (Handwritten Letter). Because of the length of the female student skirt in the picture, the author believed that the school had a very immodest dress code that did not follow the Church of God Doctrine. After the Ohio resolution controversy, he most likely saw an opportunity to add his own criticism of the school. Even though when Anderson College was first established, a student-council was created by the Church of God to administer “Rules of General Conduct,” which included the enforcement of a conservative student dress code, the anonymous author found fault in the apparel (Strege 116). Near the end of the letter, the anonymous author exclaimed, “Wake up Church of God” (Handwritten Letter). From this quote, one can assume that he was a part of the Church of God. One can also assume that this person was hostile toward the institution when he addressed himself as a friend of God and then posed the question “What am I to you?” in reference to the school.

One thing that this letter reveals about Anderson University is that when it was first established, the school, received criticism from all sides, even from the church that laid its foundations. This artifact is important because one can learn that leaders, no matter how important their project is, will always be questioned by others, if not from the outside then from

the members of their own organization. Since society is always pushing young people to be leaders of tomorrow, young people should also learn how to take criticism while learning to be leaders. Leaders cannot please everybody; they will always experience conflict with the people they are trying to lead.

Works Cited

- Blake, Sarah J. "Controversies in the History of Anderson University A Review with Applications for the Church of God and Its Colleges." Anderson University School of Theology. 2009, pp.1-27. Accessed 13 April 2019.
- Strege, Merle D. *The Desk as Altar: The Centennial History of Anderson University*. Anderson University Press, 2016.
- Handwritten Letter with Picture Included. Administrative records. John Morrison papers-correspondence. Anderson University and Church of God Archives, Anderson University Nicholson Library, Anderson Indiana. 29 Mar 2019.
- The Holy Bible, New International Version. Grand Rapids: Zondervan House, 1984. Print.

Understaffed Nurses:

Who Suffers the Most from Understaffed Nursing?

Melinda Surface

Anderson University

Understaffed Nurses: Who Suffers the Most from Understaffed Nursing?

Introduction

“Inadequate nursing staff levels of experienced Registered Nurses (RNs) have been linked to higher rates of patient falls, infections, medication errors and even death” (Carlson, 2017). In this paper, the description of burnout, compassion fatigue and the similarities between them will be discussed. The interventions of work-directed, person-directed, and combined interventions as well as survey results will be examined. An overview of transformational leadership will be reviewed and analyzed. Lastly, the nurses’ role of leadership in point of care will be discussed in regard to burnout and compassion fatigue. Nursing students need to have greater understanding and awareness of these effects in hopes to maintain a high level of clinical performance.

Nurses are thought to be nurturing and sympathetic professionals who are crucial to a quality and healthy life. Individuals, families, and sometimes even an entire community will lean on a nurse for support, healing, education, and assistance during a time of physical, emotional and spiritual suffering. Nurses are experts at juggling tasks and putting the needs of others before themselves on a daily basis. In fact, some of the key traits a nurse holds are compassion, empathy, supportive, and loving towards their patients and the families of their patients. Sadly however, these are often the first traits to be lost when a nurse is fighting nursing burnout, according to Sean P. Clarke (2015), a research nurse from the University of Pennsylvania School of Nursing.

Many nurses face the issue of understaffing throughout their daily jobs, causing them too heavy of a workload during one shift. When a hospital unit or any other medical facility is understaffed not only do the nurses get burnt out, but the patients will not receive the care that they need to reach their maximum health, they also don’t receive the care that they deserve. The nurse to patient ratio is an aspect that gets overlooked in many facilities; unfortunately, this can lead to many errors that can end in a fatality. Identifying and maintaining the appropriate number of mixed nursing staff, Registered Nurses (RN), Licensed Practical Nurses (LPN), and Certified Nursing Assistant (CNA), is critical to the delivery of quality patient care. In the words of Jansson, Hannu, and Tero (2019), “Lower nurse staffing and increased nursing workload are associated with ventilator-associated pneumonia and mortality, demonstrating that adequate staffing is a prerequisite for the availability and quality of critical care services” (p. 257). There have been studies revealing a link between a low level of experienced RN staffing with higher rates of negative patient outcomes. A lower nurse- to- patient ratio would likely improve the nurses’ working conditions, decreasing the risk of errors to patients. It would also help lower the severity of nursing burn out, and help in the care and healing of patients.

Methods

To gather primary information from the people who deal with this problem first-hand, I set up and conducted a survey and two interviews. My interviewees included, Professor Tracie Lawson (RN) and Melanie Smith (LPN), both have worked within the medical field for many years. I sent a survey to 3 women currently working in the medical field. Firstly, was Sharon Morris who currently works as a Certified Nursing Assistant at Miller's Merry Manor in Hartford City, Indiana. Secondly, Hailey Smith, a Medical Assistant, and lastly Melanie Smith who currently is a Licensed Practical Nurse in the Pediatric Unit at Ball Memorial Hospital in Muncie Indiana, and also serves as the Assistant Nursing Coordinator for Ball State in connection with Ball Memorial Hospital. The survey questions were focused on the outcome of medical staff being understaffed. In the interviews I asked questions that allowed me to gain knowledge on how a few medical professionals were impacted by understaffing in their jobs, and if they see it affect the patients they were caring for.

Results

With the survey I conducted, there were similar results with each individual. Each surveyee agreed that the level of staffing does affect the patient care given. All three agreed, when nurses are overworked, they are tired causing a greater risk for errors. Morris added that when nurses are overworked, patients do not get the individual time they need and deserve with their nurse.

My first interviewee was Nursing Professor Tracie Lawson. Lawson has worked in many different nursing settings throughout her time as a nurse. In summary Lawson stated that as a new nurse starting off her career in a med-surg unit, with a short orientation time, was very overwhelming and scary. With an average patient load of nine patients per one nurse and very little support from coworkers, it's very hard to give each patient the intense care that they deserve and need coming in and out of surgery. In my interview with Melanie Smith, who has a similar view as Lawson, she stated, "When you are understaffed as a nurse, your patients suffer." From the wrong medications being given or missing little things that turn into big things, to having a greater number of patient falls. Smith continues with saying she wishes the government would set a maximum nurse to patient ratio. "Thirty-two percent of nurses gave their hospital a poor or failing patient safety grade" (Carthon et al 2019, p. 233). One of the major reasons for this high amount of nurses giving a poor rating is because of the amount of patients they have to take care of, they don't feel as though they can give their patients the care they need or deserve. Being understaffed and taking on heavy and complicated caseloads, as a nurse you can quickly become burnt out. Nursing burnout also known as compassion fatigue is often a reason why nurses go from caring and compassionate to cold and harsh. Compassion fatigue can be described as losing the ability to nurture, empathize, and care for patients due to the physical,

emotional, and spiritual result of prolonged self-sacrifice and exposure to many trauma cases, especially when a new nurse is going from having an instructor by their side to being thrown right onto the floor with a heavy patient load, often with little to no orientation time (Smith). This can be extremely stressful for new workers. This high amount of stress at the beginning of their career takes a big impact on the nurse mentally, physically, and spiritually. This causes the nurse to rethink a lot of their decisions and many nurses change their career path.

Discussion

As a student attending Anderson University pursuing a Bachelor's of Science in Nursing degree, I am dedicated to staying focused and organized, as I know those are two key factors in becoming a successful nurse in the future no matter what section I enter. I have no doubt that all nurses start their careers off that way; you have to be to make it through nursing school. It makes me very nervous knowing all nurses start out as caring, compassionate and committed nurses, but can quickly become burnout and lose the compassion they once had. Before entering Anderson University's nursing program I worked in many other fields of work. Due to this, I realize any work environment can have stressful aspects that can negatively affect an employee's performance. Oftentimes when employees are stressed, burnt out or dealing with compassion fatigue, their commitment to their job may begin to weaken and they may lose interest in quality job satisfaction. This is the reason many people quit their jobs and accept new positions in completely different fields; however, this is seen even more so and even quicker in nurses throughout all of the medical field. I believe all health care providers are at a major risk for compassion fatigue and burnout. Nurses are the leading caregiver for patients and the right hand for physicians. Physicians rely a lot on nurses and the jobs that they do. Nurses are empathetic and compassionate; it's a main trait of the profession, and seems to be the first lost when burn out sets in. When these two things are lost it becomes really hard to properly do their job in a way that allows the patients to still be taken care of really well. Since nurses are such caring individuals once they feel they have lost their empathy and compassion they realize that their patients deserve more, so they then decide to leave the medical field.

Nurses are experts at juggling tasks and putting the needs of others before themselves every day. There are many factors that can contribute to the development of burnout and compassion fatigue among nurses. Contributors include moral distress, emotional and spiritual demands created from increased workload, dealing with death, insufficient staff support, high patient acuity, and overcrowding. First year nurses can quickly develop burnout and could possibly be cut down if new nurses had a longer preceptor time, then gradually take on their own caseloads. Everybody has lots of comorbidities and lots and lots of different cases and as a new nurse, it's intimidating and often scary to be out on your own with little support, according to Lawson. The most important part of being a medical professional, is patient care. Patient care is

what suffers. I feel there should be more done to improve the nurse working conditions and in return, patient care will improve.

Conclusion

In addition to having a lower patient- to- nurse ratio, nurses would be able to maintain not only better, more focused patient care, but also better selfcare. Selfcare is extremely important in order to stay focused and maintain a healthy life in and out of the workplace and can help to keep you from becoming burnt out. It is evident that burnout and compassion fatigue can impact a nurse's work environment, patient care as well as their personal life. Therefore it is important to always be aware of strategies to prevent such a crisis from occurring. The most important part of being a medical professional, is patient care. Patient care is what suffers the most with understaffing of nurses. I feel there should be more done to improve the nurse working conditions and in return, patient care will improve.

References

- Brooks, C., Hatfield, L., Plover, C., A. D., Davis, L., Hedgeland, T., & Sanders, A. (2019). Association of nurse engagement and nurse staffing on patient safety. *Journal of Nursing Care Quality*, 34(1), 40-46. doi:10.1097/NCQ.0000000000000334
- Carlson, K. (2017, November 1). Nurse-patient ratios and safe staffing: 10 ways nurses can lead the change. Retrieved March 14, 2019, from <https://nurse.org/articles/nurse-patient-ratios-and-safe-staffing/>
- Janson, Miia M, Hannu P. Syrjala and Tero I. Ala-Kokko. Association of nurse staffing and nursing workload with ventilator-associated pneumonia and mortality: a prospective, single-center cohort study. (Clinical report). *Journal of Hospital Infection* 101.3 (March 2019): 257. Nursing Resource Center. Gale. INSPIRE. 14 Mar. 2019

How Women's Intelligence, Success, and Leadership is Misrepresented in the Media

Megan Moran

Anderson University

Abstract

This paper seeks to analyze how specific characteristics or qualities are portrayed when possessed by female characters in the media. The characteristics being explored are intelligence, success, and leadership. Findings from leading researchers in gender and media (largely The Geena Davis Institute for Gender and Media) exemplify just how these qualities are misrepresented by the media through issues such as underrepresentation and inaccurate portrayals. The issue of misrepresentation is looked at in film, television, and other media sources, as well as across multiple time periods and geographical locations. This paper also outlines some of the implications of the possible influence these misrepresentations of intelligent, successful, and leading women can have on society's views, especially those of adolescents.

How Women's Intelligence, Success, and Leadership is Misrepresented in the Media

One of the most powerful influencers of the 21st century on the thoughts, beliefs, and perceptions held by society is the massive array of media sources available for daily consumption. Television, film, books, news, and more are constantly at the fingertips of millions and readily influencing society's views of varying groups and ideas. Because of this, it is important to investigate the accuracy of what is being portrayed in the media and how realistic the messages being conveyed truly are. Often times the media can be a reliable source of influence in society, however, the media also undeniably perpetuates incorrect representations of various people groups, as well as specific qualities or attributes of these groups. In light of this and the indisputable, widespread influence of the media, it is important to examine these specific issues of misrepresentation not through the lens of *if*, or *why* but rather *how* the misrepresentation is occurring, in order to draw attention to the issue. One explicit example of media misrepresentation that can be examined through this lens is that of intelligence, success, and leadership in female characters. Thus this paper seeks to outline specifically *how* the media misrepresents the qualities of intelligence, success, and leadership in women through the underrepresentation and inaccurate portrayals in film, television, and other media sources.

When possessed by a woman, the qualities of intelligence, success, and leadership are misrepresented by the media in a couple of different ways. One of the first ways that the media incorrectly portrays these qualities in female characters is by underrepresentation. Across the board, women are portrayed less frequently than men are in different media outlets. In a study on global gender bias in the media, Smith, Choueiti, and Pieper (2014) found in their research on recent films: "A total of 5,799 speaking or named characters were evaluated, with 30.9% female and 69.1% male. This calculates into a gender ratio of 2.24 males to every one female. This finding is somewhat surprising, given that females represent 49.6% of the population worldwide" (p. 3). This points out the obvious gender gap in the on-screen portrayal of women versus men in comparison to real world totals. In correspondence to this finding, it is even more so that women are underrepresented in roles that involve holding some level of power, success, or intellect, in comparison with their male counterparts. This idea is logically evident because if the female gender as a whole is not being properly represented, it is in turn extremely difficult to accurately portray a subsection of this group, such as women in roles of success and leadership. To further this point, in examining recent films and TV shows, it is very practical to ask questions such as the following: how often is a female CEO or engineer portrayed on the big screen, or how often does a favorite family film portray an intellectual female leader? More often than not, women are portrayed as maids, housewives, moms, secretaries, etc. This is not to say there is no value in these positions, but more to question where the value of other roles that require high intellect or dynamic leadership skills is found in the media. Data to support this claim is found in a research

study of 11,297 speaking characters across 129 top grossing family films, 275 prime time programs, and 36 children's shows conducted by Smith, Choueiti, Prescott, and Pieper (2012). This study illustrates the gender gap between male and female characters portrayed in prestigious industries (See Appendix A for Table 1) as well as STEM careers (See Appendix B for Table 2) and how the massive gender gap contributes to the lack of value for females in positions of power and intellect. Furthermore, based on the data displayed in these figures, it further proves the point that the media drastically underrepresents the real world proportions of women in these positions, occupations, and roles making it appear that only men can possess these admirable qualities.

An important fact to realize surrounding the issue of women's misrepresentation in the media is that it is not only a current topic of concern, but it has been a progressive phenomenon since some of the earliest instances of mass media production. For example, almost 30 years ago, in an excerpt from her book about the influence of the media on gender in the 1980s and 90s, Wood (1994) makes the claim that "a primary way in which media distort(s) reality is in underrepresenting women" (p. 32). This is informative because it contributes to the idea that what researchers continue to find today was happening much earlier on as well. Another relationship to consider, aside from that of time and misrepresentation, is the factor of culture and the effect it has on how the media portrays people and ideas. According to research from Smith, Choueiti and Pieper, K. (2014), it is not just a singular culture (such as Western or American society) issue of misrepresentation, but a topic of global media concern. The Geena Davis Institute study, *Gender Bias without Borders*, investigates female characters in popular films in 11 different countries across the globe and finds similar data within the concepts of gender prevalence, demographics, domesticity, sexualization, occupation, and relationship between creator and content. On the topic of prevalence, the study found that some of the highest proportions of on-screen female speaking characters were found in countries such as Korea and Brazil (between 35-39%) while some the lowest were in the U.S. and India (between 24-29%) (Smith, Choueiti, and Pieper 2014, p. 3-4). Analyzing these findings, this study provides strong evidence in support of the idea that underrepresentation of women in the media is not an isolated instance of a few societies or cultures.

Aside from the overall underrepresentation of women's intelligence, success, and leadership in the media, another source of misrepresentation of these qualities is the high proportion of downright inaccurate portrayals of the real world instances of these female characteristics. The inaccuracies begin with the lack of value for driven and powerful female characters and the high value for sexy, submissive women. All too often, the media sexualizes and represents women within the context of traditional "female" roles and behavior. The first part of this claim is exemplified through the message the media sends about successful women; success for a woman is seen as being the beautiful goddess who marries the guy of her dreams, and rarely the brilliant politician who leads her country or the lawyer who dominates the legal system. However, rarely is it found to be accurate that in the real world the only women who are

successful or valued are those who are physically attractive. Outside of the media, physical attributes are seldom the definition of success, but in the media this is portrayed on the contrary. This claim is evidenced by the countless movies and TV shows that portray qualifications for success based on the sole characteristics of attractiveness and sexual appeal, such as classics like *Cinderella*, or highly popular reality shows like *The Bachelorette*.

The second part of this claim is the concept that the media's version of the ideal or preferred woman is one who takes the backseat and is subordinate to males or authority figures. According to the media, "men are the competent authorities who save women from their incompetence" (p. 35); however, this is a very fabricated viewpoint and by no means represents the reality of male-female relationships. By the same token, the media also conveys the idea that women should be grounded in the traditional roles of the caretaker, housewife, and mother. They are not to be above men or challenge them, but rather they are represented as a victim, an angel, or a helper. Very rarely do female characters stray from these conventional roles, and when they do, they are even more scarcely portrayed in a positive light. However, these positive portrayals typically consist of feminizing a working woman to match a stereotypical view (Wood 1994, p. 33). The stereotypical and sexualized portrayals by the media advance societal beliefs that the only valuable woman is a quiet, subordinate, and sexually attractive one. They suggest that not only are men more competent than women but that women's power and value is reliant upon her physical appearances and traditional female responsibilities (Wood, 1994, p. 35).

Another side of this coin is that intellectual women in leadership are often demonized, criticized, or minimized. Females portrayed in movies and TV shows as CEO's or leaders are not immune to the hypercriticism that occurs in the media and therefore are rarely depicted as the ideal boss or vision of success. The media's illustration, or otherwise demonization, of these successful women is not an isolated event and seemingly whenever they are seen in roles of power or intellect, in film or television, these women are scrutinized and subject to high levels of criticism and judgment of their position or role. Leading women, more often than not, are seen as uptight, controlling, melodramatic, cold, or manipulatory. Women who work too much are put down for not being a good enough mother or caretaker, while female lawyers, doctors, etc. are too high-stress, emotional, or uptight. Some media even goes as far as to call powerful women, "demons" or devils. One example of this can be found in the movie, *The Devil Wears Prada*, in which the "devil" referred to in the title is the woman serving as the top executive of a fashion company. Furthermore, the amount of value placed on successful females is much less than that of males. McCullagh (1993) explains in his discussion on the demonization of women in popular culture that at times the media even depicts, "ambition and independence in single professional women as a danger to society and to the women themselves" (p. 85). In light of this claim, it is evident that there is a very scarce value for a woman's success and that female characters cannot be seen in the media without receiving criticism such to the extent that they are even a "danger to themselves."

A reason that these findings are relevant and important in today's society the influence it has on perceptions and views of women amongst varying generations, especially adolescents. As stated by Kumari and Joshi (2015), "It is without a doubt that media has huge influence on people and it can be a dominant medium for advocacy of gender equality and uplifting the present status of women in the society. But unfortunately media is reinforcing stereotyped images of women and their roles in society" (p. 51). The effect that the misrepresentation of women has on young minds and beliefs has major implications for the ways young teens, especially girls, see themselves and others. Because of the way media represents women, young girls are conveyed messages such as the only characteristics of women that appear to be desirable are beauty, submission, compliance, and helpfulness or it is not possible to be both intellectually attuned and focused on family. Adolescents begin to see higher value in superficial qualities and associate leadership, success, and intelligence with the negative connotation of media representations of these qualities in female characters. This is a very expansive, important topic to examine, with many further claims that can be made, but it is important to highlight the validity of the concern surrounding the impact of media misrepresentation. In conclusion, this paper was not written to say that there are no positive representations of intelligent, successful, or leading women in the media, but rather to call out the ways in which they are still misrepresented within the context of mass media and the impact it has on societal perceptions.

References

- Kumari, A., & Joshi, H. (2015). Gender stereotyped portrayal of women in the media: Perception and impact on adolescent. *Journal of Humanities and Social Science*, 20(4), 44-52. doi:10.9790/0837-20424452
- McCullagh, C. (1993). The demonization of women in popular culture: some recent examples. *Irish Communication Review*, 3(1), 79-87. doi:10.21427/D7PM78
- Smith, S, Chouetti, M. & Pieper, K. (2014). *Gender bias without borders: An investigation of female characters in popular films across 11 countries*. Los Angeles, CA: Geena Davis Institute for Gender and Media. Retrieved from <http://seejane.org/wp-content/uploads/gender-bias-without-borders-fullreport.pdf>
- Smith, S., Chouetti, M., Prescott, A., & Pieper, K. (2012). *Gender roles & occupations: A look at character attributes and job-related aspirations in film and television*. Los Angeles, CA: Geena Davis Institute on Gender and Media. Retrieved from: <https://seejane.org/wp-content/uploads/key-findings-gender-roles-2013.pdf>
- Wood, J. T. (1994). Gendered media: The influence of media on views of gender. *In gendered lives: Communication, gender, and culture*. Retrieved March 9, 2019, from <http://www1.udel.edu/comm245/readings/GenderedMedia.pdf>