

NYU Nursing

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A PUBLICATION OF NEW YORK UNIVERSITY COLLEGE OF NURSING



Welcome Dean Eileen M. Sullivan-Marx

PAGE 2

The College of Nursing Is Wired:

High-Tech in Education, Research, and Practice

PAGE 7



NEW YORK UNIVERSITY



The bright, window-lined Learning Commons will be a signature feature of the new College of Nursing building on First Avenue between 25th and 26th Streets.

Rendering of the new College of Nursing building courtesy of EYP

SAVE THE DATE

Saturday, October 13, 2012
NYU College of Nursing
Reception at AAN Conference

Friday, October 19, 2012
Evening Reception for
Dean Eileen M. Sullivan-Marx

Saturday, October 20, 2012
Alumni & Parents Day.....
(see schedule to the right)

Wednesday, February 13, 2013
Estelle Osborne
Recognition Ceremony

Wednesday, April 24, 2013
Norman and Alicia Volk
Lecture on Geriatric Nursing

Alumni Day Schedule

Register online at
alumni.nyu.edu/alumni-day

Vernice Ferguson Lecture
on Contemporary Issues
 10:30am – noon
 Kimmel Center
 60 Washington Square South

Mobile Health Van: Blood
Pressure and BMI Screenings
 11:00am – 4:00pm
 Corner of LaGuardia Place
 and West 3rd Street

Dean's Luncheon
 Noon – 1:30pm
 Kimmel Center
 60 Washington Square South

Lecture: "The Supreme
Court's Health Care Ruling:
Implications and
Opportunities from
a Nursing Perspective"
 4:00 – 5:00pm
 Kimmel Center
 60 Washington Square South

UltraViolet Reception
 5:30 – 7:00pm
 Kimmel Center
 60 Washington Square South,
 Rosenthal Pavilion, 10th Floor

Parents Day Schedule

RSVP to nursing.rsvp@nyu.edu
 or 212.998.5045

Parents Day Breakfast
 9:00 – 10:00am
 Atrium Conference Room
 726 Broadway, 10th Floor

Tour of Clinical Simulation
Learning Center
 10:30 – 11:30am
 246 Greene Street

Mobile Health Van: Blood
Pressure and BMI Screenings
 11:00am – 4:00pm
 Corner of LaGuardia Place
 and West 3rd Street

Lecture: "The Supreme
Court's Health Care Ruling"
(see details to the left)

And look for more details about these future events: **December 2012:** Alumni Association Winter Networking Reception; **March 2013:** Alumni Association Spring Networking Reception; **June 2013:** Dean's Circle Reception

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2 Greetings from the Dean:
Making Our Vision Visible

3 A Warm Welcome to Dean
Eileen M. Sullivan-Marx!

4 Q & A with Dean Sullivan-Marx

6 Building Our Dream:
Updated and Expanded Clinical
Simulation Learning Center
to Be Key Feature of the
College's New Home



7 NYU College of Nursing Is Wired:
Technology Plays a Growing Role
in Teaching, Research, and Practice



11 A Fall Is Not Just a Fall:
Teaching Quality and Safety
to Nursing Students

12 College of Nursing to Support
Rwandan Health System
Redevelopment

13 Leadership Program for Ghanaian
Nurses Builds on NYU-Ghana
Collaboration

14 Alumna Profile: Christine Kovner,
PhD '85, RN, FAAN

15 Summer Experience Builds
Future Researchers

16 Celebrations



18 College and Faculty News



24 Selected Faculty Publications

27 Student Spotlight: Lynn Baggese

28 Donor Spotlight: Patricia L. Valoon

29 Letter from Maria Dolce,
Alumni Association President

29 Alumni News and Achievements

32 Why I Give: Julie Davidson

33 Thank You, Dean's Circle

Making Our Vision Visible

ADVANCING HUMANE AND QUALITY HEALTH CARE FOR ALL PEOPLE

AS I SETTLE into my new role as dean of the College of Nursing and our home on beautiful Washington Square, I am reminded that autumn in New York City is such a wonderful time of year! The excitement generated from classrooms bustling with students and a campus alive with activity is contagious. As you read all the good news and stories in this issue of *NYU College of Nursing Magazine*, I hope you feel that energy coming through the pages!

The College's vision to advance humane and quality health care for all people inspires our faculty and staff every day. I want to highlight and shout out to the world all of the wonderful scholarship and innovations in research and education that we have achieved and will continue to accomplish at the College. So, for my first 100 days, my motto is "Making Our Vision Visible: Advancing Humane and Quality Health Care for All People." In this issue, we will share with you some of the ways in which our outstanding faculty, students, alumni, and staff are doing just that, along with the contributions of our amazing friends and supporters.

We live in a time when the pace of change quickens by the day. No better example of this change exists than in science and technology. Wherever you look, technology's transformative power and influence are evident. Answer your mobile phone, start your car, or look around your work environment, and high-tech inventions are helping us do more, faster, and often better. Although nursing is still perhaps the most "high-touch" career, technology and innovation have taken center stage in our profession, too.

We devote this issue of the magazine to exploring how the College is leveraging the latest advances to change how we teach, conduct research, and deliver care. In particular, we present the College's remarkable centerpiece, the Clinical Simulation Learning Center (CSLC) and the center's new 10,000-square-foot home under construction at our new building at 433 First Avenue! Sharing our new building with our wonderful colleagues at NYU College of Dentistry and the Polytechnic Institute of NYU will forge new teaching and research partnerships at a time when the health of society will depend on innovation across professions and technologies.

From our state-of-the-art CSLC in the heart of New York City, we travel to sub-Saharan Africa to learn about two dynamic collaborations that are putting College of Nursing faculty in the field and in the classroom to strengthen health care infrastructure and build much-needed capacity in areas hard hit by infectious disease and the rising burden of non-communicable disease. NYU's Global Network University is growing, and through important collaborations like our work in Rwanda and Ghana, the College is a proud frontrunner in the University's ongoing commitment to global education and service.

I hope you'll enjoy as much as I did learning about some of the incredible people we count among our NYU College of Nursing family. I'm also glad to have the opportunity to let you know a bit more about me, what led me to NYU College of Nursing, and why I am so very excited to be your new dean.



This is such an exciting time for nursing—both at NYU and around the world. Wherever you look, you will find our alumni actively involved as leaders, educators, and clinicians. Our vision is clearly visible in so many remarkable ways, and we have made great progress in its pursuit. In the process, we have created a robust and vibrant College of Nursing community of which we can be extremely proud!

My sincere thanks to each of you for your warm welcome and for your ongoing support of the College. I look forward to hearing about your good news and sharing it with everyone in our upcoming spring 2013 issue!

Warm Regards,

Eileen M. Sullivan-Marx, PhD, RN, FAAN
Dean & Erline Perkins McGriff Professor
NYU College of Nursing

A WARM WELCOME TO DEAN EILEEN M. SULLIVAN-MARX!



A national nursing leader, Dr. Eileen M. Sullivan-Marx joins the College from the University of Pennsylvania School of Nursing, where she served in many roles, most recently as professor of scholarly practice, associate dean for practice and community affairs, and Shearer Endowed Term Chair in Healthy Community Practice.

“We had many excellent candidates for this post. Eileen stood out for the excellence of her scholarship, her intellectual prowess, her compelling teaching, and her demonstrable leadership abilities. Attracting someone of her caliber and experience to the deanship validates the direction in which the College of Nursing is moving,” says **Robert Berne, PhD**, NYU executive vice president for health.

Sullivan-Marx, who began her clinical career in 1972, has a strong history of leadership and innovation in community health care, particularly for older adults. Her research has focused on two intersecting areas: improving functional outcomes for frail older adults and ensuring that advanced practice nurses have the models of care they need for promoting the health of older adults and all patients. She is known for her policy work during the 1980s and 1990s to develop and expand the role of the nurse practitioner. Sullivan-Marx provided research and expertise to the Centers for Medicaid and Medicare Services and the American Medical Association that led to NPs’ ability to bill Medicare directly for patient care and set up schedules for their reimbursement. This policy change paved the way for NPs to provide more comprehensive health care nationwide.

Sullivan-Marx brings with her many close connections to NYU College of Nursing, developed over years of camaraderie between the two nursing schools.

“I have witnessed Eileen’s extraordinary career from being a dedicated clinician

NYU College of Nursing and the entire NYU community extend a warm welcome to **Eileen M. Sullivan-Marx, PhD, RN, FAAN**, who assumed the deanship of the College of Nursing on July 1.

to a very skilled researcher and scholar to an extraordinary administrator,” says **Neville Strumpf, PhD ’82, RN, FAAN**, the Edith Clemmer Steinbright Professor Emeritus at University of Pennsylvania, who has worked with Sullivan-Marx for 30 years. “She brings so many skills to the table that I feel are perfect for NYU and its mission of public service. She is also committed to the global health agenda, and has been a key ambassador for our university, representing us in India and Dubai.”

Following her passion for helping older adults live successfully in the community, Sullivan-Marx in 2003 assumed the leadership of the nurse-managed Living Independently for Elders (LIFE) program at the University of Pennsylvania School of Nursing. Under her oversight, the program became a vibrant, award-winning model of community-based long-term care serving hundreds of older adults in West Philadelphia. This program (part of the larger PACE, or Program for All-Inclusive Care of Elders, movement) acknowledges that people prefer to age in their neighborhoods and homes—which also results in better quality of care and lower health care costs. This evidence-based model is enshrined in the Affordable Care Act as an answer to the high cost and high utilization by frail older adults who receive both Medicaid and Medicare coverage. Penn’s LIFE program was recognized by the American Academy of Nursing as an Edge Runner Program and received the Robert Wood Johnson Foundation Innovative Model Award. Over the past two years,

Sullivan-Marx has worked with the Centers for Medicaid and Medicare Services as a senior advisor and health and aging policy fellow to grow the LIFE/PACE program nationally. As part of the American Political Science Congressional Fellowship, she has been actively engaged in the national conversation and implementation of health care reform.

At the University of Pennsylvania—which, like NYU, is situated in a large, diverse urban area—Sullivan-Marx increased the stature of the largest nurse faculty practice in the country. Her work to integrate the academic research, education, and practice missions has been a model recognized and replicated by nursing internationally. Sullivan-Marx was honored in 2011 by the Sigma Theta Tau International Nursing Honor Society for excellence in scholarly practice. She is the author of numerous scholarly and policy works, journal articles, and books devoted to the evolution of advanced practice nursing, long-term care, and the intersection of the two. She also serves on the editorial board for the leading international nursing science periodical, *Journal of Nursing Scholarship*.

“The recruitment of Dr. Eileen Sullivan-Marx to lead the College of Nursing at this pivotal time adds momentum to the College’s ability to shape the future of the nursing profession. All of us at the College of Dentistry look forward to working with her to expand opportunities for interdisciplinary health sciences education and scientific partnership,” says **Charles N. Bertolami, DDS, DMedSc**, the Herman Robert Fox Dean of NYU College of Dentistry.

“I am delighted with the choice of Eileen Sullivan-Marx,” says **Judith Haber, PhD ’84, MA ’67, APRN-BC, FAAN**, the Ursula Springer Leadership Professor in Nursing who served as interim dean of the College. “She is the perfect dean to lead us in unfolding the exciting next chapter of the College of Nursing.” ■



Q & A with Dean Sullivan-Marx

Q NYU College of Nursing is thrilled to welcome you! What is most exciting to you about becoming only the second dean to lead the College?

A NYU College of Nursing has evolved from being a wonderful college of nursing to being a great one. Through its rise in research productivity and in its educational and clinical missions, it is poised to continue to be among the best colleges of nursing in the world.

It's a very exciting time to be part of the larger mission of NYU: to be both in and of the city of New York and part of a Global Network University. Nursing is a key contributor to these larger goals of NYU, and we have an excellent opportunity to showcase what the College of Nursing has achieved and what it can do. The deanship of NYU College of Nursing is a perfect fit for me because it combines my interests in the integration of nursing education, research, and practice, and particularly in the role of advanced practice nursing.

Q You've served on the faculty of the University of Pennsylvania School of Nursing for 17 years. What do you view as your most important achievement there?

A Most recently at Penn, I brought forward an academic nursing practice that is now sustained and a part of the fabric of the School of Nursing and the community with our Healthy in Philadelphia Initiative. There is no school of nursing that has a larger and more developed owned-and-operated faculty practice. As such, we have been able to integrate interprofessional education of nurses and other university students with faculty practice and research. The community has become a full partner with the school and the university as a result.

I also have been deeply involved in building the Living Independently for Elders (LIFE) program, a community-based model of care for older adults. This type of program is designed to meet the challenge of providing services in a seamless way so that care is well coordinated, patients see the same providers consistently, and their care is driven by their preferences and those of their families. Nurses bring together people's daily lives with their health and functioning—no other professional is educated in all three of these important factors simultaneously.

Q NYU is also located in a dense and diverse urban area. What do you see as the role and responsibility of a university, and a health sciences school, to the community around it?

A This is a very important issue right now. I gave testimony for the *Future of Nursing* report published in 2010 by the Institute of Medicine about how nursing needs to recommit itself to public health and community nursing. Engaging with and learning from the community is very important both for nursing and universities. When I was associate dean for

NYU's mission of public service in and of the community is something that attracted me to the College of Nursing.

practice and community affairs at Penn, we worked with community-based organizers, including block captains and faith-based groups, to develop Healthy in Philadelphia, which was a series of health-education workshops and fairs held in response to community requests. Our dental and medical schools, as well as our social policy and practice, design, law, and education schools, all collaborated in this effort with West Philadelphia neighborhoods. We anchored this effort with our LIFE program and with local hospital-based nurses and health science schools—we all worked together.

NYU's mission of public service in and of the community is something that attracted me to the College of Nursing, and I am very interested in building on the College's community engagement through its faculty practices, mobile van, and other nursing schools in New York City. As good neighbors, we have much to offer. Forging partnerships with our neighbors and with university scientists is central to NYU's vibrancy, and I am eager to build on these excellent relationships with the superb faculty and students here.

Q In this issue of the NYU College of Nursing Magazine, we address all of the ways in which technology is incorporated in education, research, and practice at our College. What are your views about the future of technology in nursing?

A People tend to forget how much technology nurses use on a daily basis. Nurses are very adept with biomedical engineering devices, handling all the instruments of health care, and using assessment tools like sonography. They have a great facility with technology

and human engagement, and we teach it as a foundation in all our courses. Although health care lags behind other industries in the use of information technology, it is poised to break through in this area. It is critically important that we continue to develop and refine apps, handheld technology, and other data-collection tools so that patients' records are available not only to the patient but to the nurses to help them make good decisions at the right time for patient safety and quality of care. We need to stay on the leading edge. To this end, the American Academy of Nursing's annual conference in October 2012 will be dedicating a full day to this topic.

Q NYU has grown to become a Global Network University. What are your thoughts about nursing on a global level, and is that something with which you have experience?

A I have been interested throughout my career in working with various cultures, both in and outside of the United States. In recent years, I led a university-NGO partnership in Tamil Nadu, India, to develop rural primary care clinics employing nurses and public health technologies. I visited and worked in the program several times, collaborating with local professionals. The clinics are thriving and using mobile and web-based technology to bring primary care access to rural villages.

I have also consulted on policy development for use of advanced practice nurses throughout the world, in New Zealand, Dubai, and India, among other locations.

My international and intercultural work is grounded in my early nursing experience as a community and emergency nurse in the Indian Health Service in the Southwest United States, where I developed a lifelong appreciation of the need for cultural competency in any setting.



Dean Eileen M. Sullivan-Marx and her husband, Lt. Col. Kenneth W. Marx, MD, attended an event in April 2012 at Penn School of Nursing, where First Lady Michelle Obama and Dr. Jill Biden launched the nursing leaders' commitment to *Joining Forces*, a veteran's health care initiative. Dr. Kenneth Marx serves in the Army reserves and did several tours of duty over the last 10 years, including one at Walter Reed Army Medical Center and two in Afghanistan. Dean Sullivan-Marx is the American Academy of Nursing board member liaison to the academy's Expert Panel on Military and Veteran Affairs. They have two adult sons, Daniel and Harry, and a daughter-in-law, Courtney.

The central role that the College of Nursing has taken in applying the University's mission of public service to the global health landscape is an area I find particularly exciting. The work of NYUCN Global and faculty contributions—such as Professor Ann Kurth's groundbreaking AIDS research in East Africa and Professor Madeline Naegle's intensive collaborations with health care staff in Latin America—demonstrate admirably the difference we are making in the health of underserved populations and in the developing world. Anywhere around the world that you find NYU, you will find the College of Nursing, and I think that's outstanding.

Q What do you see as the role of alumni and the Alumni Association at the College?

A Since my deanship was announced, many people whom I know have approached me to say, "I'm an NYU nursing alumna or alumnus." I have been impressed and gratified to know that NYU graduates are making great differences everywhere, as well as mentoring our current students and acting as ambassadors for us! It's clear that they are proud to identify themselves as

alumni—as they should be. NYU Nursing is an 80-year institution, which has a long history of educating the best nurses and nurse researchers who have significant impact in health care, and I'm excited to get to know many more of them. It's especially important that we honor NYU's nursing traditions as we move forward with our new building, which is a dream of our alumni and supported by them.

Q Interdisciplinary collaboration is a core objective of the College of Nursing. What do you see as the role of nurses working with other professions?

A The partnership between the Colleges of Nursing and Dentistry is highly innovative. Through partnerships among professionals in health care, patient safety and quality will be enhanced. For example, the average person visits the dentist even more often than he or she visits a primary care provider. Doesn't it make sense for us to be working together for the complete health of the person? NYU Colleges of Nursing and Dentistry really lit the fire in this area, and it is starting to occur elsewhere. Nursing students here at NYU and increasingly elsewhere are now learning oral health care, and dental students are learning more about comprehensive team health care. Our students and faculty are also engaged in very exciting collaborations with bioengineering, medicine, and social work, which can only improve care delivery.

Q What advice do you have for students at NYU College of Nursing to prepare them to be successful after graduation, whether they will be practicing nurses, faculty members, or researchers?

A I would tell them to dream big and stay open to possibilities! I'd like our students to be wide-eyed, curious, and open to innovation. We will prepare them with the skills to do just that. ■



BUILDING OUR DREAM

UPDATED AND EXPANDED CLINICAL SIMULATION LEARNING CENTER TO BE KEY FEATURE OF THE COLLEGE'S NEW HOME

As construction equipment rumbles on First Avenue between East 25th and 26th Streets, not far away, at Washington Square, the Building Working Committee of NYU Colleges of Nursing and Dentistry and Polytechnic Institute pores over architectural renderings—the drawings and computerized images of a 21st-century urban learning facility. This building will be the home of the College of Nursing, provide classroom and administrative space for NYU College of Dentistry, and house bioengineering research for NYU-Poly.

Barbara Krainovich-Miller, EdD, RN, PMHCNS-BC, ANEF, FAAN, a member of the Building Working and Executive Committees, says, “It is both exciting and a privilege to work collaboratively with colleagues from Dentistry and NYU-Poly in bringing to fruition an interprofessional jewel, which will provide students and faculty with the opportunity for working together in all aspects of their education, research, and practice.”

Hallmarks of the College’s state-of-the-art facility will be “smart classrooms,” including two 160-seat lecture halls (one of which will be the Alumni Lecture Hall); smaller classrooms and a number of conference rooms; and the Clinical Simulation Learning Center (CSLC) equipped with the latest technologies. All will promote interactive learning and the ability for student colleagues, faculty, and alumni to collaborate both in New York City and throughout the NYU global network. Another signature feature is the “red carpet” feel of a bright,

window-lined Learning Commons, where students can work and exchange ideas with those from other disciplines.

Krainovich-Miller is particularly excited about the completely updated and expanded CSLC, which will replace the College’s current facility at 246 Greene Street. The new simulation center will occupy approximately 10,000 square feet over two floors in the new building, more than doubling the current space, and will be made up of two large, flexible areas with 12 beds each, nine high-fidelity single patient rooms, two community and psychiatric nursing simulation rooms, and several debriefing rooms. The center was designed by Ballinger Architectural Engineering Associates, named as a Top 20 “Health Care Giant” in

Above **Ballinger Architectural Engineering Associates** have designed an updated and expanded 10,000-square-foot Clinical Simulation Learning Center—a centerpiece of the College of Nursing’s new building.

2012 by *Interior Design* magazine.

Undergraduate students complete approximately half of their clinical learning experiences at the CSLC (see story on page 7). Master’s clinical and nursing education students are increasingly using it along with the NYSim Center.

“NYU College of Nursing is at the forefront,” adds Krainovich-Miller, “both in the technological sophistication of this new facility and in our seamless incorporation of simulation learning into our curriculum.” ■

GERALDENE FELTON, EdD '69, ON MAKING A BEQUEST TO NYU COLLEGE OF NURSING TO SUPPORT ITS FUTURE HOME

“Nurses are privileged. They can use their talents, their hearts, and their nerve to do good for more than just themselves. Even those of us with modest estates can experience a sense of satisfaction knowing that our contributions will continue to carry out our wishes in perpetuity. My work and my life will leave a legacy for the future. And by making a bequest to NYU College of Nursing, I know now that my money will create a legacy as well. I am delighted to think of all the nurses who will benefit from the resources of the College’s new building, and to think that through this gift I will be a part of making those resources available.”



Geraldene Felton, EdD '69, served for 20 years in the U.S. Army Nurse Corps, as a nursing supervisor, a nurse anesthetist, and a Walter Reed Institute of Research deputy director. Since then, she has been a professor and dean at several nursing colleges and was executive director of the National League for Nursing Accrediting Commission in New York City. Felton currently works as a consultant and is a senior advisor to NYU College of Nursing.

All of the rooms in the Clinical Simulation Learning Center offer important naming opportunities. For more information, contact Larry Siegel, director of development, at 212-998-6794.



NYU College of Nursing Is WIRED

Technology Plays a Growing Role in Teaching, Research, and Practice

Two nurses gather around a 69-year-old patient who is having a stroke. One nurse administers IV fluids and prepares the clot-busting drug tPA, while the other nurse conducts vital signs and neurological assessments. The patient slurs, “My head hurts.” He is unable to state his birthday when asked.

Continuing the assessment, the second nurse speaks with the patient’s anxious wife, trying to determine when the stroke began. The nurse calls Radiology for the results of a CT scan. A physician, sounding impatient, asks for lab results, and the nurse explains that she tried to get them but the technician was on break.

The setting is the virtual hospital at the NYU College of Nursing Clinical Simulation Learning Center (CSLC). The patient’s medical record number is No. 100000414. He is a high-fidelity manikin, and his name is Mr. Wesley Corriveau. The “nurses” are students in their third and most advanced semester of the Adult and Elder Nursing sequence. The patient’s voice, as well as those of several physicians, a lab technician, and the wife, are played by **Eileen Thomas, MS '10, RN, CEN**, an adjunct clinical instructor

and emergency room nurse educator, who is choreographing the complex scenario from behind a glass wall.

“We hold our nursing students to the same expectations as nurses taking care of patients in the hospital,” says **Kellie Bryant, DNP, WHNP-BC**, director of simulation learning and clinical assistant professor. “We equip our CSLC with the same technologies they would see in the clinical setting.”

The College’s CSLC at 246 Greene Street—one of the most high-tech at any nursing school—features eight high-fidelity manikins, including a five-year-old, two babies, and five adults, one of whom gives birth. The simulators have pulses, abnormal heart rates, and lung, heart, and bowel sounds. They come with medical histories. They breathe, bleed, have seizures, and can have a diabetes-induced hypoglycemic episode. If their oxygen is low, they turn blue. Students respond to these symptoms as they would to real patients, administering IV fluids and medications as ordered.

Simulation is used in the Adult and Elder I, II, and III core courses, Leadership & Management, Psychiatric Nursing, Maternal Health, Pediatrics, and



Top Hourig Karalian, manager of the Clinical Simulation Learning Center, guides nursing students Antoinette Ortiz (left) and Peter Nick Vuckovaz (right) in administering medication to a simulated patient.

Middle Nursing students Jaekyun Kim and Melissa Walk administer a nebulizer treatment in the simulation center.

Bottom Dr. Barbara Krainovich-Miller observes nursing students who are using the automatic medication dispensing carts donated by Rubbermaid Medical Solutions.

Community Health Nursing, and in the graduate Nurse Practitioner and Nurse-Midwifery programs.

For their clinical experiences, undergraduate nursing students alternate between the CSLC and hospital. CSLC-based instruction allows students to perform the same nursing assessments and interventions as nurses do in the hospital. Actually, they get to do more, because often in the hospital, the opportunity to perform specific interventions is not available. In the CSLC, students can document patient data in electronic charts, administer medications, and perform EKGs. In the hospital setting, they frequently merely observe these activities. Most important, if they make a mistake at the CSLC, it doesn't put a patient in danger. Students have the opportunity to reflect and identify their own errors and learn from these situations.

This year, Rubbermaid Medical Solutions donated two automatic medication dispensing carts to the College of Nursing, bringing to four its total for use at the bedside. The carts are identical to, and in some cases more advanced than, those in many hospitals. The CSLC also has Alaris "smart pumps"—at a cost of \$8,000 each—which alert the student if a medication dosage is not correct.

"Students appreciate the value of simulation," Bryant says. "They get to practice communication, teamwork, and clinical skills in a safe, standardized learning environment. These skills transfer to the hospital setting."

Nursing and Medical Students Learn Together Through NYU3T

Virtual teamwork and simulation are also at the core of NYU3T (Teaching, Technology & Teamwork), an inter-professional project of NYU School of Medicine and the College of Nursing. Because breakdowns in collaboration and communication between doctors and nurses are known to harm patients, NYU3T is teaching nursing and medical students the skills they need to interact



Faculty and students from NYU College of Nursing and School of Medicine facilitate the NYU3T interprofessional simulation sessions. From left: Moonjeong Kim, MS '12, and Kristina Thompson, MS '12, nursing education master's graduates; Fritz Francoise and Jennifer Adams, co-investigators of NYU3T for NYU Medical School; Daniel Cline, PhD '12; Maja Djukic, PhD '09, and Marc Triola, co-principal investigators; Fidel Lim, MA '96, of the College of Nursing; Grace Ng and Demian Szyld of the New York Simulation Center for the Health Sciences; medical resident Sarah MacArthur; and Patricia Garofalo of the College of Nursing.

effectively to improve patient outcomes.

"There's a new trend in education to use web-based and in-person simulation technologies for medical and nursing students learning together, and I'm glad that we're a part of it," says **Maja Djukic, PhD '09, RN**, who is leading the project with co-principal investigator Marc Triola, MD, associate dean for educational informatics at the medical school.

Participation in NYU3T, in which teams of nursing and medical students "care" for a virtual patient online, is now a part of ongoing coursework for all nursing students. With funding from the Josiah Macy Jr. Foundation, Djukic and Triola are studying the impact of the collaborative curriculum, and they have collected preliminary data.

"Many medical students have acknowledged that before this project, they understood little about what nurses do or know, or what their roles are," Djukic says. "Nursing students in particular reported increases in how much they valued team equality as a result of the project."

Moreover, Djukic notes, in an era where medical and nursing faculty are in short supply, the ability for students to learn together online without faculty supervision is very valuable.

NYU3T materials are available at no charge at <http://dei.med.nyu.edu/research/nyu3t>.

Preparing Students for the Real World

Even before the American Association of Colleges of Nursing (AACN) called for essential technological competencies in undergraduate and graduate nursing education, the College was teaching electronic documentation of patient records and use of the web-based Typhon patient-management system. Hospitals, too, expect that students can use computer systems and technology to promote patient safety.

"The demands are coming from both the health care and educational arenas," says **Barbara Krainovich-Miller, EdD, RN, PMHCNS-BC, ANEF, FAAN**, associate dean for academic and clinical affairs.

The electronic health record is the central piece of technology used in the health care setting, and teaching students how to use it in the CSLC is an important part of clinical learning. In the master's program, the use of Typhon by nurse practitioner students to log patient encounters enables their preceptors to make sure that they are exposed to the right mixture of patient issues and master practice-management skills related to reimbursement. Students also learn how to retrieve research articles from electronic databases and appraise the quality of the evidence prior to implementing it—a hallmark of evidence-based practice.

This fall, the College, with the donation of a Telemedicine cart from Rubbermaid Medical Solutions, will expand its teaching of mobile technology, which is fast moving into patients' homes. The International Council of Nurses predicts that as employment of

“Technology is changing the face of teaching, science, and patient care delivery.”

home health care nurses rises, telehealth nursing may replace half of their visits. Visiting nurses must know how to help patients use the technology to obtain and transmit health status information. For example, it will not be unusual for patients to send blood glucose readings to a nurse over the phone. Baccalaureate nursing and nurse practitioner students learn these skills, as well as how to use advances in communications technology to assess patients remotely through videoconferencing.

“The College of Nursing is leading the way with advanced technology. We are preparing nurses not only for existing technology but also for future developments,” says Krainovich-Miller.

For a number of years, the College has also used electronic clicker technology in undergraduate classes. The clickers are used to solicit student feedback and make sure everyone is following what is being taught.

“From a formative assessment perspective, the answers from the student group to one well-stated multiple-choice question can tell the instructor whether the students have grasped the concepts,” says Krainovich-Miller. “Technology is changing the face of teaching, science, and patient care delivery.”

In Behavioral Research, Incorporating Technology Is No Longer Optional

High-tech patient interventions might appear to be an expensive luxury. But from a public health standpoint, when they fill a gap in resource-poor settings, technology can be an inexpensive—and sometimes more effective—alternative. At the College, several research scientists and faculty are testing highly innovative uses of technology to support various types of behavior change, often in settings where human resources are scarce.

Psychologist **Noelle Leonard, PhD**, a researcher with the College of Nursing Center for Drug Use and HIV Research (CDUHR), has launched a three-year, NIH National Institute on Drug Abuse R34 study that uses a biosensor band worn by teen mothers at risk for abusing or neglecting their children. The band triggers text messaging to alert the mothers when their stress levels are rising, as a means of heading off harsh, punitive, or abusive behavior.

The highly innovative study comes on the heels of Leonard's pilot project in which 46 adolescent mothers received positive text messages about parenting in between “live” parenting classes. (One example: “Take 3 deep breaths before picking up your baby.”) The young mothers in the pilot study were at very high risk for child abuse and neglect, and many had been maltreated themselves.

The mothers in the pilot study reported wanting to receive the text messages at times when parenting was the toughest. So Leonard began working with researchers at Massachusetts Institute of Technology who had developed a sensor band that records almost imperceptible increases in stress by measuring electricity conducted by sweat glands in the wrist or ankle. The sensor band connects wirelessly to a smart phone, which sends a message just when the wearer is feeling stress. Then, depending on the situation, participants have the option to choose an app, such as a 30-second video on dealing with



Psychologist Noelle Leonard is studying the impact of biosensor bands, worn by at-risk young mothers to help them steer clear of abuse or neglect of their children. When the wearer feels stress, the bands trigger text messages that help her cope with the challenges of parenting.

tantrums. Leonard hopes her study results will have far-reaching applications in the mental health and parenting areas.

“The use of technology is no longer optional for social and behavioral researchers,” says **Marya Gwadz, PhD**, a co-investigator on Leonard's study and senior research scientist with CDUHR. “In an era of scarce resources, if you're doing an intervention without technology, you need a good reason why not.”

When Gwadz first began to conduct research on HIV prevention, it was common to provide up to 20 counseling sessions with individuals or groups. But, funding for such resource-intensive programming has since become scarce, challenging researchers to develop more cost-effective interventions to address a range of public health problems.

A critical factor in HIV prevention involves seeking individuals who are living with HIV but do not know their status, testing them for HIV, and linking them to care if needed. In a new NIH-funded R01 study of 3,400 people in central Brooklyn, Gwadz is using an HIV risk and prevention tool on a tablet computer. Called Care for Prevention, the device was developed by NYU nursing professor **Ann Kurth, PhD**,



NYU College of Nursing offered one of the first nursing informatics master's degree programs in the United States.

CNM, FAAN. Instead of participating in standard pretest counseling sessions with staff members, participants engage in interactive exercises about their HIV-related risk behavior and goals. The tablet then prints a personal risk-reduction plan. Participants receive 30 to 40 minutes of individualized HIV risk-reduction counseling with no cost for staff time or resources.

Care for Prevention is just one of the human-resources-saving technologies that Kurth has developed in parts of Africa where clinics are hard to reach, and in parts of the United States where the need for counseling outstrips the human resources to provide it.

Nursing Informatics Merges Health and Information Science

Nowhere is the promise of technology more evident at the College than in the Nursing Informatics master's degree program. Nursing informatics is one of the newest advanced practice nursing specializations, combining nursing practice with information science. The College of Nursing program, led by Clinical Assistant Professor **Nadia Sultana, MBA, RN-BC**, and begun in 1998, is one of the first three such programs and one of the few to include a clinical component.

Some of the 40 informatics master's students became interested in the subject when their hospitals began implementing electronic health records. Others, for whom nursing was a second career, came with a computer science degree.

"Several of our students wanted to become involved with efforts to take the electronic health record to the next level, or to learn how to collect and evaluate data for quality and patient safety," Sultana says. An understanding of informatics is "value-added" when planning strategies to collect data that are required to determine the root cause of an increase in patient falls or infections. "When you design a

data-collection screen for charting, the selection of appropriate data elements is important to the analysis process. This is one way that informaticists are contributing to the quality-improvement process."

Students enrolled in the introductory informatics class (also required for Nursing Education and Administration master's students) are assigned to create and analyze a database for a clinical issue in the workplace. Sultana's graduates—and even current students—find themselves in great demand by the health care system. Students have been hired by the New York City Health and Hospitals Corporation and NewYork-Presbyterian Hospital following their clinical placements. **MaryAnn Connor, MSN, ADCRT '03, RN, CPHIMS**, is the director of nursing informatics at Memorial Sloan-Kettering Cancer Center. Another student, **Anna Punzalan, MS '12**, was hired by NYU Langone Medical Center even before graduation.

Punzalan had been a staff nurse at the medical center for three years when her unit began preparing to use the electronic medical record. Because she had a knack for the new technology, her supervisor recommended that she represent the unit on the Informatics Practice Council. From there, she realized that informatics was a perfect fit for her clinical background and love of technology.

Now Punzalan is a senior clinical systems analyst, part of a 300-person team that is working toward the systemwide launch of the sophisticated Epic electronic medical record system scheduled for December 2012. As the most integrated patient record system, Epic charts the patient's day from ambulatory setting to hospital, creating a seamless record shared by all clinicians in the NYU

system. The system incorporates many safety features, which can alert clinicians to inappropriate medication dosages, and privacy features, which can control who has access to a patient's chart. It will also allow data to be retrieved easily by researchers.

"This system will allow doctors and nurses to spend more time with patients," says Punzalan.

Integrating Technology Throughout the College

Krainovich-Miller leads many of the College's efforts to develop technology-driven teaching innovations. She serves on the University's Teaching and Technology Committee, which focuses on developing and implementing effective ways to enhance teaching through the use of technology. The committee is particularly guiding NYU as it moves to implement Sakai 2.8, a highly sophisticated learning-management system to meet the needs of students. In addition to featuring syllabi and podcasts of lectures, Sakai will create an environment in which registered students can join chat rooms with their professors and other students, whether at NYU New York or at one of the many NYU global sites. The College has been a forerunner, as part of a pilot committee, in the development of the next version of Sakai.

David Resto, IT systems administrator, is making sure that clinical technology is up to speed. He is overseeing the College's grant-management system and its migration to Sakai. In addition, Resto is helping to develop a podcast system so that students can rewatch lectures or catch up on any that they missed.

"Whether our students become staff nurses, educators, researchers, or a combination of the three, they will leave here well prepared and confident to embrace the technology they encounter, employ it to maximize the best patient outcomes, and bring it to the next level to advance our health care delivery system," Krainovich-Miller says. ■

A Fall Is Not Just a Fall

TEACHING QUALITY AND SAFETY TO NURSING STUDENTS

Communication skills are critical to ensuring the best outcomes for patients. That was one of the central messages of *To Err Is Human*, the acclaimed 1999 report by the Institute of Medicine, which has launched a revolution in thinking about patient safety and quality.

“Patient safety is part of the larger quality-improvement movement in health care. It is about having systems in place to continuously improve patient care,” says **Barbara Krainovich-Miller, EdD, RN, PMHCNS-BC, ANEF, FAAN**, associate dean of academic and clinical affairs.

Teaching patient safety and quality means more than instructing students in proper medication calculations and fall prevention, according to Clinical Assistant Professors **Donna McCabe, DNP, MS '02, APRN-BC, GNP**, and **Emerson Ea, DNP, RN**, who are the designated Quality and Safety Education for Nurses (QSEN) champions for the baccalaureate program. The QSEN program, with funding from the Robert Wood Johnson Foundation (RWJF), offers curricular approaches to ensure that nursing graduates are competent in patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics.

Quality and safety for some time have been threaded throughout the curricula of the College of Nursing’s BS, MS, and, more recently, DNP programs. Now, the resources that McCabe and Ea have brought to the College from trainings at RWJF are reshaping the way the faculty approach these issues as they revise the BS curriculum to match American Association of College of Nursing (AACN) *Baccalaureate Essentials*.

Quality and safety are also central components of the College’s recently instituted integrative seminars—small weekly classes that bring together undergraduate students’ learning in the classroom and in their clinical experiences during the Adult & Elder I, II, and III courses. Students or faculty members present and discuss patient cases that they have observed in clinical settings, which have outcomes related directly to QSEN competencies.

“We emphasize that most health care-related errors result from a combination of many factors and a breakdown in the system rather than a mistake of one person,” says McCabe. She cites an example raised in a seminar in which students were caring for a patient with a stroke. “We talked not only about the medications and therapies that the patient received but about how the team collaborated. What if the doctor was too busy to hear a critical lab result and walked out of the room? It’s the nurse’s job to stop the doctor and ensure that communication takes place.”

Collaboration and teamwork among the health care professions have been identified as key elements in patient safety and quality of care. Those needs were emphasized in a 2011 report by the AACN, a lead organization among six that together developed a set of Interprofessional Educational Competencies with the common goal of building a safer, more patient-centered, and more community-oriented U.S. health care system.

“At the College of Nursing, our curricular threads have always emphasized interprofessional competencies, and we are seen as being ahead of the curve in this area,” Krainovich-Miller says.

Krainovich-Miller emphasizes that in the same way cultural competency



Donna McCabe



Emerson Ea

is woven into every aspect of the nursing curriculum, concepts of quality and safety are interwoven as well. “Baccalaureate nursing students need to learn these skills, and advanced practice nursing students need not only to deliver quality care but also to advocate for it at their clinical agencies.”

At the DNP level, a new course on quality and safety is being taught by Assistant Professor **Maja Djukic, PhD '09, RN**. In McCabe’s course, Adult and Elder II, which addresses Alzheimer’s disease and dementia, the prevention of falls is a priority quality and safety issue.

“Now students realize that a fall isn’t just a fall but a ‘nurse quality indicator’ that can be measured for a hospital to assess the quality of the nursing care,” McCabe says.

Students are also introduced to the concept of “near misses.” When a member of a health care team identifies a situation in which an error has *almost* occurred, he or she is encouraged to report it to—rather than hide it from—administrative leaders so that everyone can learn from the situation and prevent future errors. One of the benefits of clinical simulation is that it enables students to discuss mistakes or near misses and analyze what went wrong.

Emerson Ea is beginning to see the impact of these discussions in students’ reflections on their clinical assignments. “Students have very strong feelings about communication among the health care team. They will notice if a nurse is taking care of more than the optimal number of patients or doesn’t have time to interact with other members of the health care team. Their eyes are open and they’re more immersed in the topic because we’ve engaged them so early on,” he says. ■



Photo courtesy of the Office of President Paul Kagame of Rwanda

College of Nursing to Support Rwandan Health System Redevelopment

The Rwandan government is dramatically rebuilding its health care system, and NYU College of Nursing will be on the ground floor as one of the nursing, medical, and public health colleges enlisted to contribute to this expansive goal. The Rwandan Ministry of Health, with the support of the Clinton Health Access Initiative, launched this pioneering program, Human Resources for Health (HRH), which has an ambitious seven-year schedule to address Rwanda's critical shortage of medical, nursing, and dental workers; poor quality of health professions education; inadequate infrastructure; and inadequate management of health facilities. NYU College of Nursing is

Above Rwandan Minister of Health Dr. Agnes Binagwaho (standing in grey shawl), President Bill Clinton, and Rwandan President Paul Kagame announce the Human Resources for Health program with students from Rwamagana School of Nursing and Midwifery.

one of 13 top U.S. educational institutions forming an unprecedented educational consortium to address these challenges.

Deborah Chyun, PhD, RN, FAHA, FAAN, associate professor, executive associate dean, and deputy executive director of NYUCN Global, is leading this project at NYU. Funding for the project to the Rwandan government comes from the U.S. government through the AIDS funding agency PEPFAR, USAID, and the Centers for Disease Control as well as from the Global Fund to Fight AIDS, Tuberculosis and Malaria. Former president Bill Clinton was instrumental in the development of this program.

Advancing the nurse workforce is a primary goal. Rwanda has pledged to substantially boost the skill level of nurses by establishing an advanced certificate (following three years of secondary school) as the minimum credential for nursing practice. The country is also committed to increasing the number of nurses and

midwives with advanced certificates by fivefold to more than 5,000 and multiplying the number of nurses with bachelor's and master's degrees to provide much-needed faculty. NYU and several other U.S. colleges of nursing have pledged to hire clinical faculty for this project, and NYU College of Nursing is sending 12 nurse mentors and educators to Rwanda for the 2012–13 academic year.

“Through this long-term partnership between NYU College of Nursing and Rwanda's Ministry of Health, we will work hand-in-hand to revolutionize Rwanda's health care system and develop unprecedented global health opportunities at NYU. I welcome the College of Nursing faculty

[continued on page 26]

If you or your colleagues are interested in participating in this exciting opportunity (www.hrhconsortium.moh.gov.rw), please contact Deborah Chyun (dc116@nyu.edu) as she continues to hire faculty for this historic project!

In June 2012, the College of Nursing, together with NYU Wagner and NYU Steinhardt Schools, announced a major initiative to help advance women's leadership in Ghana through nursing, public service, and education. The project, called Ghana Wins! is a collaboration with the Spain-based Mujeres por Africa Foundation, the University of Ghana, and Ghanaian government ministries and nongovernmental organizations, and is supported by a grant from Banco Santander. Each school has been awarded \$500,000 from the Banco Santander Foundation to implement its portion of the project. The College of Nursing is the first to begin, creating the five-year Ghanaian Nurse Leaders program, which addresses a fundamental need of the Ghanaian nursing profession: the development of a cadre of nurses who have robust leadership skills to improve service delivery. **Mattia J. Gilmartin, PhD, RN**, a senior research scientist at the College of Nursing, directs this initiative.

Ghana Wins! builds on the collaborative relationship of NYU and the University of Ghana, where NYU maintains a study-abroad site in Accra, the country's capital. For more than three years, the two universities and two medical centers—Korle Bu in Accra and Bellevue in New York City—have been working together and learning from each other.

The Ghanaian Nurse Leaders Program is based on the frameworks of both the seven-year-old Leadership Institute for Black Nurses—an annual fellowship program sponsored by the College of Nursing—and the College's more recent Global Health Scholars Program. Three cohorts of 10 Ghanaian nurses, in staggered groups, will engage in activities that improve their expertise in evidence-based practice and health systems leadership. Each will be assigned a mentor and take seminars led by College of Nursing and other faculty as well as have clinical observation tours at NYU Langone Medical Center, NYU College of Nursing Clinical Simulation Learning Center, and dental and clinical care sites.

Leadership Program for Ghanaian Nurses Builds on NYU-Ghana Collaboration



The College of Nursing is working in tandem with Ghanaian professional nursing associations to help nurse leaders become skilled in evidence-based practice and health systems leadership.

The inaugural cohort of nurses will be recruited from across Ghana through national organizations such as the Ghana Registered Nurses' Association and the Nursing and Midwifery Council of Ghana. Organizers are seeking to interest a mix of experienced nurse managers and faculty who have great leadership potential from across the Ghanaian Health Service.

"The needs in developing countries are great, but the more health resources

that are developed, the better off the country will be," says **Yvonne Wesley, PhD '00, RN, FAAN**, codirector of the project. Wesley adds that Ghana is on the path to becoming a middle-income country and is in a good position to set health priorities. "Ghana is dealing with an increase in the prevalence of diabetes and cardiovascular disease, as we are here," she says. "One goal that has already been established by the Ghana Ministry of Health is to work toward having more nurse practitioners to deliver primary and preventive care."

Nurses selected for the program will attend three weeks of programming delivered at the NYU Accra campus and in New York at NYU. The program follows much of the structure of the unique Leadership Institute for Black Nurses curriculum, developed by Wesley and her colleagues. Faculty will address a series of topics related to leadership effectiveness, team-based approaches for clinical excellence, quality improvement, change management, and project evaluation. Each nurse will identify a clinical problem to address in her home setting that provides an opportunity to apply the leadership skills covered in the program. While participants are implementing their quality-improvement projects, Gilmartin, Wesley and other faculty will spend several weeks in Accra, providing them with additional support and assessing the progress of their work. In the interim, participants will have the opportunity, through web conferencing and technologies, to further their mentoring relationships established at NYU College of Nursing. At the end of training, participants will present their projects to the next cohort of nurses at a meeting in Accra.

"The philosophy of this program is that leadership can be learned," says Gilmartin. "What we have learned from our Leadership Institute for Black Nurses is that if we can help nurses to think about health care from a leadership position, they will be more likely to initiate projects in their own communities and really go out and make positive changes." ■

Christine Kovner Studies Nurses' Choices

By Elizabeth Leonard

When College of Nursing Professor **Christine T. Kovner, PhD '85, RN, FAAN**, thinks about the trajectory of her career, she thinks about her father.

While growing up in the 1960s in Garden City, Long Island—a suburban enclave of tree-lined streets and excellent schools—it was her father's influence and example that became the touchstone for her professional life.

"He was hard working, had lots of common sense, was an excellent businessman, and treated everyone—no matter what their status—with kindness," says Kovner.

Those same qualities—not to mention a nationally recognized track record as a researcher and educator—earned Kovner the 2012 NYU College of Nursing Distinguished Alumna Award last May.

In the early 1970s, armed with a nursing degree from Columbia and her father's work ethic, Kovner started her career as a clinical nurse for the Department of Health in New York City.

"I saw a terrible health care system with poor access for patients," she recalls. Kovner soon left to get her master's degree in public health nursing at the University of Pennsylvania, where her experience coalesced with her future research goals: "If there aren't enough nurses, there is no access to care," she says.

Kovner carved her own path, serving as a research assistant for **Patricia Hurley, PhD '78, MA '76**, on a study of stress indicators, putting together a dissertation committee that included the health economist James Knickman, PhD, and taking a class at the law school. Her dissertation on nurse-patient agreement on goals and patient outcomes was a hint of the significant body of research to come. In 1985, she joined the NYU faculty.

Kovner's research career took off two

years later, when she obtained a post-doctoral fellowship from the federal office that is now the Agency for Health Care Research and Quality (AHRQ). She returned later as an American Academy of Nursing Senior Scholar and completed one of the first studies to show the correlation between nurse staffing levels and patient outcomes, the publication of which won a Sigma Theta Tau media award.

Kovner, named a Fellow of the American Academy of Nursing in 1992, has written and contributed to more than 100 scholarly articles and is a coauthor of the bestselling textbook on financial management for nurses. She has been an investigator on no fewer than 20 funded research projects and is a nurse attending at NYU Langone Medical Center.

The summation of Kovner's prior work is her current, groundbreaking 10-year study of work attitudes and career changes among newly licensed nurses (NLRNs), begun in 2006 with funding from the Robert Wood Johnson Foundation. It is the first and only nationally representative, longitudinal panel survey of nurses in the country.

The Source of New-Nurse Information

The idea for the study came out of the nursing shortage that surfaced in the 1990s. "No one had studied nurses over time," Kovner says. "The timing was fortuitous."

Of the key findings thus far: Almost 25% of NLRNs change jobs within two years in their first jobs, and more than half change jobs within the first six years—at great cost to individual hospitals and the health care system. Kovner and her research team have delved deeply into what contributes to this turnover. One of the top reasons is poor management. "People don't talk enough about the influence of nurse managers. One of our goals is to get them to really use this research to be



better managers," Kovner says.

Kovner's work has broad implications: "We want this study to be known as the source to come to about new nurses. We want it to change the way nursing is conducted and to improve nurse-doctor communication," she says.

When it comes to the future of nursing, Kovner emphasizes the growing need for improved geriatric and end-of-life care. She has seen firsthand the difference that thoughtful medical care can make for families. In 2002, her beloved father, then 86, underwent surgery for stomach cancer. After the surgery failed to eradicate the cancer, his doctor said that at his age, chemotherapy would be uncomfortable and might give him an extra month or two. Her father chose not have the chemotherapy.

"His fabulous geriatrician came to the house and talked with him about his options. The doctor said that there was little else we could do but make him as comfortable as possible. My father said, 'Do I have to go to a nursing home?' and the doctor said, 'Never. You can stay here as long as you want.'" Two months later, he died at home.

Kovner acknowledges that it is common for such end-of-life discussions to be had with nurses. "Nurses can play a vital role working with patients and families about treatment options that make the most sense for patients," she says.

What else will the future hold for nurses? Kovner points to the Institute of Medicine's 2010 report *The Future of Nursing*—to which her research contributed. "Nursing is so important to the Affordable Care Act, and nurses are going to be increasingly in demand," she says. "Nurses have a great deal of choice and many opportunities in their careers. It's a fabulous time to be a nurse." ■

For more information about the NLRN study, visit www.rnworkproject.org.



Summer Experience Builds Future Researchers

By Mary Jean Babic

Using brain stimulation to reduce alcohol cravings among people with HIV, measuring body fat in breast cancer patients, enrolling more racial and ethnic minority group members in AIDS clinical trials—these are some of the topics nursing students explored in the Summer Research Experience.

Held every year in partnership with NYU College of Dentistry, the eight-week program introduces nursing and dental students to the research enterprise, from gathering data and reviewing literature to writing abstracts. Students are paired with mentors and present their findings at a poster session at the program's conclusion.

The experience is hoped to spark interest in a research-based career and impart an understanding of how research relates to patient care, says **Gail D'Eramo Melkus, EdD, C-NP, FAAN**, director of the Muriel and Virginia Pless Center for Nursing Research at the College of Nursing.

"All clinical practice must be based on evidence in the literature," says Melkus.

Above Summer Research Experience participants presented their final posters on July 27, 2012. From left: Samantha Palmer, Ramatou Dembele, Dr. Gail D'Eramo Melkus, Karen Davis, Andrea Wagner, and Tawny Sigala.

"It can't be based on assumptions or 'let's just try this,' so it's important that students learn how to utilize the evidence and apply it in practice."

Andrea Wagner '13, who began the 15-month accelerated baccalaureate nursing program this fall, examined the recruitment of African Americans and Latinos for AIDS clinical trials, in which they are underrepresented. A previous study by Wagner's mentor, **Marya Gwadz, PhD**, a senior research scientist at the Center for Drug Use and HIV Research, found peer intervention to be successful in motivating people to join clinical trials. Wagner contacted 291 participants from that study to inform them of open clinical trials in New York City. Of the 106 she reached, more than 90% were interested in hearing about the trials, and most of these individuals (74%) were found appropriate for screening visits at the clinical trials sites. The response, says Wagner, was encouraging. "There is often an assumption that people of color with HIV don't want to participate in clinical trials, but if you actually provide them with the information, many people are very enthusiastic about joining trials and biomedical studies," she says.

Karen Davis, BS '12, also worked on an HIV-related topic. She reviewed the

literature on the use of low-electrical-current, transcranial direct current stimulation (tDCS) on the brain to curb alcohol cravings.

Earlier research by Davis's mentor, **Mary Rosedale, PhD '07, ADCRT '01, PMHNP-BC, NEA-BC**, assistant professor, had shown tDCS to be effective in treating depression in HIV-positive people. Because alcohol can speed disease progression, interfere with HIV medication adherence, and increase the potential for risky behaviors, Rosedale now wants to see whether tDCS can also reduce alcohol cravings. Davis found only a few studies that addressed the effects of tDCS on alcohol cravings, and none involved HIV-positive people, but the literature suggested that this could be a promising course.

Davis included a picture of a tDCS device—a small white box with a few electrodes branching out—at the poster presentation day held at the College of Dentistry Commons on July 27, 2012. The procedure is inexpensive and safe, Davis says; patients rarely suffer side effects.

Davis says she better understands now how to critically evaluate research, which will help her in her clinical practice.

Samantha Palmer, BS '12, working with Associate Professor **Mei R. Fu, PhD, RN, APRN-BC**, evaluated the effectiveness of

[continued on page 26]

College of Nursing 2012 Graduation



A



B

Norman and Alicia Volk Lecture on Geriatric Nursing



D



E



C

NYU President's Service Award



F

College of Nursing 2012 Graduation

May 18, 2012

- A** NYU College of Nursing graduated one of its largest classes at the New Amsterdam Theatre.
- B** Judith Haber, PhD '84, MA '67, presents Christy Turlington Burns, Gallatin BA '99, with the Humanitarian Award.
- C** Master's degree graduates Sumers Beverage, MS '12; Kristina Thompson, MS '12; Jennifer Estorque, MS '12; and Moonjeong Kim, MS '12.

Norman and Alicia Volk Lecture on Geriatric Nursing

April 18, 2012

- D** The fourth annual Volk Lecture on Geriatric Nursing, presented by Ann Kolanowski, PhD '89, was held at NYU Cantor Film Center. In attendance, from left: Marie Boltz, PhD '07, assistant professor; Elizabeth Capezuti, professor, Laura Wagner; Dr. Kolanowski; Alicia Volk; and Norman Volk, chairman of The John A. Hartford Foundation, member of the College of Nursing Board of Advisors, and cochair of the Building Campaign Fundraising Committee.
- E** Barbara Jonas, Steinhardt MA '65; Donald Jonas; and Mitzi Perdue.

NYU President's Service Award

April 24, 2012

- F** The College of Nursing LGBTQ F.A.N.S.S. (Faculty, Alumni, Nursing Students, Staff) group received the NYU President's Service Award for its advocacy for curricular inclusion of LGBT health into the nursing program. From left: Fidelindo Lim, MA '96, faculty advisor; Kimberly Bailey, BS '12, former president; Serena Ho, BS '12, former vice president; Brynith Ensor-Estes, BS '12, former secretary/treasurer; Nicholas Cacciola '14, president; Lillian Udell '14, community affairs officer; Henrietta Jones, administrative aide at the College of Nursing; and Yvonne Marie Hoover '14, secretary/treasurer.

CELEB

Good Health Day



G

Dean's Circle Reception



H



I

Harlem Hospital Center School of Nursing Luncheon



J

Reception for the Jewish Foundation for Education of Women Scholars



K



L

RATIONS

Good Health Day

July 28, 2012

G Members of the College's Asian Pacific Islander Nursing Student Association provided health education at Good Health Day in Flushing, Queens. Front row from left: undergraduates Yu Ting Chen '13, Cindy Chan '13, Dawn Brown '13, Kim Zafra '13, and master's student Eunae Ko '14. Back row from left: Fidelindo Lim, MA '96, faculty advisor, and undergraduates Xiangmei Cao '15, Stephanie Niu '16, Erica Chuang '13, and Justin Kim '13.

Dean's Circle Reception

June 5, 2012

H The Dean's Circle reception, held at the NYU President's Penthouse, honored donors who contribute \$1,000 or more annually to the College of Nursing. From left: Yvonne Wesley, PhD '00, director of the Leadership Institute for Black Nurses; Professor Hila Richardson; and Dean Eileen M. Sullivan-Marx.

I From left, Jamie Newland, clinical associate professor, Eliana Horta, adjunct clinical assistant professor; Claire Fagin, DS '11, PhD '64, Board of Advisors member; and Beatrice Goodwin, PhD '70, MA '60, adjunct professor.

Harlem Hospital Center School of Nursing Luncheon

September 15, 2012

J Yvonne Wesley, PhD '00, and Nadège Roc (rear) celebrated the 75th anniversary of the graduation of Blanche Jordan, BS '45, MA '50, from the Harlem Hospital Center School of Nursing.

Reception for the Jewish Foundation for Education of Women Scholars

April 17, 2012

K JFEW Executive Director Elizabeth Kraiem (left) with Judith Haber, PhD '84, MA '67.

L Barbara Krainovich-Miller, associate dean for clinical and academic affairs (center), with JFEW scholarship recipients (from left) Miriam Kahn '14; Tamema Cohen '14; Danielle London '13, CAS BA '11; and Evgeniya Muzhetskaya '14, SCPS BA '10.

COLLEGE OF NURSING NEWS

College of Nursing Is Designated NLN Center of Excellence in Nursing Education

NYU College of Nursing's evidence-based practice (EBP) curricular initiative has earned it the prestigious four-year designation as a National League of Nursing (NLN) Center of Excellence in Nursing Education for 2012–16. The College was officially awarded this designation at the NLN Summit Banquet in Anaheim, California, on September 21. It joins Wagner College as one of the two nursing programs that are NLN's first-time recipients of this designation.

The College of Nursing was recognized for the demonstrated excellence of its EBP curricular initiative, which is consistent with the College's mission, vision, and strategic plan and is woven into all undergraduate and graduate program curricula.

The NLN noted that faculty leadership at the College of Nursing was critical to

supporting a dynamic learning environment, which advances student and faculty EBP scholarship. The College of Nursing also provides an important EBP leadership role with external stakeholders, such as community partners at NYU Langone Medical Center, the New York City Health and Hospitals Corporation, the Hospital for Joint Diseases, and the Visiting Nurse Service of New York.

The effort to achieve Center of Excellence designation was spearheaded by **Barbara Krainovich-Miller, EdD, RN, PMHCNS-BC, ANEF, FAAN**, associate dean of academic and clinical affairs, under the leadership of former interim dean **Judith Haber, PhD '84, MA '67, APRN-BC, FAAN**. Krainovich-Miller credits the College's commitment to curricular excellence, high standards, and a continuous quality-improvement

framework along with the faculty and administrator champions who collaborated to perfect a 135-page application.

"Numerous exemplars, consisting of testimonies and pictures that were gathered from faculty, administrators, staff, and students provided superb evidence to support the criteria and really made our story come alive," says Dean Eileen Sullivan-Marx.

Sullivan-Marx notes that the process of attaining this honor is very competitive, and the College of Nursing is very pleased to have received this prestigious award on its first try.

"The faculty really has created a wonderful learning environment. I am especially proud, as the new dean, to be a part of such an incredible enterprise," she said. ■



Dr. Yvonne Wesley, director of the Leadership Institute for Black Nurses (center), thanked New York City Council Speaker Christine Quinn (right), who on May 31, 2012, presented a proclamation in honor of the institute's 100th graduate and committed City Council funding for a third year. Pictured to Wesley's left are Dr. Judith Haber and Shalom Simmons, the 100th institute fellow; to her right is 2008 fellow Layla Qaabidh.

City Council Hails Leadership Institute for Black Nurses

On May 31, 2012, Speaker Christine Quinn and the New York City Council honored the NYU Leadership Institute for Black Nurses (LIBN). Quinn congratulated the institute, directed by **Yvonne Wesley, PhD '00, RN, FAAN**, upon the graduation of its 100th participant since its inception seven years ago.

Quinn's proclamation stated, "The Leadership Institute for Black Nurses ensures that a diversified nurse leadership is available to support the diverse

patient population which makes our City such an extraordinary place to live. With our continued support, we can help all nurses break through racial and gender barriers and inspire our daughters and granddaughters to reach for their highest aspirations."

In July, the City Council also announced that it would provide \$30,000 for the third year to the institute, which was founded to advance black nurses' careers and to address the extreme disparities in health between African Americans and other groups in the United States. ■

College Is Redesignated as WHO Collaborating Center Joins Healthy Aging Symposium in Buenos Aires



The World Health Organization (WHO) Collaborating Center in Geriatric Nursing Education at the College of Nursing, directed by Professor **Madeline Naegle, PhD '80, MA '67, APRN-BC, FAAN**, has been redesignated for a third time, through 2016. The center is one of 24 nursing collaborating centers in the WHO Americas region and is the only one focused on aging and care of older adults. The collaborating center team at the College of Nursing—which includes Naegle; **Michele Shedlin, PhD; Allison Squires, PhD, RN; and Mattia Gilmartin, PhD, RN**—will be creating an online Competencies Resource Guide for use in the Latin American and Caribbean region.

On June 5, 2012, the College of Nursing played a leading role in a symposium sponsored by the Pan American Health Organization–Argentina, which gathered more than 60 health professionals and officials from South America to discuss partnerships among U.S. and Latin American health professionals to meet the needs of growing elderly populations.

The conference, “A New Generation of Older Adults: Challenges and Strategies

The College of Nursing played a leading role in a symposium sponsored by the Pan American Health Organization–Argentina. From left: Dr. Deborah Chyun of the College of Nursing, Dr. Álvaro Bravo, director of NYU-Buenos Aires, Dr. Karla Giacomini, and Professor Sonia Soares.

for Healthy Aging in Latin America” held at NYU-Buenos Aires, was aimed at advancing research and educational initiatives between NYU’s Washington Square schools and colleges and its study-abroad centers. With funding from NYU’s Global Faculty Research Initiatives program and the College of Nursing International Fund, Naegle and Álvaro Fernández Bravo, PhD, director of NYU-Buenos Aires, planned the symposium.

“Latin American societies are in transition as earner bases remain stable but numbers of older adults increase. More than 50% of people over 60 report fair to poor health, and two-thirds have at least one chronic non-communicable disease,” Naegle says.

Workshops on non-communicable diseases were led by several College of Nursing faculty members. **Gail D'Eramo Melkus, EdD, C-NP, FAAN**, spoke on the global imperative for diabetes risk prevention and management; **Deborah Chyun, PhD, RN,**

FAHA, FAAN, spoke on behavior change to manage cardiovascular disease; and Naegle addressed depression and substance misuse interventions with older adults.

“Participants reported positively on the conference and plan to use the networking that took place to expand their collaborations for research and education on aging,” Naegle says. ■

College of Nursing Participates in AIDS Walk

Several College of Nursing contingents participated in the May 20, 2012, New York City AIDS Walk. The organization LGBTQ F.A.N.S.S. (Faculty, Alumni, Nursing Students, and Staff) walked for the first time, raising \$1,500. The Upsilon Chapter of Sigma Theta Tau also joined the walk. ■



LGBTQ F.A.N.S.S. members at AIDS Walk 2012; from left: Erich Goodman '13; faculty advisor Fidelindo Lim, MA '96; Lillian Udell '14; and Scott Sherrin '13.



News from the Upsilon Chapter, Sigma Theta Tau

By Gloria Chan, President



Teresa Torsney, Sigma Theta Tau International Region 14 coordinator (left), and Gloria Chan, BS '08, president of the Upsilon Chapter, joined members of the chapter for Nurses Week at the UN in May 2012.

Last spring, the Upsilon Chapter of Sigma Theta Tau International (STTI) — the nursing honor society — at the College of Nursing inducted its largest class of new members. A total of 183 nurses were inducted, including 135 baccalaureate graduates, 41 master's students, 4 doctoral students, and 3 nurse leaders. These inductees qualified for membership based on their academic records and recommendations from members of the faculty. We welcome our newest members and look forward to meeting our soon-to-be members.

The Upsilon Chapter actively sponsors many networking events and activities for members, in addition to scholarships, research grants, and continuing education opportunities. In spring and summer of 2012, Upsilon hosted its annual Research Day with past research award recipients, participated in AIDS Walk NY 2012, and premiered the first in a series of accredited continuing-education events.

In March 2012, Upsilon won the Chapter Circle Website of the Month honor from STTI. In May, it sponsored



The Upsilon Chapter of STTI at AIDS Walk 2012; from left: Jennifer Pizzarelli, leadership succession chair; Gloria Chan, president; and Andrea Abramoff, membership involvement chair.

members to attend a regional STTI Nurses Week event at the United Nations. STTI has gained recognition as an associated nongovernmental organization at the UN, and 10 Upsilon members were sponsored to tour the UN and meet with dignitaries about UN efforts to eradicate human trafficking and other Millennium Development Goals. In August 2012, the Upsilon Chapter hosted its first UN Interest Group session with other regional STTI members.

In September 2012, Upsilon was selected to present a poster at the STTI

Leadership Forum. It was presented by **Gloria Chan, BS '08**, president of the chapter; **Jennifer Pizzarelli, MS '15**, leadership succession chair; and **Karen Davis, BS '12**, a newly inducted member.

This fall, Upsilon will premiere its new Healthcare Lecture Series and mentorship program, in which new members will be paired with board members to guide them in their first year of joining STTI.

Stay up to date with Upsilon by visiting <http://nursing.nyu.edu/students/upsilon-chapter-stti>. You can also visit Upsilon at <http://upsilon.nursingsociety.org/UpsilonChapter/Home> or on Facebook. Email us at nyu.upsilon@gmail.com. ■

Faculty News

Joyce K. Anastasi, PhD, DrNP, MA '82, FAAN, Lac, the Independence Foundation Endowed Professor and director of the Division of Special Studies in Symptom Management, was awarded a \$2.5 million grant from the National Institutes of Health aimed at investigating the efficacy of acupuncture and moxibustion in managing symptoms related to irritable bowel syndrome in a randomized controlled clinical trial. This is the third NIH RO1 grant in three years awarded to Anastasi, a leading clinical scientist in the area of symptom management and a licensed acupuncturist. Collaborators and members of the research team include **Bernadette Capili, DNSc, NP-C**, assistant professor; **Colin Scully, Michelle Chang, Stern MBA '93; Jessica Quinn; Londa Hackett; and Gloria Rosenzweig**.

Marie Boltz, PhD '07, RN, GNP-BC, assistant professor, received a Clinical and Translational Science Institute KL2 award entitled "Testing a Family-Nurse Partnership for Care of Hospitalized Persons with Dementia." A book that Boltz coauthored with Elizabeth Capezuti, PhD, RN, FAAN, and others, *Evidence-Based Geriatric Nursing Protocols for Best Practice* (4th ed.) (New York: Springer), was selected as a 2012 Doody's Core Title in the Health Sciences.

Mary Brennan, DNP, ACNP-BC, ANP, CNS, RN, clinical associate professor and coordinator of the Acute Care Nurse Practitioner Program; **Kellie Bryant, DNP, WHNP-BC**, director of simulation learning and clinical

assistant professor; and **Nadia Sultana, MBA, RN, BC**, clinical assistant professor and program coordinator of the Nursing Informatics Master's and Advanced Certificate Programs, received an NYU Curricular Development Challenge Fund award entitled "Acute Care General Hospital: Development of a Virtual Hospital Learning Environment to Promote Excellence in Decision-Making."

Ab Brody, PhD, RN, GNP-BC, assistant professor, was awarded a Junior Faculty Career Development Award from the National Palliative Care Research Center. The \$154,000 grant will support his study of interprofessional education and behavioral change to improve symptom assessment and management for older adults with dementia.

Deborah Chyun, PhD, RN, FAHA, FAAN, associate professor, executive associate dean, and deputy executive director of NYUCN Global, received a grant from the NYU University Research Challenge Fund entitled "Myocardial Infarction and Stroke Prevention in Nicaragua."

Tara A. Cortes, PhD '76, MA '71, RN, FAAN, executive director of the Hartford Institute for Geriatric Nursing, has received a grant of \$810,000 from the U.S. Department of Health and Human Services Health Resources and Services Administration for the Primary Care of Older Adults Program. The program aims to build the capacity of the nurse practitioner (NP) workforce in geriatric primary care through a multimodal education intervention that will improve the knowledge and skill sets of NPs, NP students, and NP faculty. The grant also provides traineeships for three

full-time graduate students in geriatric primary care.

Cortes was also awarded \$104,970 by Independence Blue Cross of Philadelphia for the Patient Centered Primary Care for Older Adults with Dementia initiative to be piloted in two Philadelphia-area medical homes. Finally, the Fan Fox & Leslie R. Samuels Foundation has awarded the Hartford Institute for Geriatric Nursing a \$198,550 grant for a two-year project: Phase II Expansion: Enhancing HHC Competencies to Care for Older Adults.

Cortes has been appointed as a board member of ArchCare, the health care ministry of the Archdiocese of New York, and named co-chair of the American Academy of Nursing Expert Panel on Aging.

Michele Crespo-Fierro, MS/MPH, BS '90, RN, AACRN, adjunct clinical instructor, received the Hispanic Health Professional Student Scholarship from the National Hispanic Health Foundation of the National Hispanic Medical Association, which is affiliated with the Robert F. Wagner Graduate School of Public Service at NYU and the New York Academy of Medicine. She was a summer doctoral research fellow at the Center for Puerto Rican Studies at Hunter College. Her doctoral research at the CUNY Graduate Center is on the perceptions of cultural care needs of Puerto Rican women receiving HIV care from nurse practitioners in New York City.

Satarupa Dasgupta, PhD, assistant professor and faculty fellow, was elected chair of the Participatory Communication Division of the International Association of Media and Communication Research. Dasgupta holds

an NYU Postdoctoral and Transition Program for Academic Diversity Fellowship. She is working with Professor Ann Kurth in NYUCN Global, and her research addresses sexual health behavior among high-risk populations, community health advocacy, risk-reduction communication, entertainment education, and South Asian popular culture.

Sherry Deren, PhD, director of the Center for Drug Use and HIV Research and senior research scientist, is a co-investigator on a new NIH five-year RO1 study entitled "Correlates and Consequences of Increased Immune Activation in HIV (+) and (-) IDUs." The principal investigator for this study is Dr. Marty Markowitz of the Aaron Diamond AIDS Research Center. The first-year funding on this subcontract is \$255,000.

Victoria Vaughan Dickson, PhD, CRNP, FAHA, has been named the first Harry Fuchs & John Schoeck Research Fellow by the American Heart Association. The fellowship honors the fathers of two donors, Casey Fuchs and Haley Schoeck, whose fundraising efforts contributed to the AHA grant that Dickson received last year to study heart failure self-care. Dickson also received an NIH Pilot Award from the University of Pennsylvania, entitled "Building Skill in Heart Failure Self-Care Among Hispanic Elders."

Maja Djukic, PhD '09, RN, assistant professor, is one of just 12 nursing educators this year to win a grant from the Robert Wood Johnson Foundation Nurse Faculty Scholars program, which recognizes junior faculty who show outstanding promise as leaders in academic nursing. Djukic will receive a three-year, \$350,000

award to promote her academic career and support her research.

Samuel Friedman, PhD, director of the Center for Drug Use and HIV Research's Theoretical Synthesis Core, received the prestigious NIH National Institute on Drug Abuse Avant-Garde Award for 2012. The award is



Congratulations to Mei Fu, PhD, RN, APRN-BC, associate professor, who will be inducted as a Fellow of the American Academy of Nursing in October 2012. Fu is the recipient of a two-year, \$72,630 P60 pilot award for "Lymphedema Risk Reduction for Chinese Breast Cancer Survivors." This pilot study is an integrative part of the NYU Center for the Study of Asian American Health, which is an NIH National Institute of Minority Health and Health Disparities Comprehensive Center of Excellence. Fu also received from the Muriel and Virginia Pless Center for Nursing Research at the College of Nursing a \$10,000 grant for "Percent of Body Fat among Chinese Americans with Pre-Diabetes, Diabetes, and Without Diabetes." She also received a \$2,500 award from the Association of Chinese American Physicians USA for the same study.

given to scientists of exceptional creativity who propose high-impact research that opens new avenues for prevention and treatment of HIV/AIDS among drug abusers. Friedman, based at the National Development and Research Institutes, Inc., will receive \$500,000 per year for five years. He was awarded for his study "Preventing HIV Transmission by Recently-Infected Drug Users."

Judith Haber, PhD '84, MA '67, APRN-BC, FAAN, associate dean for graduate programs and Ursula Springer Leadership Professor in Nursing, and **Donna Shelley, MD**, clinical associate professor in the Department of Population Health at NYU School of Medicine, were awarded a second year of grant funding of \$312,000 from the DentaQuest, Washington State Dental, and Connecticut Health Foundations for the Oral Health Nursing Education and Practice (OHNEP) program. This innovative program, the nursing arm of the National Interprofessional Initiative on Oral Health, is a national nursing oral health initiative designed to integrate oral health competencies and curriculum in undergraduate and graduate curricula as well as oral health clinical competencies and best practices for registered nurses and advanced practice nurses. A train-the-trainer professional-development program is a key component of OHNEP. Collaborators on the team include **Yanina Babukh, BS**, program coordinator.

Noelle Leonard, PhD, and co-investigator **Marya Gwadz, PhD**, both senior research scientists with the Center for Drug Use and HIV Research, received

an NIH R34 grant for "Integrating Behavioral Skills with a Mobile Biosensor for At-Risk Teen Mothers." (See page 9 of this issue for full story.)

Fidelindo Lim, MA '96, RN, clinical instructor, received a Service Award from NYU for 15 years with the College of Nursing. He also received the 2012 Nurse Educator Award from the Philippines Nurses Association of New York. In addition, Lim received the Student Advocate Award from the Undergraduate Nursing Student Association of NYU College of Nursing, presented by the 2012 graduating class.

Ann Marie Mauro, PhD '98, RN, CNL, CNE, clinical associate professor, senior clinical faculty associate at the Hartford Institute for Geriatric Nursing, and project director of the RWJF New Careers in Nursing Scholarship Program (NCIN), was awarded a \$50,000 grant for NCIN for the 2012-13 school year. The grant will fund five scholarships to accelerated second-degree nursing students from underrepresented groups. Mauro was also appointed to the 2012 Grief Reach Grant Review Panel for the National Alliance for Grieving Children, which funds bereavement programs for economically disadvantaged ethnic and racial minority children and teens.

Mary Rosedale, PhD '07, ADCRT '01, PMHNP-BC, NEA-BC, assistant professor, received a Clinical and Translational Science Institute grant for her project entitled "Pre and Post Study of Electroconvulsive Therapy (ECT) Correlating Symptoms, Cytokines, Odor Acuity, Spectroscopy and Neuroimaging."

Michele Shedlin, PhD, has been named a Senior Fulbright Scholar. During spring 2013, she will provide research training for faculty and students in the Nursing, Medical, and Dentistry Schools of the University of Szeged in Hungary. She will also teach and work with faculty to build research capacity and develop collaborative research grants with NYU. The University of Szeged is among the most prominent higher education institutions in Central Europe.

Adam Sirois, MPH, research scientist, received the Most Outstanding Recent Graduate award from Johns Hopkins University School of Public Health.

Allison Squires, PhD, RN, assistant professor, was selected for the Clinical Translational Science Institute 2012 Mentor Development Program, which helps junior NYU health professions faculty to develop their mentoring skills. She was also selected as the nursing representative and co-primary investigator for the NYU School of Medicine Research on Medical Education Outcomes (ROME) group. The group, funded by the U.S. Health Research and Services Administration, aims to develop interdisciplinary collaborations in health care education research focused on primary care. Squires was named an associate editor of the *International Journal of Nursing Studies*. Finally, Squires received a University Research Challenge Fund grant from NYU for the study "Primary Care Nursing Education and Patient Outcomes: A Case Study of Western Ghana," and was awarded a \$4,000 fellowship from the Paulette Goddard Junior Faculty Development Endowment Fund.

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Tanyka Smith, MS, FNP-C, RN, a student in the Florence S. Downs PhD Program in Nursing Research and Theory Development, was featured in the May/June 2012 issue of *The American Nurse*, the official publication of the American Nurses Association. Smith received an American Nurses Foundation research grant to further her work addressing health disparities among ethnic minorities. She used the grant to conduct a study on sexual protective strategies and condom use among older African American women, the results of which shaped her current dissertation research.

Rwandan Health System

[continued from page 12]

here in Rwanda,” said Rwanda’s Honorable Minister of Health Dr. Agnes Binagwaho.

Experienced academic nurses will help Rwandan colleagues train health care managers and help build the national health care infrastructure, addressing regulatory issues, instituting simulation education, and developing the roles of nursing college deans and nursing directors.

“This is a game-changing approach to human resources for health-systems strengthening in Rwanda,” says **Ann Kurth, PhD, CNM, FAAN**, professor of nursing and director of NYUCN Global.

Rwanda, like other developing nations, experiences what the World Health Organization calls “the double burden of disease.” It faces not only the classic developing-world challenges of AIDS, malaria, malnutrition, and high infant mortality, but also, as urbanization increases, more chronic disease resulting from lack of physical activity and changes in diet. A well-educated nursing workforce is critical to meet these challenges, and HRH will yield nurses capable of providing excellent patient and community education.

“What’s also exciting is that we have the opportunity, through this initiative, to provide the knowledge and skills that may drive national policies to prevent non-communicable diseases—specifically cardiovascular disease, diabetes, and cancer—through promotion of healthy lifestyle habits, which is something we have not been able to do in the United States,” Chyun says.

Chyun visited Rwanda in May 2011 and February 2012 to meet with nursing colleagues there, and College of Nursing faculty have also met with U.S. State Department officials to support the grant application. Once international funding is phased out, there should be sufficient Rwandan educators, infrastructure, and domestic funding to sustainably support the health care system and health sciences education system. ■



A device that measures body fat through bioimpedance may help to measure breast cancer risk.

Future Researchers

[continued from page 15]

a device that determines body fat through bioimpedance, a method that sends low-voltage currents into the body through electrodes and measures resistance to the flow. With evidence suggesting a link between obesity and breast cancer risk, a measure of body fat that is more reliable than body-mass index (BMI)—which takes into account only height and weight—could help with prevention, according to Palmer. She had hypothesized that bioimpedance would be more reliable than BMI; however, her data showed that both produce comparable results, though bioimpedance provides more information.

The project was a crash course in statistical analysis and illuminated the clinical procedures she had learned in school, according to Palmer.

Tawny Sigala, BS '12, another May graduate of the accelerated program, worked with her mentor **Shiela Strauss, PhD**, associate professor, on research related to the link between periodontal disease and diabetes mellitus. Research strongly indicates such a link, but Sigala’s literature review found no universal definition of periodontal disease. Some case definitions of periodontal

disease are based on a partial-mouth exam, some on a full exam. With a standard definition, a protocol could be established in which patients who have periodontal disease could be screened for diabetes “right in the dental chair,” says Sigala, but it’s hard to create a protocol when there’s no agreement on what the disease actually is and who has it. According to the Centers for Disease Control, 7 million cases of diabetes are undiagnosed, “so the more screening, the better.” ■

APRN Consensus Model

[continued from page 19]

addition to specifying curricular changes, the model clarifies for the public that an APRN must have completed an accredited graduate-level education program and acquired a license or registration in one of four recognized roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), or certified nurse practitioner (CNP). APRNs must also have passed a national certification exam and met a series of other requirements related to acquiring advanced clinical knowledge and skills.

The *Consensus Model for APRN Regulation* notes that there is considerable variation among states as to the scope of practice, roles and titles, entrance criteria, and certification requirements for APRNs. As a result, APRNs—of which there are 267,000 in the United States—may find that they cannot move easily from state to state, and there is little clarity with regard to their skills and preparation. According to the document, “If all states adopted these regulatory requirements, the benefits could be far-reaching for health care professionals, regulators, and consumers.” ■

Seeking Research on Halting Teen Drug Use as a Hillman Seamless Transition to Doctoral Studies Scholar

Lynn Baggesi, MA, BS '11, BA, was drawn to the world of research through a passion to help young people stop smoking. After earning a bachelor's degree in sociology from Sacramento State University and a master's degree in medical sociology from Morehead State University, she accepted a job in her home state of California, providing drug-prevention education to young people. There, she ran an alternative-to-suspension program for high schoolers who had been caught smoking cigarettes in a community mainly composed of farmworkers of Hispanic/Latino background. After working with the young people for a few weeks, Lynn realized that many of them were also using marijuana, which they saw as a "safe" alternative to tobacco.

"The kids would often tell me, it's an herb, it's all natural, so it can't be harmful!" she says. "They also saw their family members using marijuana at home, so they thought it was not a big deal." There was plenty of research about tobacco cessation, but Lynn wondered whether any research had been conducted on halting marijuana use, specifically in this cultural context. And how could lessons from such research, if it existed, be applied? When she looked for resources and research, she found little to guide her.

The discovery of this research gap sparked her interest in how knowledge could guide practice in areas like drug prevention. It ultimately led her across



the country to NYU College of Nursing, where she became one of the first students accepted to the recently created Rita and Alex Hillman Foundation Seamless Transition to Doctoral Studies Program.

"This program is designed for driven, inquisitive people like Lynn," says **James Pace, APRN-BC, DSN, MDiv, FAANP,**

NYU College of Nursing has provided me with a very strong foundation that I know will serve me well.

associate dean for undergraduate programs, "who respect the power of evidence and want to transition from nurse generalists to nurse scientists."

The Hillman Seamless Transition Scholars are prepared for the rigors of doctoral study through mentoring by leading NYU faculty researchers, networking with current doctoral students, and attending seminars that are specially designed for them.

While pursuing her coursework, Lynn has been working with **Anne Marie Mauro, PhD '98, RN, CNL,** on a qualitative research study, funded by the Muriel and Virginia Pless Center for Nursing Research, of women living with implantable defibrillators.

"As a faculty member, I am always looking for students with a solid academic success record, work ethic, and enthusiasm to take on the challenge of the PhD," says Mauro. "Lynn has really risen to that challenge and has taken full advantage of the mentoring resources available to her."

Where will her dreams take her?

"I have a ways to go in pursuing the doctorate, but NYU College of Nursing has provided me with a very strong foundation that I know will serve me well in becoming the best nurse I can be," Lynn says. "I am still interested in working with immigrant populations, perhaps here in New York City, or who knows, I may find my way all the way back across the country again!" ■

A Vision for Helping Nurses Grow

After 32 years at NYU Langone Medical Center and 40 years in the nursing profession, **Patricia Valoon, MSN**, says, “It’s such a blessing to have been able to do something every day that you love, with people for whom you have the utmost respect.” Valoon retired in 1996 from her position as a senior administrator and director of nursing at NYU Langone, a job she held for more than 20 years.



Valoon’s enduring passion for nursing has become an integral part of her philanthropy. She has been a contributor to NYU College of Nursing since the 1980s and recently made a major gift commitment to name a Group Study Room in the College’s new building on First Avenue. In 2007 she established the Davidson-Valoon Scholarship Fund for Nursing at the College, in memory of Grace Davidson, MSN, the former director of nursing who hired her at NYU Medical Center and became a mentor, colleague, and lifelong friend.

“Education and helping others grow professionally were major passions for Grace,” Valoon says. “She always saw potential in people that they did not recognize on their own. She was a true visionary who expanded the minds of everyone who worked with her.”

Valoon was also inspired to give to the College by former dean **Terry Fulmer, PhD, ADCRT ’01, RN, FAAN**, with whom she collaborated professionally, as well as by the faculty whom she came to know over the years. “I am so impressed with everything that Terry did for NYU College of Nursing,” Valoon says. “She helped build the College into a first-class institution

with an excellent reputation for providing nurses with the knowledge they need to go out into the world and help others.”

A diploma graduate of the Western Pennsylvania Hospital School of Nursing, Valoon received her BS in nursing from Duquesne University and MS in nursing from the University of Colorado. She has remained very active in retirement: From 1998 to 2003, she was executive director of the New York Organization of Nurse Executives, president of the NYU Medical Center Auxiliary, and president of the Deacons of the Tenaflly Presbyterian Church. Since moving to Pittsburgh in 2003, she has been an active member of

the East Liberty Presbyterian Church, a member and past president of the Duquesne University Nursing Alumni Association, and treasurer and publicity chair for Pittsburgh Symphony North.

Over her long career, Valoon has received a number of prestigious awards and honors. The Patricia L. Valoon Annual Nursing Leadership Lecture Series at NYU Medical Center was named in her honor to celebrate her dedication to the advancement of excellence in nursing, and she received the Grace E. Davidson Award in recognition of her contributions to the education of students. In May 2012, Valoon was one of four alumni inducted into the newly established Hall of Fame at Duquesne University School of Nursing.

“What I find most impressive about Pat’s vision for the future of nursing,” says her friend and colleague **Robert V. Piemonte, EdD, RN, CAE, FAAN**, “is that she sees not only that nurses need to be well prepared as clinicians to succeed in today’s health care environment, but also that building strong mentoring relationships between experienced nurses and those entering the profession is essential.”

Despite her many years of experience, Valoon has never lost sight of what it is like to be starting out in the nursing profession. “I learned early on in my career that we are all part of a larger community, and my moves up the professional career ladder in nursing, as well as all that I have accomplished in retirement, have depended a great deal on the people with whom I have worked. Nursing is certainly about having the knowledge and the skills, but it is also fundamentally about connections,” she says. ■

Nursing is certainly about having the knowledge and the skills, but it is also fundamentally about connections.



Letter from Maria Dolce, Alumni Association President

Dear Fellow Alumni,

On behalf of the NYU College of Nursing Alumni Association Board, please join me in welcoming Dr. Eileen Sullivan-Marx, the new dean of the College of Nursing. We are excited to be part of the momentum that Dr. Sullivan-Marx has ignited and are ready to support her vision for our great College. Now is a wonderful time for all of us to engage, connect, and reconnect with our alma mater!

As we embark on the 2012–13 academic year, I wish to take this time to recognize several NYU College of Nursing Alumni Association Board members for their outstanding service and commitment to the College of Nursing. Michele Crespo-Fierro, BS '90, is ending her term as member at large, and Carole Wind Mitchell, MS '10, and Donna McCabe, MS '02, are ending their terms as Nominations Committee members. They have all worked diligently to prepare an unparalleled slate of board nominees for the 2012–13 Alumni Association election. Madeline Naegle, PhD '80, MA '67, APRN-BC, FAAN, has agreed to continue her role as faculty advisor to the board for the 2012–13 academic year. Her advice over the years has been invaluable to us. Ann Marie Mauro, PhD '98, RN, CNL, CNE, past president, has worked tirelessly

as chair of the Alumni Lecture Hall Campaign. As a testament to her efforts, and to those of everyone who has been involved in this fund-raising campaign, we are halfway to our commitment of \$200,000, which we plan to reach in 2013! I encourage you to be part of this exciting opportunity. If every alumna/us makes a gift to the Alumni Lecture Hall, we will be able to reach our goal in no time!

Please join me in thanking Michele, Carole, Donna, Madeline, and Ann Marie for their tremendous contributions to the Alumni Association and the College of Nursing. Last, I wish to express my heartfelt appreciation to Dr. Judith Haber, interim dean 2011–12, for her determined leadership. Dr. Haber's lasting contributions at the College continue to inspire greatness in our students, faculty, and alumni.

I hope to see you at the NYU Alumni and Parent Day on Saturday, October 20!

Warmest regards,

Maria Dolce, PhD '09, MA '85, BS '79, RN, CNE, NEA-BC, FACHE

1958



Carl O. Helvie, DrPH '58, RN, has a new book set to be published November 30, 2012, *You Can Beat Lung Cancer: Using Alternative/Integrative Interventions*, which discusses the natural noninvasive interventions that he used 38 years ago—when he was told he had six months to live by conventional medicine—and has used ever since to remain cancer free.

1961



Lois Edwards Augustus, MA '61, retired after 40 years on the nursing faculty at Bronx Community College. She served as chairperson of the Department of Nursing & Allied Health Sciences for the last 11 years of her tenure there.

1969

Dorothy Hickey, MA '69, MPH, RN, traveled during the summer of 2012 to Durban, South Africa, to facilitate workshops on "Working with Conflict" alongside faculty and master's students at Durban University of Technology. There, she continued projects with two NGOs: Project Upgrade, a Zulu literacy program, and Woza Moya, which works in rural areas affected by HIV.

1970



Nancy DeBasio, PhD, MA '70, RN, will be inducted as a Fellow of the American Academy of Nursing in October 2012. She is dean and professor in the Research College of Nursing in Kansas City, Missouri.

1974



Rita McGuire Hammer, MA '74, and two colleagues have recently updated their textbook *Forensic Nursing: A Handbook for Practice*, published by Jones & Bartlett Learning LLC. She is a retired professor of nursing from Quinnipiac University in Hamden, Connecticut.

1980

Corazon Alvarado, MA '80, MBA, RN, has joined the staff of Ocean Health Initiatives (OHI), a federally qualified health center with locations in Lakewood, Toms River, and Manahawkin, New Jersey. Before joining OHI, she was an advanced nurse practitioner at UMDNJ-UCHC, Trenton, working collaboratively with physicians to provide care to inmates in the New Jersey prison system. Corazon received her BA in nursing from the University of the Philippines. She holds a post-master's degree as an advanced practice nurse from the University of Medicine and Dentistry, Newark, and an MBA from Waldon University, Baltimore.



Donna M. Nickitas, PhD, MA '80, RN, NEA-BC, CNE, professor at Hunter College, City University of New York, Hunter-Bellevue School of Nursing, will be inducted as a Fellow of the American Academy of Nursing in October 2012.

1981



Kobkul (Vijatrasil) Phancha-roenworakul, PhD '81, RN, a senator in the Parliament of Thailand, will be inducted as a Fellow of the American Academy of Nursing in October 2012.

1987



Susan Bowar-Ferres, PhD '87, RN, was elected president of Nurses Educational Funds, Inc., which is celebrating its 100th year of giving graduate nursing scholarships in October 2012. She enjoys serving as a team leader for Magnet appraiser teams several times a year, is a member of the NYU College of Nursing Building Committee and Board of Advisors, and continues to serve as an adjunct professor of nursing.

1997



Daniel Polowetzky, BS '97, RN, CSPI, has received credentialing as a certified specialist in poison information by the American Association of Poison Control Centers. He has been working for the New York City Poison Control Center since December 2010.

1998



Lixia Cai, MA '98 (Nursing Administration) was awarded the Nursing Leadership Award

Congratulations to our outstanding alumnae who will be inducted this October into the American Academy of Nursing:

Nancy DeBasio
PhD, MA '70, RN

Lisa Lewis
PhD, MA '98, RN

Donna M. Nickitas
PhD, MA '80, RN, NEA-BC, CNE

Kobkul (Vijatrasil) Phancha-roenworakul
PhD '81, RN

at New York Downtown Hospital during the 2012 Nurse's Week celebration. She was also awarded the Nursing Excellence award twice in the past, in 1999 and 2009.



Lisa Lewis, PhD, MA '98, RN, will be inducted as a Fellow of the American Academy of Nursing in October 2012. She is an assistant professor in the University of Pennsylvania School of Nursing and is principal investigator of a newly funded NIH RO1 longitudinal study of adherence to medication in black men with hypertension.

2003

Esteen Ladson Barnes, BS '03, was promoted to clinical nurse manager at Mount Sinai Medical Center.

2006

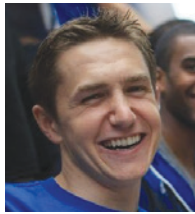


Jennifer Baxter, BS '06, in July 2012 successfully defended her dissertation entitled "Exploring the Lived Experience of Trauma among Obstetric Registered Nurses" at University of Illinois at Chicago. She and her husband are expecting their first child.



Amy Berman, BS '06, RN, will receive the Civitas Award from the American Academy of Nursing on October 13, 2012, at the academy's annual meeting in Washington, DC. The award recognizes an individual who exemplifies extraordinary dedication to excellence in promoting quality care in nursing.

2008



Ryan J. Shaw, PhD, MS '08, RN, received his PhD in nursing science and informatics from Duke University. In fall 2012, he begins an awarded postdoctoral fellowship at the Center for Health Services Research in Primary Care at the Durham Veterans Affairs Medical Center and Duke University Medical Center Department of Medicine.

2011



Mary Finalborgo, MPH, BS '11, RN, has been working since graduation at Memorial Sloan-Kettering Cancer Center in the Urgent Care Center. She was married in September in Southampton, New York.

2012



Ilya Bernstein, BS '12, published an article in the *Huffington Post* on August 3, 2012, titled "West Nile: What You Should Know" (http://www.huffingtonpost.com/ilya-bernstein-rn/west-nile_b_1739336.html). Ilya began working at NYU Langone Medical Center in August on the neurosurgical floor.



Christine Bonavita, BS '12, began a position at St. Francis Hospital on Long Island on an oncology/hospice floor.

Renée Parli, BS '12, RN, was asked in a recent job interview how she handles stress on the job. She replied, "One of my favorite teachers, Professor Lim, taught me that if I was stressed or unsure of what to do next, then to go wash my hands. It would give me 30 seconds to take a breath and organize my thoughts, and I probably needed to wash them anyway." She was offered the position — a fellowship at North Shore-Long Island Jewish Medical Center — in the Emergency Department.



Ann Eneh, MS '12, published an article in 2010 in the *International Journal for Human Caring*. The article, "My Nursing Story," illuminates aspects of nursing that encompass observing, listening to patients, and recording nonverbal cues. Recently she had the opportunity to review a manuscript for the *Journal of the American Dental Association*. Ann writes: "Incorporating oral health into baccalaureate nursing education could not have come at a better time, as research is now linking oral health to general health outcomes." She received the Very Important Parent award from Saint Gregory the Great Catholic Academy of Brooklyn and was granted honorary citizenship by Boys Town USA in appreciation of her assistance. Ann is pursuing her PhD in public health at Walden University. ■

2007

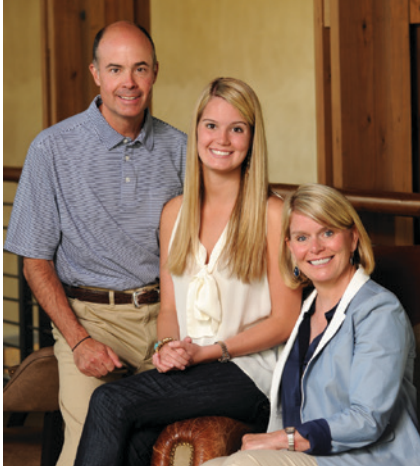


Melissa (Lowden) Marrero, BS '07, and **Regina Won, BS '07**, traveled in June 2012 to an impoverished area of Wayne County, West Virginia, to participate in a weeklong work camp to improve living conditions of local residents.

The pair replaced windows of a chapel (right) and repaired a home knocked off its foundation by an unprecedented tornado that hit the area earlier in the year. Regina currently works in the Neurosurgical Intensive Care Unit at Mount Sinai Medical Center. Melissa is a public health nurse with the Visiting Nurse Service of New York, currently working in the College Relations Department. Both are pursuing their master's degrees in nursing.



WHY I GIVE



JULIE DAVIDSON, PARENT '13:
**Opening the Door to
Opportunities in Nursing**

OUR DAUGHTER, GRACE, will be a senior at the College of Nursing this fall, and she has had a wonderful experience at NYU. We are from Fort Worth, Texas, and when Grace expressed interest in becoming a nurse we looked at many different schools, but NYU was where she wanted to be. She has been so impressed with her professors, has met friends from all over the country, and has even learned to walk as fast as a New Yorker!

As a family we are involved in supporting a number of organizations, both financially and through our volunteer efforts. I am on the board of ACH Child and Family Services, a home for abused and neglected children in Fort Worth, and on the board at Cook Children's Hospital. Glenn and I support NYU College of Nursing for two reasons. First, we have been excited by the College itself, the energy, how it is growing, and the quality of our daughter's educational experience. And second, we feel it is important, as parents, to support and be connected to those organizations that our children are involved with. We also contribute to NYU College of Nursing because we have seen what an impact it is having on Grace's life and future, and we want to help other young people have that same opportunity. ■

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