

NYU Nursing

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NEW YORK UNIVERSITY



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SAVE THE DATE **SATURDAY, SEPTEMBER 24, 2011**

NYU Alumni Day

Join us on campus for a day of programs and special events featuring the best of NYU.

Vernice Ferguson Lecture on Contemporary Issues

Shorin Performance Studio
Kimmel Center
10:30am – 11:30am

Executive director of the NYU College of Nursing Global Program Ann Kurth, PhD, CNM, FAAN, will speak about the College's global nursing research and education efforts as part of NYU's Global Network University.

College of Nursing Dean's Luncheon

Shorin Performance Studio
Kimmel Center
12:00pm – 1:30pm

Join Interim Dean Judith Haber for lunch, a discussion of all that is happening at the College of Nursing, and a celebration of this year's award recipients:

Dr. Ann Kurth, Faculty Scholar Award
Dr. Ann Marie Mauro, Teaching Excellence Award
Dr. Maja Djukic, Rising Star Award

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Erratum: In the spring 2011 issue, Ann Marie and Tony Mauro were erroneously excluded from the Dean's Circle members list.

Cover: Laraine Ann Chiu, BS '11.

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GREETINGS

FROM THE INTERIM DEAN

DEAR FRIENDS,



I am delighted to welcome our new and returning students to the NYU campus this fall and to send a warm greeting on behalf of the College to parents, grandparents, alumni, and colleagues.

Many of you have heard the news that Dr. Terry Fulmer, who served as leader of nursing at NYU for the past nine years, stepped down from her position at the end of the last academic year. As interim dean, I extend our fondest wishes to Dr. Fulmer for much success in her future endeavors. The faculty, staff, and students of the College of Nursing are all deeply appreciative of Dr. Fulmer's outstanding years of visionary leadership and service. So much of what the College is today was conceived of and made into reality by Terry Fulmer! Among the most exciting of these accomplishments is a new home for the NYU College of Nursing (please see the box to the right for updates on this project).

The College is laying down foundations here in New York City, but at the same time we are living in an increasingly international and interconnected world that reaches far beyond our local community. New programs and initiatives reflect our growing emphasis on interprofessional collaboration and globalization in nursing research, education, and practice.

For example, you will read in this issue about how our faculty has built innovative partnerships with our colleagues in other health professions. From developing oral health curricula and competencies for nursing education programs and practice settings to promoting collaboration among future physicians, dentists, and nurses, College of Nursing faculty

members are forging unique approaches to high-quality patient care.

As New York University continues its development into one of the world's first truly global institutions of higher education, College of Nursing faculty and students are conducting high-impact research, education, and practice projects on nearly every continent. Our alumni are also having an extraordinary impact around the world, and in this issue we feature some of those who are providing emergency relief in the wake of natural disasters in Haiti and Japan.

The College's recent growth in research rankings has been phenomenal. In 2010, NYU College of Nursing received a ranking of #11 in research funding from the National Institutes of Health, and its doctoral program was ranked #7 by the National Research Council. This fall I am thrilled to celebrate the graduation of our first cohort of doctoral students to complete our new Doctor of Nursing Practice (DNP) program.

This year we will break new ground in many different ways! As we prepare to celebrate the 80th anniversary of professional nursing education at NYU, I hope you will join me in applauding all that we have accomplished—and all that we are poised to achieve at this important moment in our history.

Sincerely,

Judith Haber, PhD '84, MA '67,
APRN, BC, FAAN
Ursula Springer Leadership
Professor in Nursing
Interim Dean, College of Nursing

GROUNDBREAKING NEWS: Building Our Future

The planning and design of a new home for the College of Nursing is moving ahead at a rapid pace.

New York University has undertaken a strategic plan (NYU 2031) for an expanded academic campus that enhances medical and health sciences education in the health corridor along First Avenue between 24th and 34th Streets. A major component of this plan will be the College of Nursing's first true home in a 170,000-square-foot building to be located at 433 First Avenue. This state-of-the-art facility will bring together the entire College of Nursing community and also provide space for the College of Dentistry and a new multi-school bioengineering program.

- NYU has selected EYP Architecture & Engineering, an award-winning firm that was responsible for the renovation of the General Assembly and Conference Buildings of the United Nations, and Kohn, Pedersen, Fox Associates (KPF), well known for its work on New York City's Museum of Modern Art, to work as a team in delivering this major building project.
- Demolition of the site at 433 First Avenue is already under way, and we expect construction to begin in early January 2012.
- The new building affords numerous opportunities to contribute to the Campaign for Nursing, including naming gift opportunities that can link your name or that of someone you wish to honor to attractive and high-tech classrooms, labs, lecture halls, and other spaces in our new home. Please call Larry Siegel, director of development, 212-998-6794 or write to larry.siegel@nyu.edu for more information about naming opportunities.

Future issues of *NYU Nursing* will include much more information on the status and design of the building.

We will keep you posted!



TERRY FULMER STEPS DOWN AS DEAN

A LEGACY OF Achieving and Building Milestones Momentum



Dr. Fulmer (left) and former First Lady of New York State Michelle Paige Paterson prepare for the 2009 College of Nursing graduation ceremony.

Terry T. Fulmer, PhD, RN, FAAN, the Erlene Perkins McGriff Professor and leader of nursing at New York University since August 2002, stepped down from her position as dean on July 1, 2011.

“Terry Fulmer has been an outstanding dean,” says NYU President John Sexton. “She brought so much to the deanship: an entrepreneurial spirit, an understanding of nursing’s importance to our society’s health and well-being, a commitment to teaching excellence, and a belief in the importance of research to the profession. Through her leadership, there was remarkable growth in faculty, in students, and in the College’s research profile. She was an important part of the team that made the merger of the College of Nursing and the College of Dentistry such a success, and her deanship and its record of achievements will help set the tone and high expectations we shall have for her successors.”

A leading authority in the field of geriatric nursing, Fulmer joined the NYU nursing faculty in 1995 as a professor and the director of the Muriel and Virginia Pless Center for Nursing Research. She was named head of the Division of Nursing in the Steinhardt School of Education in 2002, succeeding Diane O. McGivern,

PhD, RN. Fulmer’s unwavering goal was to elevate nursing at NYU to a position worthy of its national reputation and accomplishments over 75 years: to become a College in its own right. Working closely with University administration, she and her colleagues succeeded in 2005 in establishing the NYU College of Nursing at the NYU College of Dentistry. Fulmer was named the new College’s first dean.

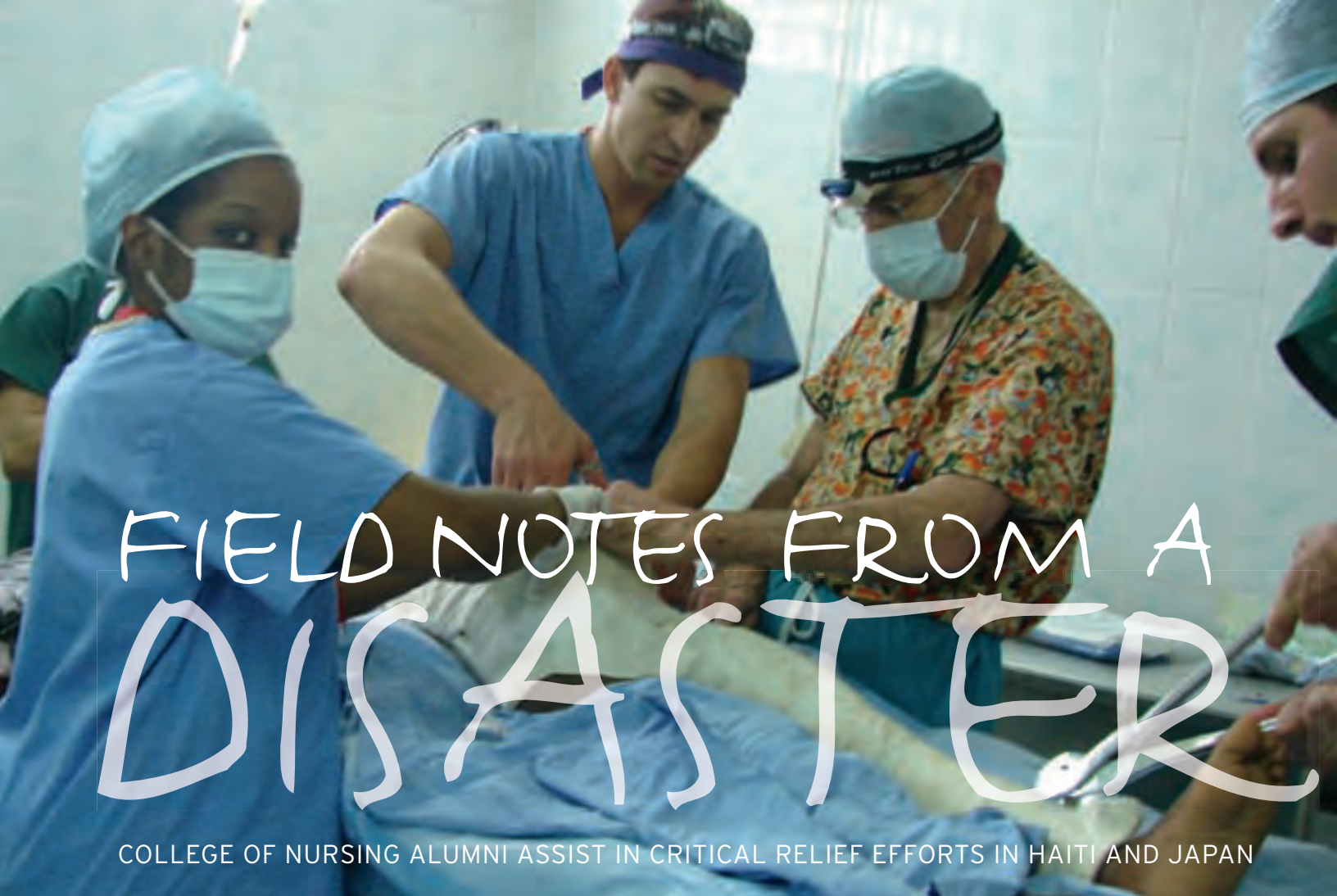
Under Fulmer’s leadership, the College has steadily risen in national rankings, attracted more than 50 new faculty scholars, and achieved record fundraising levels that have increased resources for research, faculty development, and student aid. Enrollment at the College has increased 34 percent since 2005, and applications to all programs have continued to grow dramatically, more than doubling in the past five years. Fulmer’s fundraising efforts will culminate in her top priority: a new, considerably larger home for the College, which, in 2015, will house all of the nursing classrooms, labs, and offices in one location at the heart of the NYU health corridor.

Driven throughout her career by a commitment to elevating the quality of nursing care for older adults, Fulmer has been instrumental in developing the College into one of the nation’s premier centers for geriatric nursing: *US News & World Report* ranked the

College’s Geriatric Nurse Practitioner program #1 in the nation this year, and Fulmer is a cofounder of the Hartford Institute for Geriatric Research at NYU — a front runner in this area of growing importance. Passionate about promoting research and evidence-based practice, she has launched innovative research programs in elder abuse, emergency preparedness, interprofessional education, and global health. Fulmer also led the College into innovative partnerships with nursing schools and health care organizations throughout New York State, introducing NYU nursing students to a number of exciting rural nursing opportunities.

Leading by example, Fulmer has written award-winning textbooks on geriatric nursing and created the most widely used assessment tool for evaluating the health of older adults in the country. She was recently elected to the Institute of Medicine, one of the highest honors in the field of health and medicine.

“As pleased as I am of the College’s growth and excellent rankings, in many ways I am most proud of the collegiality and the caring environment we have built here at NYU,” Fulmer says. “The excitement and challenges I faced every day in the heart of New York City, at a phenomenal institution like New York University, have been transformational for me. I will always feel a part of this family.” ■



FIELD NOTES FROM A DISASTER

COLLEGE OF NURSING ALUMNI ASSIST IN CRITICAL RELIEF EFFORTS IN HAITI AND JAPAN

On a Tuesday afternoon in Léogâne, Haiti, 25 nursing students at the Faculté des Sciences Infirmières de l'Université Episcopale d'Haïti (FSIL) were attending a lecture when their classroom began to shake violently. They jumped up from their seats and tried to leave the room, dodging shifting furniture and breaking glass, but the door was jammed shut. When they finally managed to reach the street, they were met with a scene of chaos and destruction, and many of the students began to panic. The dean, Hilda Alcindor, gathered the students in a circle. "Now," she said, "you are going to find out what being a nurse is all about."

The first four-year baccalaureate nursing program established in Haiti, FSIL was founded in 2005 by a group of dedicated individuals led by NYU College of Nursing alumna **Ruth Barnard, PhD '73, RN**. When the catastrophic 7.0-magnitude earthquake struck January 12, 2010, the epicenter of the quake was just outside Léogâne, 25 kilometers west of Port-au-Prince, Haiti's capital.

"After the quake hit, 90 percent of the buildings in Léogâne were reduced to rubble, but by some miracle the FSIL complex, which includes the school itself, a dormitory, and a dean's residence, was essentially undamaged," Barnard says. The local hospital had been closed for a year and a half, and in the hours and days following the disaster, the people of Léogâne and the surrounding countryside began to stream toward the nursing school seeking emergency care.

"It was four days before any outside medical assistance arrived," Barnard says. "These young nurses cleansed and sutured wounds, treated compression injuries, prevented infections, and a graduate from the first class even delivered about a dozen babies on the porch of the dean's house."

In addition to helping her students treat the wounded who were arriving by the hundreds on their doorstep, Dean Alcindor organized the FSIL nurses to set up multiple first aid stations around the town.

Back in 2001, Barnard had just retired from a long and rewarding career, which included serving as director of nursing research at Mount Sinai Hospital in New York City and on the faculty of the

Above Ella D. Blot (left) found her childhood neighborhood in ruins when she arrived in Haiti a week and a half after the earthquake. She was immediately put to work in the operating room at the Diquini Seventh Day Adventist Hospital in Port-au-Prince.

University of Michigan School of Nursing, when the pastor of her church approached her about helping Haitians to establish a school of nursing. She took her first trip to Haiti shortly after 9/11 and was so deeply affected by the level of need she saw that she soon found herself spearheading the effort to create FSIL. The school graduated its first two classes, composed of 22 women and 4 men, in 2009.

Barnard has been to Haiti more than a dozen times since, lending expertise and working to raise funds for the U.S.-based Haiti Nursing Foundation that supports the school. The buildings, dormitory, and dean's residence were built with grants from the U.S. Agency for International Development to the Medical Benevolence Foundation, a Presbyterian charitable organization.

"I believe in empowering people to help themselves," Barnard says, "and I was truly moved by the performance of the FSIL nursing students and staff in the aftermath of the earthquake. It is a testament to the level of competency and dedication they have achieved." The postponed graduation for the class of nursing students who assisted in the earthquake recovery was finally held in May 2011.

Ruth Barnard is among many College of Nursing alumni who have come to the aid of the Haitian people since the disaster struck. **Mimi Niles, BS '04, RN, CNM,**

and **Rebecca Feldman, BS '04, RN, CNM, MSN,** both nurse midwives at New York City area hospitals, volunteered to travel to Haiti six months after the earthquake to work with Midwives for Haiti, an organization that educates Haitian women in skilled birth assistance and prenatal care.

"I have been interested in international midwifery ever since I worked in a hospital in Kampala, Uganda, as part of an NYU

"I believe in empowering people to help themselves, and I was truly moved by the performance of FSIL nursing students and staff."

– Ruth Barnard

College of Nursing winter Intersession course," says Feldman. She and her former classmate Niles transported donated supplies to medical facilities on the plateaus that surround Port-au-Prince, where many people had fled fearing additional quakes and mayhem in the city.

"We provided education to local groups of students in basic prenatal care and delivery and also assisted in deliveries ourselves," Niles says. "I remember, in

particular, one woman who was deaf and mute and had walked five hours to get to the hospital. She had preeclampsia and delivered a preterm, three-and-one-half-pound baby who required resuscitation. We had no warmers, in fact really no modern delivery-room equipment at all."

Niles and Feldman serve high-risk populations in their current work: Niles at Woodhull Medical Center and Feldman at Brookdale Medical Center, both in Brooklyn. "Even so, for us to see such a level of acute need was an eye-opener," Niles says. "There were no surgeons or obstetricians on call for the deliveries, and it made me appreciate how in many of these crisis situations, nurses are really the front line of health care. The nurses are absolutely vital."

Emily Ferguson, BS '07, assisted in the Haiti earthquake relief efforts from a different perspective, traveling with a group from Massachusetts General Hospital that partnered with an organization called

Below left Ruth Barnard (far left) attended the May 22, 2011, graduation of 24 members of the FSIL class of 2010 at the Episcopal Cathedral in Les Cayes, Haiti. The graduation was postponed several times due to the earthquake. Dean Hilda Alcindor is the second from the right.

Below right Emily Ferguson (right) volunteered with Project Hope, an organization that provided relief to U.S. Navy nurses stationed on the USNS *Comfort*, anchored off the coast of Haiti. For two weeks, she helped to treat patients with serious injuries who were brought by helicopter from the mainland.



Project Hope to provide relief to U.S. Navy nurses stationed on the USNS *Comfort*, anchored off the coast of Haiti. During two weeks on the ship, she helped treat patients who were helicoptered on board from the mainland, many of whom had traumatic brain injuries and crush injuries. After that experience, she returned to Haiti in October at the height of the cholera outbreak to work at Hôpital Albert Schweitzer in the town of Deschapele. She spent a week in the cholera unit, “where antibiotics were scarce, and people would often wait until they were very ill to seek medical attention. So many of the cases, especially among children, were quite critical,” Ferguson says.

News of the earthquake was particularly devastating for Haitian-born **Ella Blot, MA '04, RN, GNP, CRRN, NE-BC**, who is a nurse manager at the NYU Hospital for Joint Diseases. She was already scheduled to travel to Haiti in March 2010 with a women’s group affiliated with her church. When the disaster struck, she made arrangements for herself and four other nurses to travel to the Dominican Republic. They were then able to drive into Haiti, arriving just a week and a half after the catastrophe. During her drive to the Diquini Seventh Day Adventist Hospital in Port-au-Prince, where she was to volunteer, she saw her childhood neighborhood in ruins and mile after mile of people picking through the debris of their villages and homes.

At the hospital, she was put to work in one of the busiest and most chaotic areas: the operating room. “I found myself working outside my specialty, which is management, assisting in many amputations,” she says. “But when you’re a nurse, you’re a nurse. You just dig deep down, call on all your courage, all your faith, and all your skills, take a big breath and get ready to help.”

Emma Clark, BA, BSN '11, RN, MHS, who works full-time with the disaster relief nonprofit organization International Medical Corps, provided acute care in the makeshift camps in Port-au-Prince that were set up for homeless victims of the quake. While she says it would have been difficult to prepare for such an

experience, “I feel fortunate that so many of my professors at NYU had a global focus and that I had an opportunity to take courses like the Community Health Nursing class, which helped me to gain skills working with diverse populations.” Clark has also worked as a full-time RN in Baghdad and as a volunteer in Jordan, southern Sudan, and Kenya.

Helping Hands from Home: a College of Nursing Faculty Member Rallies the NYU Community

An NYU faculty member, **Edwidge Thomas, DNP, MS, ANP-BC**, is finding ways to help Haiti earthquake victims in New York City. Thomas, who is director of clinical practice affairs, coordinator of the College of Nursing’s Feeling Good in Your Neighborhood mobile health van, and a busy mother of three children, also serves on the board of the organization Afya, which matches medical facilities that have supplies to donate with organizations in areas of the world where such equipment is desperately needed. “If a hospital in Uganda says they need an X-ray machine, usually we are able to find one for them,” Thomas says.

Following the Haiti earthquake, Thomas, who is Haitian, reached out to the NYU community, collecting donations and organizing groups of student volunteers to pack boxes of gauze, medications, equipment, shoes, and clothing for Afya to send to Haitian relief organizations. In Thomas’s role as coordinator of the mobile health van, she has also met Haitian teens who arrived in Brooklyn after the quake to live with family or friends. “We are fortunate that our mobile services enable us to reach out to these young people and to provide them with access to care and support,” Thomas says.

Cultural Sensitivity Is Key to Helping Survivors of the Tōhoku Earthquake

Little more than a year after the earthquake in Haiti, a devastating natural disaster struck the eastern coast of Japan. This 9.0-magnitude quake, one of the five

most powerful in the world since modern recordkeeping, and the tsunami that followed in its aftermath, caused widespread destruction and thousands of deaths.

Mia Kobayashi, PhD '06, RN, a senior researcher in the Clinical Research Center at the National Hospital Organization in Japan, was a witness to these events. “I was working in Tokyo at my office when the earthquake hit,” Kobayashi remembers. “I’d never felt anything like it, although I’ve been through many earthquakes. Public transportation systems were paralyzed over wide areas, leaving a huge number of people unable to return home. I had to stay overnight at my place of work. I was not able to sleep that night because of continuing aftershocks. The terrible pictures of the disaster on the TV screen struck me speechless for a while.”

In the days after the quake, Kobayashi was recruited to join a volunteer team put together by the Association for Aid and Relief, a nongovernmental organization, to provide emergency food and medical support for evacuees who lived closest to the crippled nuclear plant and who had lost their homes when the tsunami waves struck Fukushima Prefecture. She and a team of medical professionals provided physical exams and health screenings for more than 300 evacuees in a temporary shelter.

As a volunteer, Mia Kobayashi (center) cared for patients in overflowing shelters after the devastating earthquake and tsunami that ravaged Fukushima Prefecture.



“Many people were living in the shelters without any belongings, and most of the elderly people with chronic conditions were without their regular medications,” Kobayashi says. As the days turned into weeks, crowded living conditions in the shelters, lack of heat, food, water, and medicine began to take a toll on many of the evacuees. Kobayashi assisted patients suffering from acute episodes of hypoglycemia and high blood pressure, and she managed cases of influenza, pneumonia, and norovirus that emerged because of the difficulty in maintaining hygiene in such crowded conditions.

“Even two weeks after the event, many evacuees had not been able to bathe, and they basically only had bread and rice balls to eat, which was not enough to keep their immune systems strong,” she says. Nonetheless, it proved difficult for her to convince some evacuees who were in need of hospitalization or specialized home care to leave the shelters.

“Some of the people were in torment, thinking that if they left they might never again see the town where they had been born,” Kobayashi recalls. “Some of them no longer had the will to do anything since they had lost loved ones in the tsunami. And some preferred to stay to care for sick and frail friends or family members who were bedridden. Many of the female evacuees were especially adamant about staying in the temporary shelters to care for others even though their own health was deteriorating.”

Kobayashi credits the cultural-sensitivity skills she learned at NYU College of Nursing with preparing her to work with severely traumatized patients. “I was able to look at their reactions objectively in terms of their cultural expectations and needs,” she says. “I put myself in their position and tried to think about how they felt. In this way, I could encourage people to remain calm, to take care of themselves, and to work together with me to find the best solution for their situation. I really learned at NYU how much more effectively you can help a



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A Japanese Red Cross aid worker provides assistance on March 29, 2011, at an evacuation center in Kamaishi, a small city in Iwate Prefecture that was heavily damaged in the Tōhoku earthquake and tsunami.

patient heal when you are able to put yourself in their world.”

Messages of Hope Reach Mayumi Tsutsui

Mayumi Tsutsui, PhD '91, RN, is dean of the graduate program at the Red Cross College of Nursing in Tokyo, one of six Red Cross Nursing schools in Japan. When the initial earthquake struck, the school was on spring break, although more than 100 doctoral and master's students were on campus.

“Red Cross nurses are all required to take a disaster-preparedness class,” Tsutsui says, “so when the earthquake hit, they were calm, even though there were cracks in many of the buildings and some students were worried about friends and family.” The faculty and administrative staff acted quickly to collect food, blankets, clothing, and medical supplies. That night, a group of faculty, staff, and more than 150 students slept at the school.

By the following day, health care systems were in a state of disarray in the worst hit areas of Miyagi, Iwate, and Fukushima Prefectures. The tsunami destroyed entire hospitals, clinics, and nursing homes in densely inhabited areas. In Miyagi Prefecture, for example, only 40 of the 70 medical institutions in the town of Ishinomaki were still functioning after

the disaster. The Japanese Red Cross Society (JRCS) worked around the clock to set up temporary emergency medical centers, specialty care facilities, and hubs for social services such as counseling and bereavement support. JRCS organized nurses and doctors from its facilities in every prefecture across Japan to help rebuild some semblance of a health care infrastructure in the affected areas.

“Since the conditions were very intense and stressful, and there were concerns about radiation levels, our nurses went out into the disaster zones on four-day rotations,” Tsutsui says.

JRCS estimates that the restoration of health services in northeastern Japan will take years, but Tsutsui notes that the Japanese people have found hope and encouragement in outpourings of support from abroad, such as the U.S. military's Tomodachi Sakusen/Operation Friend relief efforts.

This fall Tsutsui will travel to Ishinomaki to work with JRCS nursing students whose school was destroyed by the tsunami.

“After the disaster it meant a great deal to me that I received so many e-mails from NYU alumni and colleagues in the United States, asking about how I was doing and how they could help,” she says. “Those messages let me know I am part of a caring community.” ■



Dr. Elizabeth A. Capezuti was a keynote speaker at the conference “Older Persons: The Future of Care” in Rotterdam, the Netherlands, on October 6, 2010. Her presentation focused on alternatives to patient restraints and bed side rails.

NYU College of Nursing Research in **Older-Adult Health Care** COLLABORATIONS ARE KEY

Nurses in the United States are preparing for explosive growth in the number of older patients they care for. In many hospitals, more than 50 percent of inpatients are over the age of 65, and by 2030, 70 million Americans will have turned 65. At the same time, specialists in geriatric care are in short supply, and extensive research on the care of older adults in diverse health care settings is needed to address the unique and complex needs of these patients.

Over the past decade, research conducted by faculty at the College of Nursing has transformed the way nursing students learn about the care of older adults, improved nursing home policies, and produced models of care that are enhancing practice in hospitals nationwide. These achievements have allowed the College to

attract a new wave of faculty with expertise in geriatrics who are taking research on care for older adults in new and exciting directions. Of particular note is the number of geriatric-research collaborations that are under way between NYU nursing faculty members and their international or intercollegiate colleagues, as well as within the College of Nursing and among other NYU schools.

Faculty geriatric researchers at the College of Nursing meet monthly to share their research findings and learn from senior experts in the field. Several of these faculty members are involved in research that specifically supports and underpins the cutting-edge NICHE (Nurses Improving Care for Healthsystem Elders) program, a national initiative that involves more than 400 hospitals in improving nursing care of older adults. Participating hospitals not only strive to provide excellent nursing care but are also creating fertile ground for researchers at the College of Nursing to develop and test new improvements in geriatric health care.

International Collaborations Pursue Patient Safety

Seeking Alternatives to Restraints and Side Rails

The groundbreaking research of **Elizabeth A. Capezuti, PhD, RN, FAAN**, on the dangers of patient restraints and bed side rails has led to a significant reduction in their use in nursing homes across the United States. When the Dutch government decided to reduce the use of restraints, it looked to Capezuti's research to identify alternatives. Capezuti, the Dr. John W. Rowe Professor in Successful Aging, joined the team that conducted a study in a dozen nursing homes in the Netherlands, demonstrating that a multi-component intervention, involving nursing home administrators and staff in providing alternatives to belt restraints, was able to significantly reduce their use without increasing falls.

Although restraint use is intended to protect patients—generally frail older

adults or those suffering from dementia—in practice, it leads to functional decline, impeding patients' ability to transfer and walk. Restraints and bed side rails are also inherently dangerous, and people have died from becoming entangled in them, Capezuti says.

In June 2011, the College of Nursing hosted Michel Bleijlevens, a researcher on restraints from the Netherlands who is collaborating with College of Nursing faculty in his effort to understand why nurses in his country (and in the United States) still use restraints despite clear policies and protocols that specify alternatives.

“There are real alternatives, but you have to give nurses the knowledge to use them,” Capezuti says. Those options include beds that are lower to the floor, comfortable reclining chairs, activities to occupy patients' time, and better walking programs.

College of Nursing Assistant Professor **Laura Wagner, PhD, RN**, has found that restraints are an issue of concern on every continent. With funding from the Canadian government and the Registered Nurses Association of Ontario, she is chairing a Canadian team that is developing an evidence-based best-practice guideline on restraint alternatives. Wagner's work seeks better assessments of patients at risk for falls, improved nurse interactions with people whose disruptive behaviors may lead to restraint use, and, in the rare event that a patient must be restrained, ways to keep these individuals safe.

Seeking Safety in Nursing Homes

Collaboration is second nature to Wagner, a health services researcher. In one of her patient-safety projects, she is working with Nicholas Castle, PhD, MHA, a professor at the University of Pittsburgh Graduate School of Public Health, to analyze large administrative databases at nursing homes. She and Castle have compared the ways in which hospital versus nursing home staff view their patient safety cultures.

“We found a big disconnect between nurse managers and frontline nursing staff in their safety culture perceptions.

Not surprisingly, managers tend to rate this more positively,” says Wagner. This study was published in the *Journal of Patient Safety* and *Journal of Nursing Scholarship*.

Patient safety is also at the heart of Wagner and Castle's study exploring

the relationship between nursing home accreditation and patient safety. Unlike most hospitals, few nursing homes have external accreditation, largely because the process of obtaining accreditation by the Joint Commission

Hartford Institute Fosters Geriatric Research

Founded in 1996, the Hartford Institute for Geriatric Nursing (HIGN) is a beacon for all who wish to advance geriatric nursing, according to **Mathy Mezey, EdD, RN, FAAN**, founding director, and founding co-director **Terry Fulmer, PhD, RN, FAAN**. The Institute's mission is to shape the quality of health care of older adults through excellence in nursing practice. It is a national center that attracts geriatric nurse experts from around the country and is a globally recognized presence in the field.

HIGN supports innovative research through a noted summer intensive seminar for emerging geriatric-nursing researchers and through expert panels that have been instrumental in helping to set research agendas in the area of long-term care. Research and practice at the Institute have shaped each other. For example, when Mezey and Fulmer identified a critical gap in geriatric-nursing education, the Institute produced a series of recommendations that are now being implemented by nursing degree programs. Moreover, the development at the Institute of a comprehensive survey of nurses' attitudes and knowledge about older-adult patient care is now helping NICHE (see page 8) hospitals to target nursing interventions.

Since 2011, the NYU nursing faculty have taken an important step forward by focusing on developing and facilitating collaborative research both within NYU and with other colleagues by bringing gerontological researchers together for a monthly seminar and by stimulating communication about common interests through the NYU Blackboard Web site.

“The College of Nursing's strength in research provides a foundation for our new research center at the Institute,” says **Tara Cortes, PhD '76, MA '71, RN, FAAN**, who has directed HIGN since 2010. “Our vision for the center is to stimulate research devoted to advancement of knowledge and to further the science for evidence-based practice in the care of older adults.”

Elizabeth A. Capezuti, PhD, RN, FAAN, adds: “The large number of faculty and graduate students in geriatrics, including those who have received funding through the Hartford Foundation's Building Academic Geriatric Nursing Capacity Predoctoral Scholarship Program and through the Brookdale Foundation, is adding tremendously to our internal capacity to contribute to the science of older-adult health and has really transformed the Institute.”

is too labor-intensive for many nursing homes.

Wagner is reviewing extensive data to compare quality of care—measured by rates of restraint use, pressure ulcers, deficiency citations, and staffing levels—in nursing homes that are accredited versus those that are not. She hopes that her study will yield evidence for an alternative set of standards that is more feasible to meet.

Intercollegiate Collaborations

Fighting Catheter-Induced Urinary Tract Infections

Capezuti and Assistant Professor **Marie Boltz, PhD '09, RN, GNP-BC**, are collaborating with researchers from several U.S. universities on research projects related to hospitalized older adults. With Heidi Wald, MD, PhD, and her colleagues from the University of Colorado

The Hartford Institute for Geriatric Nursing facilitates collaboration among the College's gerontological researchers. Dr. Laura Wagner (right) discusses her patient-safety research with Hartford Institute Director Dr. Tara Cortes and the Hartford team.



Medical School, Capezuti and Boltz are engaged in a major four-year study of catheter-associated urinary tract infections (CAUTIs), funded by the Agency for Healthcare Research and Quality. Urinary catheters are often inserted after surgery, but when left beyond necessity (generally more than one or two days), they can cause infections in older adults. Hospitals have taken greater notice of CAUTIs since the Centers for Medicaid and Medicare Services announced in 2008 that it would no longer provide reimbursement to treat them because it considers them avoidable infections. The research team has developed an automated surveillance system that uses patients' electronic medical records to alert nurses to the presence of catheters and to prompt removal. The 18-month intervention study in 20 NICHE hospitals is examining the effect of this system on UTI prevalence.

“If the catheter is removed as soon as possible after surgery, there is not likely to be an infection,” Capezuti says. “It’s a crucial extra step in health care, and it needs to happen more quickly.”

Function-Focused Care Across the Continuum

Like UTIs, loss of physical function is a serious risk for older adults during a hospital stay. Since August 2009, Boltz has led a study to understand exactly how the physical function of older adults changes during hospitalization. She received a two-year fellowship through the Hartford Foundation Building Academic Geriatric Nursing Capacity program (administered by the American Academy of Nursing), as well as several supplementary grants. Boltz’s team, including the student research assistants featured on the cover of the spring 2011 *NYU Nursing* magazine, observed almost 200 patients at NYU Downtown Hospital and NYU Langone Medical Center and collected extensive data on a daily basis.

“We found that people who already had some loss of function continued to decline, and that if hospital staff did not

engage people in being independent, they also declined,” Boltz says. The first paper based on this research will be published in *Rehabilitation Nursing*.

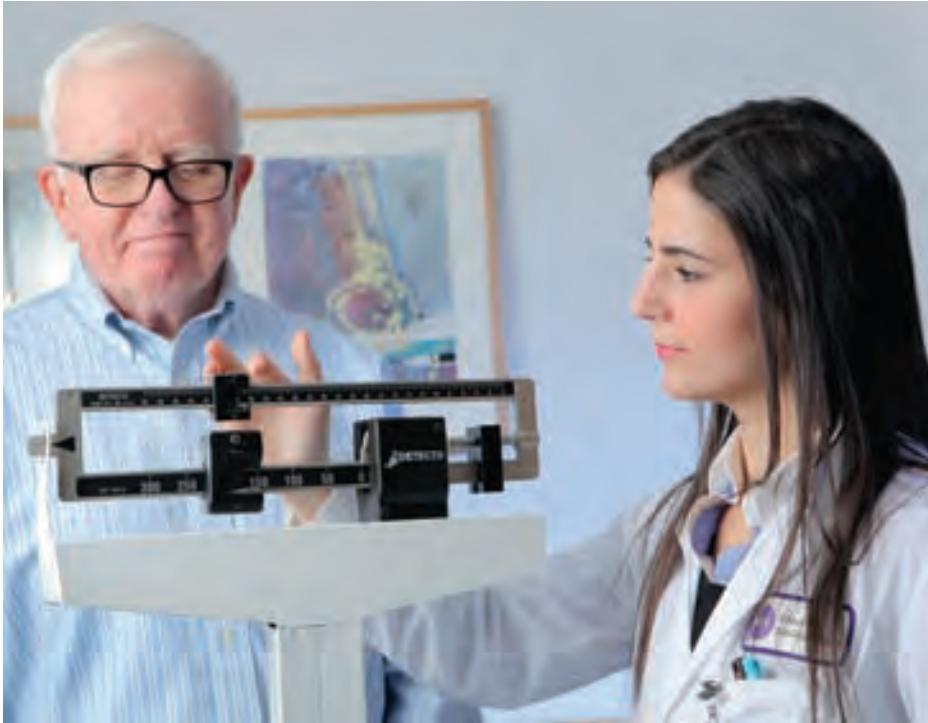
The results of Boltz’s study will be used, along with earlier qualitative work conducted with older adults and nursing staff, to develop an intervention to reduce functional decline—an effort, she says, that requires a change of philosophy on the part of nurses. Hospitals, too, may need to make adjustments to physical environments—from furniture heights to lighting—and modify policies, including discharge preparation and collaboration with post-acute providers to support functional performance.

Collaborating Within the NYU Community

Heart Health in the Workplace

Victoria Vaughan Dickson, PhD, CRNP, assistant professor, has carved out an area of research that will continue to grow in importance as the U.S. population ages: meeting the health challenges of older adults with cardiovascular disease who are still in the workforce. With a two-year Brookdale Foundation fellowship, she is pursuing a longitudinal study of workplace and personal issues that influence patients’ ability to take self-care measures. During the pilot phase, Dickson is following 125 older workers with heart disease to see how workplace variables affect their self-care behaviors. The patients were recruited from their communities and from employee-health services in several large New York hospitals, including NYU Langone Medical Center. Preliminary data confirmed that increased job demands are negatively correlated to self-care, and Dickson hopes to identify interventions to improve self-care behaviors and workplace policies.

Dickson is also piloting a community-based intervention with heart-failure patients who are over 60 years old and mostly retired. As principal investigator on



Dr. Victoria Vaughan Dickson is studying the self-care behaviors of older adults with heart disease. At the NYU Langone Medical Center Heart Failure Program, health educator Sarah R'bibo (above) educates a study participant about monitoring his weight.

this randomized controlled trial, funded by the American Heart Association, she is collaborating with Professor Barbara Riegel, DNSc, RN, FAAN, FAHA, of the University of Pennsylvania, and Stuart Katz, MD, medical director of the Heart Failure Clinics at NYU Langone Medical Center and Bellevue Hospital Center, as well as with **Gail D'Eramo Melkus, EdD, C-NP, FAAN**, the Florence and William Downs Professor in Nursing Research at the College of Nursing.

Participants attend a month-long series of support groups held at New York City Department of Aging community centers, in which they learn to prepare low-salt meals or choose healthier take-out options, monitor their weight, and take other steps to maintain their heart health. Participants are invited to bring family members or home health aides to sessions so that they, too, can help the patient adhere to a healthier lifestyle.

“Self-care education provided in the hospital setting is often hard for patients to sustain at home,” Dickson says. “At home, a patient might not have a scale. The person who makes the meals might not have received the instructions. And if your favorite food is salty—which is especially common in both traditional Jewish kosher and African-American diets—you’ll need help adapting your diet to a low-salt alternative.”

The control group will be eligible to join the intervention in a second phase, and the next step will be a larger, multisite trial that adds clinical variables such as rehospitalization and its attendant costs.

Bringing Resources to Rural Nursing

PhD student **Daniel Cline, MSN, RN, CRNP**, spent his early nursing career working in emergency rooms and intensive-care units, where his patients were primarily older adults. The experience influenced his PhD research on how nurses’ work environments influence the quality of geriatric care. Cline began working with Capezuti on her New York Health Foundation (NYHF)—funded program to expand

NICHE into 20 rural hospitals across northern, central, and western New York. Because budgetary issues and location can make it difficult for rural hospitals to join NICHE, NYHF funding will cover both program fees and the cost of a geriatric nurse specialist to remotely mentor nurse educators in these hospitals and help them implement the program.

Cline, who grew up in rural Grand Isle, Vermont, appreciates the strong sense of community that exists in small towns. Working on the NICHE expansion deepened his interest in caring for rural older adults, and when he was ready to consider dissertation topics, his mentors at the College encouraged him to delve more deeply into this subject.

“There is little research taking place on rural hospitals generally, and even less on older adults in these hospitals,” Cline says. “I want to know what rural nurses consider quality geriatric care, how they perceive that their access to resources influences the quality of that care, and how nurses’ connectedness to individual patients—which may be greater in rural areas—affects the care they provide. Are there things we can learn from small rural hospitals that we can translate to an urban setting?” he asks. Cline was awarded a two-year, \$100,000 predoctoral scholarship from the Building Academic Geriatric Nursing Capacity program to explore how the work environment influences nurses’ perceptions of quality geriatric care in small rural hospitals.

Collaborating on Home Care Knowledge

As a geriatric nurse practitioner providing home visits for elderly patients with dementia, **Ab Brody, PhD, GNP-BC, CAS '02**, often sensed that he wasn’t getting enough information from the home care or hospice nurses who saw his patients frequently. Now an assistant professor, Brody, who is interested in improving the quality of life for older adults living at home and helping decrease health care costs, is probing more deeply into the role of communication in patient care.



Dr. Ab Brody makes a home visit to his patient Demetria Zarcilla. His experience as a geriatric nurse practitioner led to his research on improving communication between home care nurses and the primary care team.

“A well-trained nurse can be the eyes and ears for other providers,” he says.

Brody set out to develop an online training program for home care nurses, physical therapists, and occupational therapists on assessing pain and depression, responding to these issues, and better communicating their assessments to nursing staff. Pain and depression are the first symptoms to be covered by the training because they are often underdiagnosed.

According to Brody, many older patients do not accurately report their pain, especially if they have cognitive impairment. But workers can use careful observation to identify pain, perhaps using other words, such as *soreness* or *stiffness*, or observing

that a patient has limited mobility. Brody based the training program on the Situation-Background-Assessment-Recommendation (SBAR) technique to elicit the four pieces of information that must be reported to the patient’s primary care providers.

With start-up funds from the College of Nursing, in spring 2011 Brody launched the pilot phase of the study with 35 nurses who work for Jewish Home Life Care Services in Manhattan and the Bronx. He is measuring the impact of the training program on the nurses’ knowledge and attitudes as well as on the pain and depression scores of the 200 patients they collectively care for. In the next phase, Brody will spread the training program to physical and occupational therapists, as well as cover a larger number of symptoms such as sleep disorders, falls, and urinary incontinence. His goal is to develop a nationwide training program for home health care and hospice care providers.

Collaboration Within the College of Nursing

Assistant Professor **Marie-Claire Rosenberg, PhD, RN**, a health services researcher, is working closely with her colleague Dr. Elizabeth Capezuti in a study of patient outcomes in more than 300 NICHE hospitals, funded by the College’s Muriel and Virginia Pless Center for Nursing Research. The study compares NICHE and non-NICHE hospitals using three years of Medicare claims data (2006–2008) related to “nursing-sensitive” patient outcomes (pressure ulcers, postoperative infection, failure-to-rescue) and organizational outcomes (in-hospital mortality and length of stay) in beneficiaries hospitalized for hip fracture or acute myocardial infarction.

According to Rosenberg, NICHE is providing a wealth of information and insight into the processes of older-adult care because the program opens a window onto patient outcomes that are

very clearly linked to nursing processes of care. This collaboration is the first to look at whether the implementation of the NICHE concepts and protocols is actually impacting patient outcomes.

Rosenberg’s work using large Medicare databases inspired nursing PhD student **Jay Horton, MPH, FNP-BC, ACHPN**, to seek other ways in which these large databases could be used, and specifically, whether they could help identify patients who are receiving palliative care.

“We know that a growing number of patients are receiving palliative care, yet this type of care does not have a singular definition,” Rosenberg says. “When you look at claims data, there is no single code for it. We are asking whether we can identify patients receiving palliative care by looking at who is receiving treatments, such as pain medication, in the absence of curative care.”

In his pre-dissertation research internship, Horton will use Rosenberg’s Medicare data to define and identify a palliative care patient cohort and to identify the results of the care they are receiving. He will then conduct a study to investigate whether hospitals’ adoption of a palliative care program, NICHE, or both, is associated with differing patterns of health care utilization (from length of stay to administration of chemotherapy) in patients with advanced cancer who are appropriate candidates for palliative care.

Despite her novel approach to using databases to answer fundamental nursing questions, Rosenberg acknowledges that these data have limits. “When we use data to look at the structure of health services and how they relate to outcomes, we don’t necessarily have insight into the process of care,” she says. “Working closely with Dr. Capezuti has given me a three-, and maybe even a four-dimensional perspective. She brings the wealth of experience of what really happens in that black box: What kind of care should older adults be receiving, and who in the workforce should provide it? It is, and has been, a very rewarding collaboration.” ■

Congratulations Doctoral Classes of 2011!

PhD Program Graduates Five Nurse Researchers

For the first time, the College of Nursing is graduating doctoral students this year from both its PhD and DNP (Doctor of Nursing Practice) programs. Five PhD students were hooded in the graduation ceremony on May 16, 2011, and eight DNP students will follow in September 2011.

Applications to both programs are on the rise, according to Associate Professor **Deborah Chyun, PhD, RN, FAHA, FAAN**, who has led the Florence S. Downs PhD Program in Nursing Research and Theory Development at the College since 2008. She says that the research-intensive PhD program, which currently enrolls 37 students, allows for a close student-mentor match that is necessary for building the student's research career.

"We have an excellent cohort of PhD students who have been highly successful in obtaining predoctoral funding," Chyun says. Those funding sources include the National Institutes of Health, the Building Academic Geriatric Nursing Capacity Program of The John A. Hartford Foundation, and the Jonas Center for Nursing Excellence through the Barbara and Donald Jonas Family Fund at the Jewish Communal Fund.

Recent graduate **Laurel Janssen Breen, PhD '10, MA '77**, says that it has been exciting to be at the College during a period of great change. "Deborah Chyun's leadership has been transformative to the doctoral department and for me, personally," Breen says. An associate professor at St. Joseph's College, she wrote her dissertation on the ways in which families of gay and lesbian adolescents or young adults make meaning of their experience of family identity.

The work of **Ursula Kafulafula, PhD '11, RN, CNM**, also has profound implications, according to her advisor **Kathy Hutchinson, PhD, RN, FAAN**. Kafulafula examined influences on exclusive breastfeeding by women in Blantyre, Malawi, where mother-to-child transmission of HIV accounts for 90 percent of all HIV infections. Hutchinson explains, "Ursula's work has the potential to change nursing practice, reduce mother-to-child HIV transmission, and improve child health in Malawi."

Eleanor Lowndes Stevenson, PhD '11, RN, set out to understand factors that impact stress during pregnancies conceived with the assistance of in vitro fertilization (IVF). Now teaching at Duke University School of Nursing, Stevenson says, "Dr. Chyun mentored me through the research process and has been steadfast and available in helping me work toward completion of the dissertation."

Margaret Cummins, PhD '11, RN, FNP-BC, looked at the process of those grieving following the suicide of a loved one, and **Margaret Eckert-Norton, PhD '11, RN, FNP-BC, CDE**, researched the experience of minority women with type 2 diabetes.

Celebrating the First DNP Graduation

The DNP program was launched in January 2010 to afford outstanding clinicians the opportunity to reach a higher level of leadership expertise in their clinical careers. This fall, a cohort of eight DNP candidates are defending their scholarly projects.

"These students will be able to translate the research evidence into practice to benefit patients," says **Jamesetta Newland, PhD, FNP-BC, FAANP, DPNAP**, clinical associate professor and director of the program. "The PhD researcher finds gaps in knowledge; the DNP clinician finds



Dr. Ursula Kafulafula is hooded by her doctoral committee chair, Dr. Kathy Hutchinson (right), and Dr. Deborah Chyun at the May 16, 2011, graduation ceremony.

gaps in practice and seeks to fill them by implementing evidence-based projects using the best available research." She adds that the American Association of Colleges of Nursing recommends that the DNP be the entry-level degree for advanced practice nurses by 2015.

Among the DNP candidates are nurse practitioners who work at NYU Student Health Center, in hospital settings, and at the College of Nursing. Newland emphasizes that one does not have to be in a management or administrative position to be a leader in nursing.

In her DNP capstone project, **Kathy Gunkel, MS, WHNP, ANP**, the director of nursing and quality management at NYU Student Health Center, tested the impact on student patients of a national health-literacy program developed by the National Patient Safety Foundation. The program, called Ask Me 3, promotes effective communication between providers and patients by encouraging patients not to leave their providers' offices until they can answer these questions: What is my main problem? What do I need to do? and Why is it important for me to do this?

"The DNP program has been a fantastic opportunity to validate many of the things I've experienced at work and to really hone my leadership skills," Gunkel says. She notes that she now takes a broader view of a quality-improvement program she manages and, in general, views nursing "from a higher perch." ■

Shedding Light on a Neglected Group in Health Care

LGBT Populations

Is there a “Don’t Ask, Don’t Tell” policy in nursing? Clinical Instructor **Fidel Lim, MA ’96, RN**, and alumnus **Nathan Levitt, BS ’11, RN**, asked that question recently in an article accepted for publication in the *American Journal of Nursing*. Their paper answers the question affirmatively, with a panoply of statistics pointing to silence on the issue of lesbian, gay, bisexual, and transgender (LGBT) populations, which, they argue, are severely neglected and underserved in the health care system.



“When the conversation turns to health care disparities, one group is notably absent,” Lim says. “LGBT people are just one of many groups that need to be included.” Lim and Levitt cite a study showing

that from 2005 through 2009 the top 10 nursing journals published merely eight articles focusing on LGBT issues, and seven of these journals had not one such article.

Their concern presaged a new wave of interest in the topic of LGBT health, evident most notably in the March 2011 publication of an Institute of Medicine (IOM) report, *The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding*. The IOM had been asked by the National Institutes of Health (NIH) to assess knowledge of the health status of LGBT populations, to identify research gaps, and to develop a research agenda for the

Above Nathan Levitt (right) and Clinical Instructor Fidel Lim worked together to found the College of Nursing’s first organization for lesbian, gay, bisexual, and transgender students.

NIH. The study revealed a striking lack of data on the health care needs of these populations and pointed to the need for basic research on their demographics. Still, it uncovered some critical past findings, including the elevated risk for attempted suicide and depression among LGBT youth, the lack of health care providers knowledgeable about LGBT health needs, and the discrimination LGBT people often fear in health care settings.

Levitt long struggled to identify health care professionals with whom he could be open about his health care needs, and Lim credits him with raising these questions in a formal manner for the first time at the College of Nursing.

“It is incredibly difficult to find health care professionals who are clinically informed about LGBT health and know how to ask the right questions,” Levitt says. “As a nurse and patient advocate myself, I know the importance of preventive health care. Yet I find it difficult to come in for care myself because there are only so many times I can face a physician or nurse who is insensitive and uninformed.”

Levitt works at Callen-Lorde Community Health Center, which is dedicated to meeting the primary care needs of LGBT populations and people with HIV/AIDS in New York City. The center came into existence in response to the fact that many of its patients had met with prejudice in the mainstream health care system. Several years ago, Levitt led a series of focus groups with Callen-Lorde patients that documented these experiences.

“People have faced severe discrimination in the emergency room, such as doctors or nurses laughing at them or telling them that they don’t serve that population

at their health facility,” Levitt says. He ties this discrimination, in part, to the lack of training in health-professions education programs—a problem he hopes the IOM report will start to change.

Levitt emphasizes that a nurse might be very compassionate but still make assumptions about sexual orientation or gender, putting the burden on the patient to explain his or her health concerns.

“How do we assess a patient?” Levitt asks. “A lot of the questions that nurses and doctors are taught to ask—like ‘Are you married?’ or ‘Are you sexually active?’—assume a heterosexual orientation. Talking about LGBT issues is just not in the curriculum.”

During his 15 months in the accelerated baccalaureate program at the College of

“When the conversation turns to health care disparities, one group is notably absent.... LGBT people are just one of many groups that need to be included.” –Fidel Lim

Nursing, Levitt says, he raised his hand a lot to bring the issue to the forefront during his health-assessment lectures and simulation course. He also completed an independent study with Lim, in which he reviewed the syllabus of every nursing class and identified ways in which LGBT health could be integrated into each one.

“Cultural competency and understanding health disparities as they relate to race, class, and disability are already integrated into our classes. It should not be hard to integrate this issue. You might take the same case study you were doing before but add that the person is gay or lesbian or transgender.”

Health problems among LGBT people have been associated with insufficient

primary, preventive care—the result of patients’ reticence to seek such care for fear that they will not be understood. Levitt cites a higher concentration of breast cancer, smoking, and mental health issues in the lesbian community than in the general female population. If there is little awareness of gay and lesbian issues, even fewer health professionals understand health concerns facing transgender individuals. These patients may require hormonal care or gender reassignment surgery, and very few health professionals understand postsurgery complications or cancer risk.

Making Sure All Groups Are Included

At the College of Nursing, there is increasing awareness of the need for inclusion of all groups in health care. In the past year, Levitt has provided two presentations to faculty and one event that was attended by more than 50 nursing students, with the goal of increasing cultural competency around LGBT health. In addition, several professors are integrating health care for LGBT populations into their teaching. For example, Clinical Associate Professor **Mary Hickey, EdD, WHNP-BC**, incorporates issues such as gay or lesbian couples having children into her Maternity course, and Clinical Associate Professor **Ann Marie Mauro, PhD '98, RN, CNL**, has discussed transgender hormones in Pharmacotherapeutics and other transgender health issues in the Adult and Elder Nursing courses. Professor **Madeline Naegle, PhD '80, MA '67, APRN-BC, FAAN**, coordinator of the Substance Related Disorders Specialty Sequence, is an active advocate for LGBT health in her work with the NYU Student Health Center and teaches primary mental health promotion for these populations.

The College of Nursing is not alone in taking steps toward broader recognition of the needs of LGBT people in health care. The U.S. Department of Health and Human Services (HHS) implemented an array of changes and recommendations in the past year to improve the lives of LGBT people, recognizing that, for too long, they

have been denied compassionate services. These actions include more explicit protection for employees, job applicants, and recipients of HHS services from discrimination based on gender identity or sexual orientation. The HHS has also responded to a Presidential Memorandum ensuring respect for patients’ rights in designating hospital visitors or health care proxies of their choice.

During spring 2011, a new campus group devoted to LGBT issues held its first two meetings at the College of Nursing. Together with advisors Lim and Clinical Instructor **Caroline Dorsen, MSN, FNP**, these students came together in part to socialize, but even more important, says Levitt, to bring an academic and clinical interest to the larger student body. This summer, the group hosted a showing of *Gen Silent*, a documentary film by Stu Maddux about older LGBT adults, and *Brother Outsider: The Life of Bayard Rustin*, followed by a panel discussion.

Dorsen, who coordinates the Adult Primary Care Nurse Practitioner (NP) Master’s and Post-Master’s Certificate Programs, is working toward changing the research landscape and is writing her PhD dissertation on NP attitudes toward LGBT patients. She conducted a small qualitative study of primary care NP attitudes toward lesbian and gay patients in the context of health disparities and access to care. Dorsen found that LGBT health is not “on the radar” for the NPs she interviewed, was not included in their education, and is often not addressed in their clinical practices. Yet she emphasizes that omission of this content does not seem to be the result of outward homophobia.

“It appears that this is simply not an area that nurses and NPs have thought a lot about, even though nurse researchers look at disparities in many other populations, from older adults to members of ethnic groups. This has to be due, in part, to the fact that it is not addressed in undergraduate and graduate nursing programs,” Dorsen says. She adds that, in NYU’s role as a “private university in the



Nathan Levitt makes a presentation on LGBT health at Manhattan’s Callen-Lorde Community Health Center.

public service,” it is natural that there will be an interest in the great health disparities in the LGBT community.

Fidel Lim is optimistic that the IOM report will bring about change. He is particularly glad that the report touched on the lack of transgender health research and data and hopes that it will stimulate interest in this area.

“At the College of Nursing, I hope we can help contribute to the research that is so badly needed.” ■

SELECTED IOM FINDINGS

Following are several of the findings included in the IOM report. The report emphasizes that research has been uneven, and in some cases where statistics are available on gay and lesbian individuals, similar statistics on bisexual or transgender people may not be available.

The burden of HIV falls disproportionately on young men, particularly young black men who have sex with men.

LGB youth are at increased risk for suicidal ideation and attempts as well as depression.

The homeless youth population comprises a disproportionate number of LGB youth.

As a group, LGB adults appear to experience more mood and anxiety disorders, more depression, and an elevated risk for suicidal ideation and attempts compared with heterosexual adults.

Lesbians and bisexual women may use preventive services less frequently... and may be at greater risk of obesity and have higher rates of breast cancer than heterosexual women.

LGBT people are frequently the targets of stigma, discrimination, and violence because of their sexual- and gender-minority status.

Limited research suggests that transgender elders may experience negative health outcomes as a result of long-term hormone use.

Copyright 2011 IOM. *The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding.*

CELEBR

The Hillman Alumni Nursing Network Panel Presentation

February 17, 2011



A



B

Student Awards Reception

March 28, 2011



C

Women for Nursing Scholarship Breakfast

March 29, 2011



D

2011 Leadership Institute for Black Nurses



F

Nursing Alumni Luncheon

May 25, 2011



G



E

The Hillman Alumni Nursing Network Panel Presentation

A NYU College of Nursing Hillman Scholars (from left) Leora Garber '12, Dina Sandhaus '12, and Caitlin Hinkis '12, converse about the Robert Wood Johnson Foundation Initiative on the Future of Nursing at the Institute of Medicine. Julie A. Fairman, PhD, RN, FAAN; Kimberly S. Glassman, PhD '07, MA '87, RN, NEA-BC; Marc N. Gourevitch, MD, MPH; and Christine Kovner, PhD '85, RN, FAAN, were the distinguished panelists.

B The Rita and Alex Hillman Foundation Executive Director Ahrn Mishan participated in the discussion.

Student Awards Reception

C Former dean Terry Fulmer chats with College of Nursing scholarship recipients at the Student Awards Reception, which honors and celebrates student outstanding achievements and recognizes donors for their generous support.

Women for Nursing Scholarship Breakfast

D Broadcast journalist Lynn Sherr (right) was the emcee for the Scholarship Breakfast, held at Fred's at Barneys. She interviewed former prosecutor and bestselling crime novelist Linda Fairstein about her life, career, and latest novel.

E College of Nursing Board of Advisors member Marilyn Cane (left) and former First Lady of New York City Donna Hanover attended the benefit breakfast in support of NYU Nursing scholarships.

2011 Leadership Institute for Black Nurses

F The 2011 Fellows of the Leadership Institute for Black Nurses.

Nursing Alumni Luncheon

G Jasmin Waterman, MS '10 (left), and Eliza Suh, BS '11, attend a College of Nursing alumni luncheon at the NYU Langone Medical Center.

ATIONS

2011 College of Nursing Graduation

May 16, 2011



H

I

Mathy Mezey 20 Years Celebration

April 13, 2011



J

2011 President's Service Awards

April 6, 2011



K

Visit to Hebrew Home for the Aged

June 8, 2011



L

2011 College of Nursing Graduation

H 2011 graduation award recipients (from left): Ellen D. Baer, PhD '82, MA '73, RN, FAAN, Distinguished Alumni Award recipient; Claire Mintzer Fagin, PhD '64, RN, FAAN, keynote speaker and Helen Manzer Award recipient; Dr. Terry Fulmer, and Countess LuAnn de Lesseps, Humanitarian Award recipient. (Not pictured: Theresa Brown, RN, Distinguished Clinician Award recipient.)

I Emanuel Remilus, BS '11 (left), and Jenny Allsopp, BS '11, at graduation.

Mathy Mezey 20 Years Celebration

J At a celebration in honor of her 20 years of service to the College, Mathy Mezey (right), founding director of the Hartford Institute for Geriatric Nursing, reminisces with colleague Tara Cortes, PhD '76, MA '71.

2011 President's Service Awards

K Dr. Terry Fulmer (left) with a 2011 President's Service Award recipient Sapna Kakwani, BS '11, her mother, Sheela, sister Anjali, and sister Nisha (front). PhD student Daniel Cline and master's student Lisa Ann Gallup also received President's Service Awards.

Visit to Hebrew Home for the Aged

L College of Nursing Board of Advisors member Daniel Reingold (front row, left) conducted an interactive presentation on elder-mistreatment identification and interventions. Every semester, Reingold, the president and CEO of Hebrew Home for the Aged, meets with NYU nursing students during their clinical placements there to offer his support and inspiration.

College News

College Launches National Oral Health Nursing Education and Practice Program

More than 25 national nursing organizations and academic leaders gathered in Washington, D.C., on May 26, 2011, for the inaugural summit of an unprecedented effort to engage the nursing profession in addressing the nation's oral health needs. The summit was the start of the Oral Health Nursing Education and Practice (OHNEP) program, an initiative launched by the College of Nursing in partnership with the National Interprofessional Initiative on Oral Health (NIIOH). The three-year program, which seeks to overcome a significant gap in access to oral health care by promoting development of oral health competencies, curricular content, and best practices in nursing education and practice, is funded by the Dentaquest and Washington Dental Service Foundations with a first-year award of \$202,030.

OHNEP is the brainchild of **Judith Haber, PhD '84, MA '67, APRN, BC, FAAN**, the Ursula Springer Leadership Professor in Nursing and interim dean of the College of Nursing, and **Donna Shelley, MD, MPH**, director of interdisciplinary research and practice at NYU College of

Dentistry. **Maria Dolce, PhD '09, MA '85, BS '79, RN, NEA-BC, FACHE**, clinical assistant professor of nursing, is the program director. OHNEP grew out of the College's association with NYU College of Dentistry, which has raised the level of oral health awareness at the College of Nursing. Haber notes that oral health has a significant impact on the overall health and well-being of individuals across the lifespan and is not synonymous with dental health. For example, many nurses treat patients with xerostomia (dry mouth) related to the medications they take, and oncology nurses have patients with oral health needs related to chemotherapy, which can lead to mucositis and osteonecrosis. Nurse practitioners who conduct oral health assessments and apply fluoride varnish could significantly reduce the impact of tooth decay, the single most common chronic childhood disease.

According to Haber, interest in oral health as a fundamental component of primary care has been growing since the release in 2000 of *Oral Health in America: A Report of the Surgeon General*, who at the time was David Satcher, MD. That report, she says, "planted the seeds for a renewed interest in the compelling need to enhance the role of all health professionals in oral health." The recent release of the IOM report *Advancing Oral Health in America*, produced by a committee on which former dean Terry Fulmer served, has again ignited the interest and commitment of health professions, including nursing, in this issue.

The overarching goal of OHNEP is to advance a national nursing oral health agenda, which will expand access to oral health care for people of all ages. It targets both nursing education programs and practice settings by engaging with the major national nursing organizations, which in the past have not played a strong role in oral

health promotion. Haber notes that attention to oral health is under-addressed not only in nursing but also in physician and physician assistant educational programs.

"Because there are 3.1 million nurses—by far the largest of the health professions—we can change the playing field in terms of action on oral health," according to Dr. Donna Shelley.

To expand the availability of oral health resources, Dr. Maria Dolce is developing a tailored oral health toolkit of educational materials for distribution through OHNEP's network of stakeholder partners and through professional-development programs for both faculty and clinicians. A key component of the toolkit is the award-winning Web-based curriculum "Smiles for Life," developed by the Society of Teachers of Family Medicine and the American Academy of Family Physicians. The toolkit, to be located on the OHNEP Web site, will also contain case studies, a test bank, and other teaching and learning resources, and OHNEP will sponsor train-the-trainer workshops at national conferences to introduce these materials.

Organizations at the summit, including the National League for Nursing, American Nurses Association, American Association of Colleges of Nursing, and National Organization of Nurse Practitioner Faculty, agreed to an action plan to promote oral health in both nursing curricula and in clinical settings. For nursing education organizations, OHNEP will provide resources that promote adoption of oral health competencies in undergraduate and graduate nursing programs. For organizations that deal with licensure, certification, or accreditation, the initiative will help to promote inclusion of oral health on certification exams and on the NCLEX exam, as well as accreditation standards for nursing education and practice. ■



Former Surgeon General David Satcher narrates a video created to promote the Oral Health Nursing Education and Practice program. His 2000 report on oral health in America began a wave of increased interest in oral health among the health professions.

Hila Richardson Leaves Post as Associate Dean for Undergraduate Programs



This fall, **Hila Richardson, DrPH, RN, FAAN**, leaves her position as associate dean of the undergraduate program, which she held for six years. Richardson led

the NYU College of Nursing baccalaureate program during a period of unprecedented growth and advancement. Her leadership generated a revised curriculum that reflects the most current thinking in undergraduate education, including the use of simulation and interdisciplinary learning. Under her direction, the undergraduate program grew from 500 students in 2005 to 870 in 2010, and the undergraduate teaching faculty more than tripled.

“Dr. Richardson carefully recruited an outstanding group of faculty and oversaw many innovations that put NYU among the leaders in undergraduate nursing programs,” says Terry Fulmer, PhD, RN, FAAN, former dean of the College.

Richardson also directed the Center for Continuing Education at the College and served on the governing board for the NYU Global MPH program. In addition to teaching courses in the nursing undergraduate program, she taught a freshman honors seminar in NYU’s College of Arts & Sciences. Richardson has been appointed the chair of the search committee for the College’s new dean, and she will continue in her faculty role and as principal investigator on a Robert Wood Johnson Foundation—funded study of the College’s simulation clinical teaching model.

“It has been an honor to be the associate dean during this exciting period of growth for the College of Nursing under the leadership of Dr. Terry Fulmer,” Richardson says. “I have had the extraordinary professional and personal experience of working with very special faculty colleagues and an outstanding student body.”

James Pace Appointed Associate Dean for Undergraduate Programs



The College is delighted to announce the appointment of **James Pace, DSN, MDiv, APRN, BC, FAANP**, to the position of associate dean of the undergraduate

program, as of September 1, 2011. Pace received his doctorate of nursing science degree from the University of Alabama at Birmingham. He also holds a post-master’s certificate as an adult nurse practitioner and a master’s degree in divinity, both from Vanderbilt University. His extensive teaching experience spans three decades, during which he has taught health assessment, palliative care, research theory, pharmacotherapeutics, and health care ethics and law. Prior to joining the College of Nursing, Pace served as professor and coordinator of the Adult Nurse Practitioner/Palliative Care Program at Vanderbilt University School of Nursing, worked as a nurse practitioner at Vanderbilt Ingram Cancer Center, and held a variety of health chaplaincy positions. Pace has received multiple teaching and practice awards, and he is a Fellow of the American Academy of Nurse Practitioners.

Center for Continuing Nursing Education Earns National Accreditation

The Center for Continuing Nursing Education (CCNE) at the College of Nursing has received accreditation by the American Nurses Credentialing Center, a subsidiary of the American Nurses Association, as a national provider of continuing professional development programs for registered nurses. This prestigious national credential will allow the CCNE to extend its portfolio of programs from New York to a national and international audience of registered nurses and gives the College

a broader platform to promote the faculty’s cutting-edge scholarship. The CCNE, which in 2010 reached more than 2,700 registered nurses, offers 93 in-person and online continuing education programs in a wide range of content areas. The accreditation process was led by **Mattia J. Gilmartin, PhD, RN**, CCNE director, with CCNE Coordinator **Eva McCarthy** and Professor Hila Richardson.

College Honors Master’s Preceptors at April Workshop

Interim Dean **Judith Haber, PhD ’84, MA ’67, APRN, BC, FAAN**, and the program coordinators of the College’s master’s and advanced certificate programs hosted the annual Preceptor Awards and Workshop on April 29, 2011. This event honors the hard work and dedication of preceptors in providing one-on-one mentorship for College of Nursing graduate students in clinical settings. More than 50 people attended the event, including faculty, students, and current and past preceptors.

The keynote speaker was Professor **Christine Kovner, PhD ’85, RN, FAAN**, who presented the talk “The Future of Nursing Is Now: Are You Ready?” **Mary Brennan**,



Lori Armstrong (left), vice president for patient care services and chief nursing officer at Morgan Stanley Children’s Hospital, received the Preceptor Award for her work with the Nursing Administration Program. To her right are Kristina Salaby, MA ’09, patient care director at Morgan Stanley Children’s Hospital, and Dr. Kellie Bryant, director of simulation learning at the College.

DNP, ACNP-BC, ANP, CNS, RN, coordinator of the Acute Care Nurse Practitioner Program, moderated a spirited discussion of Kovner's presentation and of the recent IOM report *The Future of Nursing: Leading Change, Advancing Health*.

Twelve awards were presented to preceptors in each of the College's 11 master's and advanced certificate programs. The honorees were:

Marianne Harkin, MS, RN, CNRN
Nursing Informatics

Lori Armstrong, MSN, RN
Nursing Administration

Kellie D. Bryant, DNP, WHNP-BC
Nursing Education

Elizabeth Ann Cahn, MSN, NP-P
Mental Health

ADS Telemetry Cardiology NP Team at Mount Sinai Medical Center
Adult Acute Care

Mitchell Adler, MD
Adult Primary Care

Sapina Kirpalani, GNP-BC
Geriatrics

Siobhan Sundel, GNP-BC
Geriatrics

Holly Major, MSN, RN, ANP-BC
Adult Primary Care NP/Holistic NP

Robert Smeltz, MA, RN, NP, ACHPN
Adult Primary Care NP/Palliative NP

Megan Healey, CPNP
Pediatrics

Joan Bryson, MS, CNM
Nurse-Midwifery

The College welcomes nurse practitioners, administrators, educators, and informaticists who are interested in precepting College of Nursing students. Please call (212) 998-9201 for further information.

Hartford Institute Welcomes Summer Research Scholars

For the 14th year, the Hartford Institute for Geriatric Nursing at NYU College of Nursing presented its summer Research Scholars Program to mentor 12 emerging scholars in geriatric nursing research. **Elizabeth Capezuti, PhD, RN, FAAN**, the Dr. John W. Rowe Professor in Successful Aging at the College of Nursing, together with nationally acclaimed nursing researchers Meredith Rowe, PhD, RN, of the University of South Florida College of Nursing, and Lorraine Mion, PhD, RN, FAAN, of the Vanderbilt

University School of Nursing, served as faculty for the program, which ran from August 1 to 5, 2011, at the College. The 12 doctorally prepared scholars spent the week refining their programs of research and learning specific research skills to gain a competitive edge for funding. NYU faculty who participated in the weeklong seminar included Drs. Marie Boltz, Ab Brody, Tara Cortes, Victoria Vaughan Dickson, Terry Fulmer, Leslie Taub, Mathy Mezey, Ethel Mitty, Marie-Claire Rosenberg, Janet Van Cleave, and Laura Wagner.

College Staff Member Earns NYU Violet Award



Fortuna Salinas, clinical placement assistant to the Department of Academic and Clinical Affairs at the College of Nursing, received the NYU Violet Award, which recognizes

employees who perform above and beyond the normal scope of their position.

Outstanding Faculty Achievements

Judith Haber Receives NYU Distinguished Teaching Award



Judith Haber, PhD '84, MA '67, APRN, BC, FAAN, The Ursula Springer Leadership Professor in Nursing, associate dean for graduate programs, and interim dean of

the College of Nursing, received the 2011 New York University Distinguished Teaching Award, which recognizes faculty who have contributed significantly to the intellectual life of NYU through their teaching. Haber is one of six recipients of the award in 2011 and is only the second College of Nursing faculty member to receive this award since it was established in 1987. The first was Barbara Krainovich-Miller, EdD, APRN, BC, ANEF, FAAN, associate dean for academic and clinical affairs. NYU President John Sexton and Provost David McLaughlin presented Haber with a medal at a dinner in honor of the recipients on April 27, 2011.

"We are proud of Dr. Haber and the recognition offered by this coveted award," said former dean Terry Fulmer. "Dr. Haber is credited with demonstrating her excellence as an educator with 14 years of service to the University. She not only met but also surpassed the competitive criteria of a

record of outstanding teaching effectiveness both within and outside the classroom."

Haber was cited for her ability to inspire, promote, and sustain the intellectual development of students; her remarkable ability to foster critical thinking and challenge students to independent inquiry; and her record of mentoring undergraduate, master's, and doctoral students as well as junior faculty. She was also lauded for her creative and engaging pedagogical approaches, for her presentations and publications, including two texts that have won multiple awards, and an unbelievable record of awards and honors by her peers.

New Faculty & Promotions

Saribel Garcia Quinones, DNP, PNP-BC, and **Donna McCabe, DNP, MA '02, APRN-BC, GNP**, have been promoted from clinical instructors to clinical assistant professors. **Kellie Bryant, DNP, WHNP-BC**, director of simulation and learning at the College's Clinical Simulation Learning Center, has joined the faculty as a clinical assistant professor, and **Julia Lange-Kessler, CM, MS, IBCLC**, who was program coordinator of the Nurse Midwifery Program, has transitioned to a full-time faculty position as a clinical instructor. The College also welcomes **Patricia Garofalo, MS, RN**, as a clinical instructor and assistant director of simulation at the Clinical Simulation Learning Center.

Faculty Receive Doctoral Degrees

Congratulations to Clinical Instructor **Medel Salvador-Paguirigan, EdD, RN, CNN**, on the completion of his EdD from Teachers College, Columbia University. He successfully defended his dissertation, "Sacrificing Something Important: The Lived Experience of Compensated Kidney Donors in the Philippines." Clinical Instructor **Noreen Nelson, PhD, RN**, received her doctorate from Capella University with a dissertation titled "Nursing Students' Perceptions of the Effective Characteristics and Caring Behaviors of Their Beginning Level Clinical Instructor." Adjunct Clinical Assistant Professor **Dorothy Wholihan, DNP, ANP-BC, APRN, BC-PCM**, completed her DNP degree at George Washington University. Her clinical project was titled "An Educational Intervention to Improve Feelings of Competency among Nurses Providing Spiritual Care."

Recognition for Service to NYU

Mathy Mezey, EdD, RN, FAAN, professor emerita and associate director of education initiatives at the Hartford Institute for Geriatric Nursing, and **Amy Knowles, MEd**, assistant dean for student affairs and admissions, each received an NYU Service Recognition Award on May 6, 2011, in a ceremony at the College of Dentistry. Mezey was honored for 20 years of service, and Knowles was honored for 10 years of service to NYU.

College Faculty Elected to Nurses House

Three College of Nursing faculty members were elected to two-year terms as officers of Nurses House, a charity that assists nurses in need of funds to offset costs of illness, job loss, or other adverse life events. Adjunct Clinical Assistant Professor **Karen Hirschhorn, NPP**, was elected to the board of directors, and Clinical Assistant Professor **Nadia Sultana, MBA, RN, BC**, and Senior Research Scientist **Mattia Gilmartin, PhD, MSN, MBA, RN**, were elected to the Nominating Committee at the organization's annual meeting on June 4, 2011.

Focus on Quality: College of Nursing Takes the Stage at QSEN Conference

Three College of Nursing research presentations were featured at the 2011 Quality and Safety Education for Nurses (QSEN) National Forum, held in Milwaukee, May 31 through June 2, 2011. QSEN is a Robert Wood Johnson Foundation-funded initiative to help new health professionals gain the knowledge, skills, and attitudes they need to continually improve the health care systems in which they work. The College of Nursing had the strongest presence of any university at the conference, reflecting the growing interest in this subject among faculty at the College.

Maria Dolce, PhD '09, MA '85, BS '79, RN, NEA-BC, FACHE, clinical assistant professor and program coordinator of the Nursing Education Master's and Advanced Certificate programs, presented the paper "Preparing Transformational Leaders in Quality Improvement and Patient Safety: An Imperative for Academic-Practice Partnerships," which she coauthored with **Maja Djukic, PhD '09, RN**, assistant professor. **Donna McCabe, DNP, MA '02, APRN-BC, GNP**, clinical assistant professor, and **Mary Hickey, EdD, WHNP-BC**, clinical associate professor, presented "Integrating the QSEN Competencies into a Baccalaureate Curriculum: An Innovative Teaching Approach" on behalf of a team of undergraduate clinical faculty that included **Emerson Ea, DNP, APRN, BC, CEN**, clinical assistant professor; **Ann Marie Mauro, PhD '98, RN, CNL**, clinical associate professor; **Barbara Gallo, APRN, BC**, clinical assistant professor; and **Fidelindo Lim, MA '96, RN**, clinical instructor. **Maja Djukic, Terry Fulmer, PhD, RN, FAAN**, and **Barbara Krainovich-Miller, EdD, RN, PMHCNS-BC, ANEF, FAAN**, associate dean, academic and clinical affairs, presented "A Curriculum Design Innovation for Large Scale Inter-professional Education Implementation."

Faculty News

Deborah Chyun, PhD, RN, FAHA, FAAN, associate professor and director of the Florence S. Downs PhD Program in Nursing Research and Theory Development, traveled in May 2011 to Kigali, Rwanda, as a member of the Health Education Consortium. This initiative, led by the Rwandan government, is aimed at helping Rwandans build a high-quality health care system. Chyun and other members of the delegation had the opportunity to meet with President Paul Kagame. Chyun was also invited to present The Beatrice Renfield Lecture-ship in Research Nursing at the Heilbrunn Family Center for Research Nursing of Rockefeller University Hospital in New York City on March 31, 2011. Her topic was "Diabetes and Heart Disease: Mentoring the Next Generation of Nurse Scientists."

In April 2011, Chyun travelled to Xalapa, Mexico, with Assistant Professor **Victoria Vaughan Dickson, PhD, CRNP**, Adjunct Professor **Beatrice Goodwin, PhD '70, MA '60, RN**, and Adjunct Clinical Assistant Professor **Eliana Horta, MS, MPH, RN**, to present a research workshop to faculty from the Universidad Veracruzana and Instituto Politécnico Nacional.



Dr. Deborah Chyun (left) met with Paul Kagame, president of Rwanda (center), in May 2011. To his left is Dr. Thomas Mackey, associate dean for practice at University of Texas Health Science Center at Houston School of Nursing; to his right is Ira Magaziner, chairman of the William J. Clinton Foundation's international development initiatives.

Tara Cortes, PhD, RN, FAAN, professor and executive director of the Hartford Institute for Geriatric Nursing, received on April 9, 2011, the Villanova University College of Nursing Medallion for Outstanding Contributions to the Profession. Cortes received her baccalaureate degree in nursing from Villanova.

Sherry Deren, PhD, director of the Center for Drug Use and HIV Research at the College of Nursing, has begun serving on the newly established National Institutes of Health Office of AIDS Research Working Group on HIV and Aging, which will provide guidance to the NIH on research priorities in this area.

The early research of Senior Research Scientist **Holly Hagan, PhD**, on syringe exchange was cited in the Federal Register on February 17, 2011. It was the only study specifically named in the posting “Determination that a Demonstration Needle Exchange Program Would Be Effective in Reducing Drug Abuse and the Risk of Acquired Immune Deficiency Syndrome Infection Among Intravenous Drug Users.”

Donna Hallas, PhD, RN, PNP-BC, CPNP, clinical associate professor, was inducted on June 24, 2011, as a Fellow of the American Academy of Nurse Practitioners at the academy’s annual conference in Las Vegas.

Katherine Hutchinson, PhD, RN, FAAN, associate professor, is co-principal investigator on a \$58,925 National Institutes of Health R03 grant, “Mothers and Sons: Reducing Substance Use among Urban Black Male Adolescents.”

Ann Kurth, PhD, CNM, FAAN, professor and executive director of the College of Nursing Global Health Initiatives, will be inducted as a Fellow of the New York Academy of Medicine on November 9, 2011. On September 22, 2011, she will receive the Foundation of New York

State Nurses 2011 Distinguished Nurse Researcher Award. Kurth was recently awarded a \$4.1 million NIH R01 grant for a five-year project entitled “Test and Linkage to Care Kenya,” in which she will conduct a cluster-randomized stepped wedge trial of Kenya’s planned needle-exchange program. She was also awarded a \$2.8 million NIH R01 grant, “Gender-Specific Combination HIV Prevention for Youth in High-Burden Settings.” **Chuck Cleland, PhD**, is a co-investigator on this three-year study taking place in Nyanza Province, Kenya, a region that has one of the world’s highest HIV burdens.

Gail Melkus, EdD, C-NP, FAAN, Florence and William Downs Professor in Nursing Research and director of the Muriel and Virginia Pless Center for Nursing Research, will receive the first annual NYU-HHC Clinical and Translational Science Institute’s Translational Research Mentor Award this fall. The award was established to recognize individuals, nominated by their mentees, who have distinguished themselves as mentors in the translational research field.

Ann Marie P. Mauro, PhD '98, RN, CNL, clinical associate professor, is principal investigator on a \$50,000 grant awarded in April 2011 by the Robert Wood Johnson Foundation New Careers in Nursing scholarship program. The grant will provide scholarships, mentoring, and a leadership-development program to accelerated, second-degree baccalaureate nursing students from underrepresented groups in nursing and from disadvantaged backgrounds.

Jamesetta A. Newland, PhD, FNP-BC, FAANP, DPNAP, clinical associate professor, received on June 22, 2011, the 2011 AANP Nurse Practitioner State Award for Excellence for New York State. The American Academy of Nurse Practitioners (AANP) gives this prestigious award annually to a dedicated

nurse practitioner in each state who demonstrates excellence in his or her area of practice.

Mary Rosedale, PhD '07, ADCRT '01, PMHNP-BC, NEA-BC, was appointed director of interdisciplinary initiatives at the Institute of Non-Invasive Brain Stimulation of New York in the Research Division of Beth Israel Medical Center. On June 29, 2011, she was presented the Edith Fisch Award at the NYU Langone Medical Center Institute for Social, Psychiatric Initiatives—Research, Education and Service. The award honors innovation in the treatment of refractory depression and exploration of therapeutic neuromodulation. The \$25,000 award was presented by Frisch’s nephew, attorney William Thomashower, and will fund research into depression, pain, and neurogenesis by Rosedale and her co-investigator, Dolores Malsapina, MD, MPH.

Medel Salvador-Paguirigan, EdD, RN, CNN, clinical instructor, received the Barbara Prowant Grant from the American Nephrology Nurses’ Association at the association’s annual symposium in March 2011 in Boston for his research proposal “Sacrificing Something Important: The Lived Experience of Compensated Kidney Donors in the Philippines.”

Leslie-Faith Morritt Taub, DNSc, ANP-C, GNP-BC, CDE, C. BSM, was inducted on June 24, 2011, as a Fellow of the American Academy of Nurse Practitioners at the academy’s annual conference in Las Vegas.

Nancy VanDevanter, DrPH, RN, will be inducted as a Fellow into the American Academy of Nursing on October 15, 2011. She will also be inducted as a Fellow of the New York Academy of Medicine on November 9, 2011. ■

Selected Faculty and Research Scientist Publications

Kellie Bryant

Bryant, K. (2011). Book review of *Teaching technologies in nursing and the health professions: Beyond simulation and online courses*. *Nursing Education Perspectives*, 32(1), 58.

Deborah Chyun

Bansal, S., Wackers, F.J.Th., Inzucchi, S.E., **Chyun, D.A.**, Davey, J.A., Staib, L.H., & Young, L.H., for the DIAD Investigators. (2011). Five-year outcomes in “high-risk” patients in the detection of ischemia in asymptomatic diabetics (DIAD) study: A post-hoc analysis. *Diabetes Care*, 34(1), 204–209.

Chuck Cleland

Friedman, S.R., Pouget, E.R., Chatterjee, S., **Cleland, C.M.**, Tempalski, B., Brady, J.E., & Cooper, H. (2011). Drug arrests and injection drug deterrence. *American Journal of Public Health*, 101(2), 344–349.

Cleland, C.M., Rosenblum, A., Fong, C., & Maxwell, C. (2011). Age differences in heroin and prescription opioid abuse among enrollees into opioid treatment programs. *Substance Abuse Treatment, Prevention, and Policy*, 6(1), 11.

Rosenblum, A., **Cleland, C.M.**, Fong, C., Kayman, D.J., Tempalski, B., & Parrino, M. (2011). Distance traveled and cross-state commuting to opioid treatment programs in the United States. *Journal of Environmental and Public Health*.

Tara Cortes

Cortes, T. (2011, May). Creating a culture of care for older adults. *Voice of Nursing Leadership*, 4–5.

James De Carlo

De Carlo, J. & Jackson, N. (2011). Problem solved: Dosage calculation in a nursing program. *Nurse Educator*, 36(2), 80–83.

Maria Dolce

Dolce, M.C. (2011). The Internet as a source of health information: Experiences of cancer survivors and caregivers with healthcare providers. *Oncology Nursing Forum*, 38(3), 353–359.

Marya Gwadz

Gwadz, M.V., **Leonard, N.R.**, **Cleland, C.M.**, Riedel, M., Banfield, A., & Mildvan, D. (2011). The effect of peer-driven intervention on rates of screening for AIDS clinical trials among African Americans and Hispanics. *American Journal of Public Health*, 101(6), 1096–1102.

Donna Hallas

Hallas, D., Fernandez, J., Lim, L., & Carobene, M. (2011). Nursing strategies to reduce the incidence of early childhood caries in culturally diverse populations. *Journal of Pediatric Nursing*, 26(3), 248–256. Coauthor Mary Carobene was a pediatric nurse practitioner student of Dr. Hallas.

Oppenheimer, J. & **Hallas, D.** (2011). Uncharacteristic bullous lesions on a newborn: What’s your diagnosis? *Journal of Pediatric Health Care*, 25(3), 186–190.

Holly Hagan

Hagan, H., Pouget, E.R., & Des Jarlais, D.C. (2011). A systematic review and meta-analysis of interventions to prevent hepatitis C virus infection in people who inject drugs. *Journal of Infectious Diseases*, 204(1), 74–83.

Nelson, P., Mathers, B., Cowie, B., **Hagan, H.**, Des Jarlais, D., Horyniak, D., Degenhardt, L. (2011). Global epidemiology of hepatitis B and hepatitis C in people who inject drugs: results of systematic reviews. doi:10.1016/S0140-6736(11)61097-0

Jenness, S.M., Begier, E.M., Neaigus, A., Murrill, C.S., Wendel, T., & **Hagan, H.** (2011). Unprotected anal intercourse and sexually transmitted diseases in high-risk heterosexual women. *American Journal of Public Health*, 101(4), 745–750.

Jenness, S.M., Kobrak, P., Wendel, T., Neaigus, A., Murrill, C.S., & **Hagan, H.** (2011). Patterns of exchange sex and HIV infection in high-risk heterosexual men and women. *Journal of Urban Health*, 88(2), 329–341.

Jenness, S.M., Neaigus, A., Murrill, C.S., Wendel, T., Forgione, L., & **Hagan, H.** (2011). Estimated HIV incidence among high-risk heterosexuals in New York City, 2007. *Journal of Acquired Immune Deficiency Syndromes*, 56(2), 193–197.

Mackesy-Amiti, M.E., Ouellet, L.J., Golub, E.T., Hudson, S., **Hagan, H.**, & Garfein, R.S. (2011). Predictors and correlates of reduced frequency or cessation of injection drug use during a randomized HIV prevention intervention trial. *Addiction*, 106(3), 601–608.

Christine Kovner

Spetz, J., & **Kovner, C.T.** (2011). How should we collect data on the nursing workforce? *Nursing Economics*, 29(2), 97–100.

Kovner, C.T. & Spetz, J. (2011). The future of nursing: An interview with Susan B. Hassmiller. *Nursing Economics*, 29(1), 32–41.

Gail D'Eramo Melkus

Melkus, G.D. (2011). Commentary on: Balducci, S., Zanuso, S., Nicolucci, A., et al.; Italian Diabetes Exercise Study (IDES) Investigators. Effect of an intensive exercise intervention strategy on modifiable cardiovascular risk factors in subjects with type 2 diabetes mellitus: a randomized controlled trial: the Italian Diabetes and Exercise Study (IDES). *Arch Intern Med* 2010; 170, 1794–803. *Evidence Based Nursing*, 14, 68–69. doi:10.1136/ebn1159

Kelley Newlin

Newlin, K., Dyess, S.M., Allard, E., Chase, S., & **Melkus, G.D.** (2011). A methodological review of faith-based health promotion literature: advancing the science to expand delivery of diabetes education to black Americans. *Journal of Religion and Health*, doi: 10.1007/s10943-011-9481-9.

Mary Rosedale

Rosedale, M., Brown, C., & Maudsley, I. (2011). An evidence-based response to “Electroshock, a discerning review of the nursing literature.” *Issues in Mental Health Nursing*, 32(7), 474–475.

Rosedale, M. (2011). Our patient’s lives are worth saving and electroconvulsive therapy (ECT) saves lives: A compendium of the evidence. *Journal of the American Psychiatric Nurses Association*, 17(3), 207–209.

Rosedale, M. & **Strauss, S.M.** (2011). Depression, interferon therapy, hepatitis C and substance use: Potential treatments and areas for research. *Journal of the American Psychiatric Nurses Association*, 17(3), 205–206.

Psychiatric News, a publication the American Psychiatric Association, on March 4, 2011, cited **Rosedale’s** testimony before the U.S. Food and Drug Association about reclassification of electroconvulsive therapy devices.

Shiela Strauss

Strauss, S.M., Munoz-Plaza, C.E., Tiburcio, N.J., & **Gwadz, M.** (2011). Barriers and facilitators in implementing “prevention for positives” alcohol reduction support: The perspectives of directors and providers in hospital-based HIV care centers. *Journal of the Association of Nurses in AIDS Care* (published online May 16, 2011).

Michele Shedlin

Benagiano, G., Carrara, S., Filippi, V., & **Shedlin, M.G.** (2011). Social and ethical determinants of sexuality: Gender and health. *Minerva Ginecologica*, 63(1), 71–84.

Grossman, D., White, K., Hopkins, K., Amastae, J., **Shedlin, M.G.**, & Potter, J.E. (2011). Contraindications to combined oral contraceptives among over-the-counter compared with prescription users. *Obstetrics and Gynecology*, 117(3), 558–565.

Potter, J.E., McKinnon, S., Hopkins, K., Amastae, J., **Shedlin, M.G.**, Powers, D.A., & Grossman, D. (2011). Continuation of prescribed compared with over-the-counter oral contraceptives. *Obstetrics and Gynecology*, 117(3), 551–557.

Shedlin, M.G., Decena, C.U., Mangadu, T., & Martinez, A. (2011). Research participant recruitment in Hispanic communities: Lessons learned. *Journal of Immigrant and Minority Health*, 13(2), 352–360.



Members of the Undergraduate Nursing Student Organization visit the Metropolitan Museum of Art for a special tour on illness and health in art.

Dynamic Leaders Energize Student Organizations

The three student organizations at the College of Nursing could borrow a slogan from the YMCA: “You already belong here. You just need to join.”

Upon enrollment, undergraduate (BS), master’s (MS), and doctoral (DNP and PhD) students are automatic members of their respective groups at the College: the Undergraduate, Advanced, and Doctoral Nursing Student Organizations. The challenge for past organizers has been motivating students to become more involved with these groups. Now, through energized leadership, student groups at the College of Nursing are thriving and creating a sense of community among their participants.

UNSO Undergraduate Nursing Student Organization

Building Community on Campus

Timothy Shi '12 got involved in the Undergraduate Student Nursing Organization (UNSO) during his freshman year. Now in his senior year and second term as the group’s president, he and his fellow officers have invigorated the group with many new activities. A spring 2011 seminar series addressed “10 Definitions of Wellness,”

with faculty speakers pushing the boundaries of traditional nursing topics. A seminar by Professor **Joyce Anastasi, PhD, MA '82, DrNP, RN, LAc**, on herbal medicine and its interactions with prescription medicine was so popular that it was held twice; and Assistant Professor **Marilyn Hammer, PhD, DC, RN**, led a workshop on chiropractic nursing and oncology.

UNSO aims to hold events that appeal to both traditional baccalaureate students and those enrolled in the 15-month accelerated program, who tend to have more life experience. According to Clinical Instructor **Fidel Lim, MA '96, RN**, faculty advisor, the group has made strides in meeting this goal while becoming more visible and more engaged with the administration. “In 15 years, I have never seen so much activity from UNSO until now,” Lim says.

A highlight of the year is the Making Strides Against Breast Cancer walk, for which the three organizations together have raised more than \$21,000 in five years. About 70 students have taken tours of the Metropolitan Museum of Art led by David Mininberg, MD, and Margit S. Rosenthal, a pathologist and art historian who addressed the depiction of health problems in historical artifacts and paintings. UNSO also sponsors activities just

for fun, including yoga and a cooking class led by Shi, who also hosts the “Student Chef” show on NYUNews.com.

ANSO Advanced Nursing Student Organization

Promoting Connections Among Master’s Students

Feeling a part of the College community can be a challenge for graduate students, who often juggle school with jobs and family responsibilities. **Lisa Gallup, MS '12, RN**, a student in the Acute Care Nurse Practitioner Program, was involved in her student group at Boston College and sought the same sense of connection with students at the College of Nursing that she had felt as an undergraduate. “A lot of students attend the College part-time. They squeeze classes among their other obligations and don’t necessarily know what NYU has to offer,” Gallup says.

Working full-time, three nights a week, at Columbia-NewYork Presbyterian Hospital, Gallup understands the pressures of a busy schedule. But instead of ruling out school activities, her work schedule has only

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Academic Advising and Social Support Are Twin Pillars for Nursing Students

Academic Support Opens New Opportunities

The academic assistance that **Nicole Piasio '13** has received from her advisor at the College of Nursing goes well beyond the routine check-ins that she expected when she applied.

“My advising sessions with Jacqueline Klein opened opportunities that I never would have pieced together on my own,” Piasio says. “Dr. Klein suggested routes to meet both academic and personal goals, including study abroad and pursuit of a master’s degree. She’s always approachable and accommodating, but her help really became essential when I was planning to study in Florence and needed to fulfill my requirements.”

Helping students succeed academically is a mission for **Jacqueline Klein, PhD**, who joined the College of Nursing as the director of the Office of Academic Advising & Learning Development in 2009. Among

her innovations has been to engage nearly all of the full-time nursing faculty members in providing advising services.

Nursing students are introduced to advising services at new student orientation. They have the opportunity to meet with their advisors—either a faculty member or administrator—formally before registration each semester to ensure that their coursework is on track, and many meet regularly to discuss their progress, often seeking academic or career planning support.

“Any student who needs help can come to their advisor to make a study plan, learn time-management skills, or discuss how to approach a professor,” Klein says.

Clinical Assistant Professor **Donna McCabe, DNP, MA '02, APRN-BC, GNP**, who advises about 30 undergraduate students, says that many students reach out to her for career advice, especially when they are applying to master’s programs. They have also come to her for help in handling difficult interactions during

clinical rotations. McCabe particularly enjoys advising because it gives her a chance to get to know a group of students very well, “from the first day in the nursing program until they’re ready to fly.”

Barbara Krainovich-Miller, EdD, APRN, BC, ANEF, FAAN, associate dean for academic and clinical affairs, believes that the College of Nursing takes a proac-

“Between admissions and graduation, we work to keep students engaged in the College and ensure that they are doing well.” –Gail Wolfmeyer

tive approach to advising students by providing them with valuable resources so that they can be successful. “Even if a student doesn’t ask for help, the advisor may refer him or her to tutoring or to another faculty member to provide academic support.”

Klein and **Stef Daley, MEd**, assistant director of the Office of Academic Advising & Learning Development, organize regular programs on subjects such as time-management and study skills, as well as career workshops in collaboration with the Wasserman Center for Career Development.

Addressing Concerns Outside of the Classroom

Unlike academic guidance, social support is optional, but **Gail Wolfmeyer, Steinhardt MA '09**, assistant director of graduate student affairs and admissions in the Office of Student Affairs and

[continued at bottom of page 31]



Dr. Jacqueline Klein (left) provides academic counseling to Alyssa Levine Wong '12.

Interprofessional Collaborations Reach New Heights, Break Barriers

Three pioneering collaborations between **NYU College of Nursing, College of Dentistry, and School of Medicine** seek insights into health gains when barriers come down.

Oral Health Initiative Unites Nursing and Dental Students

When **Donna Hallas, PhD, APRN, BC, CPNP**, clinical associate professor, joined the College's faculty in 2007, she immediately looked for ways to involve her pediatric nurse practitioner (NP) students in collaborations with the College of Dentistry. As a result, three exciting oral health projects are under way. Together with Dentistry faculty members **Jill Fernandez, RDH, MPH, Neil Herman, DDS, FAAHD, DABSCD**, and **Amr M. Moursi, DDS, PhD**, Hallas has built a program in which pediatric NP students and dental residents learn together to care for children being treated for complex oral health problems in the pediatric dental clinic. These students now present oral health collaborative case conferences to their classmates and faculty in the Pediatric Nurse Practitioner and dental residency programs. According to Hallas, they are gaining a strong understanding of their colleagues' strengths and of the value of interprofessional collaboration.

To further explore the role that nurses can play in preventing early childhood caries—a significant health problem in many populations—Hallas searched the literature for established educational programs to influence oral health in the newborn nursery, but she found none. In January 2010, Hallas, Fernandez, and **Lily Lim, DDS**, received a grant from the

Samuel D. Harris Foundation, administered by the American Dental Association, to undertake the first study of its kind to prevent caries in the first two years of life. A team of NP master's, BS nursing, and dental students is registering 100 mothers and their newborn babies for a randomized controlled trial of a novel, culturally sensitive educational program at Bellevue Hospital Center, NYU College of Dentistry, and Bellevue Dental Clinic. The program

addresses a number of common practices that can impact newborn oral health, such as putting babies to bed with a bottle or adding a sweetener to baby formula. Dental and pediatric NP students will conduct oral exams at 6 and 12 months for the treatment and control groups.

"It is easy for nurses to provide oral health education for newborn mothers, and I think we're the first to propose this," Hallas says. The team published a paper



Third-year dental student Nisarg Shah (left) and pediatric nurse practitioner student Katie Andronaco examine a patient together through a collaborative rotation.

in the online edition of the *Journal of Pediatric Nursing*, outlining the oral health education program they devised.

Hallas and Fernandez have also received an NYU Curricular Development Challenge Fund grant of \$5,000 to formally educate dental and nursing students through the NYU College of Dentistry outreach effort with Head Start programs in New York City. Now, pediatric NP students and dental students will learn as a team to conduct oral health assessments and apply fluoride varnish for children from birth to age five, as well as how culture and belief systems impact oral health practices at home.

Attending Rounds Bring Nurse Faculty to the Bedside

Former dean **Terry Fulmer, PhD, RN, FAAN**, spearheaded the Nurse Attending Model, which was launched in August 2009 to enable nurse faculty and senior nurse leaders to impart their knowledge to practicing nurses who work in the general medical units of NYU Langone Medical Center. The initiative also helps experienced nurses to remain engaged in the realities of day-to-day patient care, which enhances their teaching and leadership practice.

Some 20 College of Nursing faculty members and senior nurse executives at the Medical Center have joined this unique initiative. Each nurse rotates for two-week blocks, joining a group composed of a hospitalist, medical residents and students, a charge nurse, and the nurse caring for each particular patient. The team visits 15 to 20 patients each morning. The attending physician or nurse provides a picture of each patient's condition, and other members of the group add details from their own perspectives.

"The nurse sometimes sees the situation in a way that sheds a different light onto the physician's analysis," says Clinical Associate Professor **Eloise Cathcart, MS, RN**, who coordinates the program.

The Nurse Attending Model is meant to remind faculty of the complexity of real patient-care situations, few of which

conform to textbook examples, according to Cathcart. It also aims to move newer nurses toward a higher level of competence through observing expert nursing behaviors and seeing the benefits of interdisciplinary collaboration.

"Nurses get to see the incredible skill and knowledge that are embedded in expert nursing practice, which, when done well, is truly magnificent work," Cathcart says. This method of contextual clinical teaching is supported by recommendations in the recently published Carnegie Foundation study *Educating Nurses: A Call for Radical Transformation*. A paper describing the project was recently published by **Fulmer, Cathcart, Kimberly Glassman, PhD '07, MA '87, Wendy Budin, PhD '96, Madeline Naegle, PhD '80, MA '67, and Nancy VanDevanter, DrPH, RN**, in the *Open Nursing Journal*.

NYU3T: Nursing and Medical Students Find Answers Together

Promoting collaboration among future physicians and nurses is the goal of NYU3T: Teaching, Technology, Teamwork, a four-year project of NYU School of Medicine and the College of Nursing, funded by the Josiah Macy Jr. Foundation. The one-year curriculum consists of in-person and online learning activities that nursing and medical students must complete together.

The first cohort of approximately 320 students met their teammates at an event in February 2011 that included a lecture on interprofessional education and a small-group team-building activity moderated by more than 30 medical and nursing faculty members. During spring semester, the students embarked on the first component of the program, a set of five online learning modules, three of which required collaboration. This fall, students will work in teams of one medical and one nursing student to manage virtual online "patients" and to participate in the College's simulation labs.

As NYU3T unfolds, researchers are evaluating how each curriculum component



Marc M. Triola, MD, associate dean for educational informatics and assistant professor of medicine at NYU School of Medicine, introduces nursing and medical students to the new, interdisciplinary curriculum known as NYU3T: Teaching, Technology, Teamwork, at an inaugural event in February 2011.

changes students' knowledge, skills, and attitudes related to interprofessional collaboration and teamwork.

"Traditionally, there have been hierarchies in health care that we are trying to break down by early engagement of students in interprofessional education. We don't know of any other school in the country that is attempting to implement interprofessional education on this scale and in a longitudinal way," says **Maja Djukic, PhD '09, RN**, a co-investigator on the study with principal investigator **Marc Triola, MD**; co-principal investigators former dean **Terry Fulmer**; **Adina Kalet, MD**; and **Francois Fritz, MD**; and co-investigator **Jennifer Adams, MD**.

According to Djukic, there is much evidence that interprofessional collaboration benefits patient health and safety. "It's not about whether nurses or physicians benefit. It's whether patients benefit," she says. More information about the NYU3T project is available at <http://dei.med.nyu.edu/research/nyu3t>. ■

ALUMNI ACHIEVEMENTS

1958

Carl O. Helvie, DrPH, MPH, BS '58, RN, hosts the "Holistic Health Show" on BBS Radio and receives an average of 35,000 monthly visitors to his Web site, HolisticHealthShow.com. He publishes a free monthly newsletter on holistic health and is completing his eighth book, *Lung Cancer: Alternative Treatments by a 36 Year Survivor*.

1967



Margaret S. Wacker, PhD '87, BS '67, RN, is directing the nursing program at Lake-Sumter Community College in Leesburg, Florida, and

preparing for its conversion to a BSN program. In addition, she is a consultant with plaintiff and defense attorneys regarding nursing malpractice. Wacker is celebrating her 50th year of nursing practice.

1968

Mary Giuffra, PhD '73, MA '68, was an associate professor when the College was a Division of Nursing and was co-director of the interdisciplinary graduate program (nursing, psychology, early childhood, nutrition) in the Group Care of Infants and Toddlers at NYU Steinhardt School of Culture, Education, and Human Development, where she serves on the Dean's Council and was awarded an NYU Distinguished Alumni Award in 2005. The founder of several nursing education programs, Giuffra maintains a private practice in Bronxville, New York, as a board-certified clinical specialist in adult psychiatric mental health nursing and a licensed marriage and family therapist.

1981



Wilhelmina Manzano, MA '87, BS '81, RN, NEA-BC, is senior vice president and chief nursing officer at NewYork-Presbyterian Hospital and Health-care System and chief

operating officer at NewYork-Presbyterian/The Allen Hospital. She received the Second Century Award for her contributions to health care from Columbia University School of Nursing on May 17, 2011.

1984

Mary Anne Gallagher, MA, BS '84, RN, BC, this year assumed the position of director of patient care services for quality, practice, and standards at Continuum Health Partners, Beth Israel Medical Center. She was awarded the Phillips Beth Israel Alumni Association's Elaine Simon Award for Excellence in Nursing Practice and Consideration of Patient Welfare in October 2010.

1986



Lorraine E. Magnani, PhD, BS '86, RN, was awarded the Veritas Medal in October 2010 by the president of Molloy College in Rockville Centre, New York.

1987



Susan Bowar-Ferres, PhD '87, since leaving her position as senior vice president and chief nursing officer of NYU Langone Medical Center in

2010, has been serving as an official appraiser of health care organizations applying for Magnet

designation or re-designation, as a member of the New York State Board of Nursing (on which she is serving a two-year term as vice chair), and as a board member of Nurses' Educational Funds, Inc.

1991



Kathleen T. Hickey, EdD, MA '91, FNP-BC, ANP-BC, CCRN, assistant professor of nursing, Columbia University, will be inducted as a Fellow into the American

Academy of Nursing on October 15, 2011.

2000



Yvonne Wesley, PhD '00, RN, FAAN, was inducted as an honorary member of Chi Et Phi Sorority, Inc., on July 16, 2011. Sponsored by the Tau Chi Chapter, she was granted membership

to this international organization because of her commitment to nursing and service to humanity. In addition, Wesley's most recent publication, "Leadership and Health Disparities," is the feature article in the August 2011 issue of *Nursing Management*.

2002



Rothlyn (Rorry) Zahourek, PhD '02, PMHCNS-BC, AHN-BC, has been coordinator for research at the American Holistic Nurses Association for the past six years. Her dissertation, "Inten-

tionality: The Matrix of Healing: A Qualitative Theory for Research, Education and Practice," was published as a book by VDM Verlag Dr. Muller, Saarbrucken, Germany, in 2009.

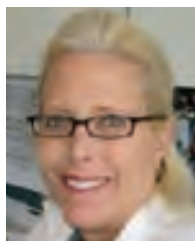
2003



Esma D. Paljevic, MA '03 (Advanced Nursing Practice: Pediatrics), RN, CPNP, worked in a sub-specialized vascular birthmark practice at Roosevelt

Hospital after receiving her master's degree at the College of Nursing. In 2007, she joined the pediatric cardiology practice at The Children's Hospital at Montefiore Medical Center in the Bronx, where she works in a progressive cardiogenetics clinic that evaluates families whose members have experienced sudden cardiac death. She is part of a team that evaluates the need for genetic testing and discusses possible genetic risk. Paljevic is enrolled in a doctoral program at The St. John Fisher

School of Education, and her dissertation will explore the lived experiences of families that have been evaluated by the cardiogenetics center.



Kara Theal, MA '03 (Nursing Informatics), RN-BC, was promoted in 2011 to director of clinical informatics in the Hospital Information Services

Department of Huntington Hospital in Huntington, New York, where she has worked since February 2004. She was the first RN hired by the department and now supervises six RNs. She is currently implementing a hospital-wide electronic medical record system. She is certified in Nursing Informatics.

2005



Kimberly Parker Menzer, MA '05 (Adult Primary Care Nurse Practitioner Program), RN, ANP-C, GNP-C, achieved geriatric nurse practitioner certification in April 2011.

2006



Amy Berman, BS '06, was promoted to senior program officer for The John A. Hartford Foundation in New York City. She oversees the foundation's funding for models of care that improve cost and quality for older
[continued on next page]

Letter from Dr. Ann Marie Mauro

NYU COLLEGE OF NURSING ALUMNI ASSOCIATION PRESIDENT



Dear Friends,

I have thoroughly enjoyed my three years of service on the Alumni Association Board, first as president-elect and then as president these last two years. I feel privileged to have worked with the dedicated and inspiring members of the Alumni Board and the many extraordinary graduates of the College. I am delighted this fall to welcome our president-elect, my friend and colleague **Maria Dolce, PhD '09, MA '85, BS '79, RN, NEA-BC, FACHE**, an outstanding nurse educator and recipient of the Alumni Association's 2010 Rising Star Award. I look forward to congratulating Dr. Dolce on her new role on Alumni Day, Saturday, September 24, and

to welcoming our continuing and newly elected Board members.

This year, the Alumni Association will play a particularly key role in working to raise funds for the College of Nursing's future home, a state-of-the-art building to be located in the heart of NYU's world-renowned health science corridor. Our goal is to raise at least \$200,000 to name the Alumni Lecture Hall, a prominent and attractive space that will be a busy hub for events, lectures, and conferences. Alumni Hall will represent our support as graduates of the College for the education of outstanding nurses and the advancement of important nursing research. As modeled by our Alumni Board, we are seeking 100% participation in this effort and need your contribution to reach our goal!

Contributors at all levels will be invited to join us at the opening reception for the

College of Nursing building and will be acknowledged in the program at the event.

In closing, I would like to extend my sincere and deepest gratitude to our former dean, Terry Fulmer, for her phenomenal leadership and support of our efforts. Her hard work and creativity has helped build an exceptional College of Nursing of which we can all feel proud. We wish Dr. Fulmer much success in all her future endeavors.

I look forward to seeing you at Alumni Day on September 24th!

Sincerely,

Ann Marie Mauro, PhD '98, RN, CNL
President, NYU College of Nursing
Alumni Association

adults. Recently she served on the inaugural older adults work group for Healthy People 2020, which established national goals related the health of the aging population.



Rebecca Zack Callahan, MSN, WHCNP, BS '06, in 2010 received her master's degree in nursing from the University of Pennsylvania and

is working as a women's health care nurse practitioner at MIC Women's Health Services in Brooklyn, New York.

Sasha Klemawesch, MD, BS '06, began her internship at SUNY-Downstate in Brooklyn, New York, as an internal medicine PGY-1 resident in July 2011.

2007



Jen Landolt, MA '07 (Psychiatric Nurse Practitioner Program), PMHNP-BC, in 2009 became the first prescribing psychiatric nurse practitioner at Bellevue Hospital.

In 2011, she co-wrote the policy and procedure for Bellevue's Depression Care Team, which works with the primary care department. Landolt is participating in testing the Comprehensive Motivational Interventions, a new form of brief action planning used to make quick measurable changes in patient behavior in various settings. She served as a mentor in the College of Nursing's Hillman Nursing Scholars and Alumni Mentoring Program in 2010-2011.

Please email nursing.alumni@nyu.edu or contact the Office of Development and Alumni Relations to update us about your good news, accomplishments, and contact information.

2009



Yves M. Abris, BS '09, is a registered nurse in the emergency department at Maimonides Medical Center in New York City. "It

is the busiest emergency department in New York City, and the College of Nursing prepared me well," she writes. Abris is involved in the Emergency Department Nursing Affairs Committee, which oversees departmental events throughout the year.



Lydia Alicia Cristobal, NREMT, BS '09, RN-BC, has returned from active duty with the U.S. Army to take a Basic Officer Leadership Course

as second lieutenant. She is working as a patient service coordinator at Lutheran Medical Center's Park Slope Family Health Center in Brooklyn, New York, and as administrative supervisor at Bayonne Medical Center in New Jersey. This fall, she returns to NYU as a student in the Master's Program in Nursing Administration. Cristobal was a featured speaker on "The Nursing Show" podcast, discussing Army nursing careers: nursingshow.com/2010/03/12/army-nursing-and-episode-122/. ■

New Positions in Nursing!

2011



Michael Fuoco, BS '11, is working as a perioperative nurse at the Hospital for Special Surgery in Manhattan.

Erin Pienciak, BS '11, began work at NYU Langone Medical Center on 14W, a transplant unit, in March 2011. Pienciak received the NYU Langone Medical Center Auxiliary Scholarship in 2010, which led to this position. She recently completed orientation and is settling into her life as a new RN.

2010

Irene Kyrtis, BS '10, is working at NYU Langone Medical Center on 16W, a medicine/oncology unit.

Sarah Bush Richey, BS '10, and **Melody Ma, BS '10**, are working together on the oncology floor at NewYork Presbyterian/Weill Cornell Medical Center. Richey notes that her professors had told her that working as an oncology nurse would be hard, but she is learning a lot from the more experienced nurses and truly enjoying her job.



Joe Schomburg, BS '10, began work in the cardiovascular ICU at Lutheran Hospital in Fort Wayne, Indiana, in January 2011. He is pursuing a master's

degree in nursing/health care administration at Duke University.

[Student Organizations, continued from page 24]

intensified her commitment to helping other students in the same situation.

Now entering her second year as ANSO president, Gallup and her fellow officers make a priority of connecting master's students with faculty and PhD students for mentoring and guidance. They have organized professional workshops led by faculty, launched a new journal club to help students become adept at critically appraising research, participated in the fall walk for breast cancer and a spring National Multiple Sclerosis Society walk, and held social events to encourage long-lasting ties among classmates.

"Hopefully, we will all be leaders in our field, and it will be helpful as we progress in the profession to know people so we can help each other out," Gallup says. But regardless of where her classmates will work, "it also just makes you happier if you know other people in your classes."

DSO Doctoral Student Organization

Uniting PhD and DNP Students

Michael Valenti, MS '08, RN, president of the Doctoral Students Organization, says that doctoral students, many of whom have family and teaching obligations, mainly require academic support—and DSO is structured to provide that assistance. DSO offers meetings and presentations in person or via Skype to accommodate students at varying points in the doctoral program. Faculty members give lunchtime talks on subjects such as writing a curriculum vitae at the graduate level, presenting research at conferences, writing articles for nursing journals, and narrowing dissertation topics.

With the College's Doctor of Nursing Practice (DNP) program in its second

year, the primary focus of the group in 2011 has been on learning how PhD and DNP students can influence and inform one another's doctoral studies. PhD students who are further along in their studies are also called on to mentor newer students through the research, writing, and test preparation that precede the PhD candidacy exam taken at the end of the first year.

Allison Squires, PhD, RN, assistant professor and the DSO faculty advisor, says, "At the doctoral level, you explore issues deeply, and it can be a solo experience, especially when you're writing your dissertation. It's important to talk to people who have experienced it." She adds, "I am proud of the way the PhD and DNP students have come together to support one another. This was a central theme of this DSO this year, and it has been very successful." ■

[Academic Advising, continued from page 25]

Admissions (OSAA), hopes that every student will take advantage of the office's many offerings. Its work recruiting, admitting, and orienting students to the College of Nursing is just the tip of the iceberg, according to Wolfmeyer.

"Between admissions and graduation, we work to keep students engaged in the College and ensure that they are doing well. Active engagement in their experience gives us more opportunities to help students," says Wolfmeyer.

The OSAA team serves as a liaison to student organizations and coordinates activities such as socials with the dean, College participation in the annual Making Strides Against Breast Cancer walk, Nursing Career Day, stress-busting activities such as free massages, the valedictory breakfast, and the annual graduation.

Under the direction of **Amy Knowles, MEd**, assistant dean for student affairs and admissions, office staff include **Lindsay**

Sutton, Steinhardt MA '06, assistant director of undergraduate student affairs and admissions, who also provides support to BS students, and **Laureen Lampert**, scholarship and recruitment officer, who provides students from all programs with scholarship information and acts as a liaison with the financial aid office.

"It is the purpose of the Office of Student Affairs and Admissions to meet the social and non-academic needs for the College's undergraduate and graduate population. Students are our focus and we strive to make their experience at the College of Nursing an excellent one," says Knowles.

The office strongly encourages students to make time for fun and healthy activities. Wolfmeyer, in her former role as student affairs officer, organized regular health promotion events and in 2009, launched a student outreach series called Hungry To Be Heard (a.k.a. "Lunch with Gail"), where, for one hour each week,

students may drop by and talk with her about anything on their minds. Sutton inaugurated an annual boat cruise in the New York Harbor to give new and ongoing students the opportunity to socialize with deans of the College. For students living off-campus, the OSAA offers an annual commuter student preview day to help connect them to larger university resources.

Wolfmeyer notes that the College of Nursing has an outstanding student body, but due to the rigorous curriculum, almost all students experience some degree of stress. The OSAA and the Office of Student Advising work closely with NYU's Wellness Exchange and refer any student who may need assistance. One of the most important jobs of both teams is to make sure that any student who needs emotional or academic help has the support he or she needs—well before an issue becomes a crisis, and the College strives to make students aware that these services are available. ■

WHY I GIVE Margaret L. McClure

“My mother worked as a nurse in Philadelphia during World War II, and when I was a girl, she gave me and my sister one strong piece of career advice. She told us, “Don’t just stay home and can peaches, but never become a nurse. It’s hard work, terrible hours, and very poor pay!” Naturally, my sister and I did not heed our mother’s advice, and we both went on to become nurses. I have never regretted that decision for a moment, and I have found the nursing profession to be one of the most rewarding careers I could ever have imagined.

At one point, I knew I wanted to give something back to the profession. As I was considering making a major gift in support of nursing I was sure of one thing: I wanted to invest in an institution that educates outstanding nurses. The NYU College of Nursing has a rich history, and



Margaret L. McClure, EdD, RN, FAAN, has gained national and international prominence as a nursing leader. She has held a faculty appointment in the NYU

College of Nursing since 1981 and served for more than 20 years as the chief nursing officer at NYU Medical Center, where she was also chief operating officer and hospital administrator.

I have been witness to its development over the past decades. It has become a truly exceptional program.

Now more than ever we need the best nurses in our hospitals and other health care settings. When it comes down to it,

A graduate of Moravian College in Pennsylvania, McClure earned her master’s and doctoral degrees from Teachers College, Columbia University. She is past president of the American Academy of Nursing and the American Organization of Nurse Executives.

McClure established the Lois Jean Doane McClure and Carol Jean McClure Mabry Scholarship at NYU in honor of her mother and sister. The McClure Scholarship is awarded annually to an undergraduate nursing student who demonstrates a strong commitment to the advancement of professional nursing and patient care.

if I were a patient, I would be happy if my caregivers were NYU nurses. I created a scholarship fund at the College of Nursing because I wanted to help aspiring nurses benefit from the opportunity to pursue a top-notch education.” ■

Join the Dean’s Circle!

NYU COLLEGE OF NURSING would like to thank the members of the Dean’s Circle, who generously support the College in its commitment to excellence in nursing education, practice, and research with annual gifts of \$1,000 or more.

These gifts provide financial assistance for students, enable the College to recruit distinguished faculty, and allow us to develop innovative solutions to emerging needs in health care. We need your support to ensure that outstanding nursing students will be able to enroll in and graduate from NYU College of Nursing.

Dean’s Circle members join the dean as honored guests at the annual Dean’s Luncheon and other special College events throughout the year.

To join the Dean’s Circle or for more information, please contact the Office of Development & Alumni Relations at 212-992-8580, or visit www.nyu.edu/nursing to make a donation online.

Dean’s Circle Members (As of February 2011)

Anonymous	Eliana Horta	Donna M. Nickitas
Ellen D. & Henry P. Baer	Carol N. Hoskins	Kate S. & Robert H. Niehaus
Karen A. Ballard	Barbara D. & Donald Jonas	Sarah B. Pasternack
Marion & Stanley Bergman	Blanche T. Jordan	Robert V. Piemonte
Amy J. Berman	Kenneth W. M. Judy	Todd Piorier
Henrietta Blackman	Mary Theresa Khawly	Muriel Pless
Linda Lanet Bochniarz	Pamela P. & Robert A. Kindler	Linda Farber Post
Susan L. Bowar-Ferres	Penelope & Robert E. Klatell	Carol Raphael
Mary Brennan	David J. Knight & Joseph P. Colagreco	Joan Rechnitz
Wendy Budin	Christine & Anthony R. Kovner	Hila Richardson
Barbara Calabrese	Mary Krugman	Rachel A. Robinson
Marilyn Cane	Ian Laird	Paulette Robischon
Tara A. & Luis Cortes	Erin Leddy	June Rothberg-Blackman
Janet Salerno D’Arcangelo	Lois G. & David W. Leeds	John W. & Valerie Rowe
Glenn & Julie Davidson	Anthony J. Leiker	Caroline S. Ruda
Joyce C. DeLuca	Helaine H. Lerner	Jack Rudin
Maria Dolce	Naomi B. Levine	Sara Lee Schupf
Codi-Ann Dyer	Li Hung Lin	Marie Schwartz
Claire M. & Samuel L. Fagin	Grace A. & Charles S. Lipson	Susan Schwartzman
Geraldene Felton	Barrie Loeks	Richard and Sarah Schwartzstein
Vernice D. Ferguson	Judith Lothian	Cynthia D. & Thomas P. Sculco
Patricia Forry	Suzanne Mados	Nancy C. Sharts-Hopko
Catherine Taylor Foster	Diane J. Mancino	Valerie M. & Joseph P. Smokovich
Martha Louise Freeman	Wilhelmina M. Manzano	Ursula Springer
Terry & Keith Fulmer	Pamela J. Maraldo	Joan K. Stout
Bertie M. Gilmore	Gean M. Mathwig	Neville E. Strumpf
Evelynn Clark Gioiella	Ann Marie & Tony Mauro	Bradley Twohig
Robert J. & Mary McAnena Giuffra	Donna McCabe & Michael Regan	Patricia L. Valoon
Kimberly Glassman	Margaret L. McClure	Norman H. & Alicia Volk
Beatrice Goodwin	Daisy Poole McFadden	Anastasia P. Vournas
Valerie K. & James M. Grabicki	Deborah McKeever	Lisa Wagner
Jocelyn A. Greenidge	Rod McRae	Rosanne L. Wille
Judith E. & Leonard Haber	Mathy & Andrew P. Mezey	Phillip Joseph Wolfe
Marilyn J. Hammer	Madeline A. Naegle	Gerl Lo Biondo Wood
Eileen G. Hasselmeyer	Josephine Nappi	Cara D. Zembrzuski

Special thanks to the members of the Class of January 2011 for their contributions in honor of Jean Louise Smith.

Adesuwa Omoragbon

Class of 2011

Rita and Alex Hillman Foundation Scholar



Originally from: Nigeria.

Why I decided to become a nurse:

I have a law degree from Nigeria, but while I was waiting to take the bar I worked as a case manager with the mentally ill and with the HIV/AIDS population. I worked briefly as a lawyer, but I realized my heart was in providing direct care to people in need.

How scholarship support helped me:

Entering nursing as a second career, I looked for a 15-month accelerated program, and NYU was my top choice. But as the mother of four young children, I found the tuition was out of my reach. I applied for a Hillman Scholarship, and when I was approved, that clinched it — I was coming to NYU!

My future in nursing: I want to be the best I can be. I would like to earn a doctorate in nursing and possibly combine my law and nursing education to help the elderly.

“When you’re a nurse you have the satisfaction of knowing that every day you’re helping someone.”

A gift of scholarship support can change lives. Please consider making a gift in support of students like Adesuwa.

To make a gift, visit www.nyu.edu/nursing, click on “Give to the College of Nursing” and select “College of Nursing Annual Scholarship Fund” or contact:

Larry Siegel
Director of Development
212-998-6794
larry.siegel@nyu.edu



NEW YORK UNIVERSITY

www.nyu.edu/nursing

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