

NYU | NURSING

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Helping Families Manage
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Accelerated Students
Find Unexpected
Research Opportunities



NEW YORK UNIVERSITY



Photo: Taking It to the Streets:
The Men Entering Nursing (M.E.N.)
Student Organization

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Dear Friends,

In September, I had the pleasure of meeting our wonderful new students. Speaking with our incoming undergraduates, I told them, “You are the future! You will be the nurses who will advance knowledge and practice in our profession, changing the culture of health care as you go forward into the workforce.”

Our magazine’s cover, showcasing Men Entering Nursing (M.E.N.)—one of our fabulous student interest groups—is just one example of the evolution of our College and of nursing itself, and of how our commitment to drawing underrepresented groups into the nursing profession is succeeding.

Today, our College of Nursing students have unprecedented opportunities to engage in cutting-edge research, to travel and explore international health issues, and to learn about innovations in health care at the College of Nursing. As a result, they will be well prepared to enter the workforce at a pivotal moment, when the evolution of health care is taking place at a very local, personal level as well as at a global level. In a few short years, they will be ushering in the changes that are coming about through the Affordable Care Act (discussed on p. 14). It is they who will practice in an increasingly

global health environment—and many of our students will do so literally, as the international opportunities afforded by the College and by the nursing profession continue to expand.

Growing interest in nursing is evident from our fall master’s degree class—which has risen to 635 from 617 last year. When I asked a gathering of the new master’s students who was from outside of New York City, more than half of the room raised their hands. These students are responding to the need for more advanced practice nurses to lead our profession and help to close the serious nurse-faculty shortage that we face. They have chosen NYU because they want to take advantage of the many opportunities in New York City to work in a diverse, challenging environment, as well as for the mentorship they will receive from our top-notch faculty and the global learning and research opportunities we offer.

The chance to conduct research early on is not just the province of our graduate students, but is increasingly enjoyed by students in all of our degree programs, as you’ll read in this issue. Through the encouragement of our inspiring faculty, students are recognizing the importance of research to the development of new knowledge—and are enthusiastically seeking out ways to participate in it. I am particularly excited about some of the research projects embarked on by our accelerated baccalaureate students, which we address on p. 10. These experiences are leading our students toward careers that will bring innovations in treatment and care to the next generation of patients. Moreover, many of them involve interprofessional collaboration—a result of the fact that much of the interprofessional research taking place at NYU is emerging from the passion, creativity, and foresight of our own faculty.

NYUCN faculty are leading in other ways as well, and I’d like to congratulate this esteemed group on the establishment of the first elected nursing faculty council in the history of nursing at NYU. The council’s role is to advise the University administration on a variety of matters related to mission, curriculum, and strategies. This new development will enable nursing faculty to raise the visibility of our College by sitting on University-wide committees and in other ways, and I’m very proud of the faculty for accomplishing this goal.

The College’s new home, under construction on First Avenue, is a potent symbol of our own evolution into a highly respected College of Nursing at a major research university. I am so excited about the progress of construction on this gorgeous building where all of our aspirations for collaborative, interprofessional education, practice, and research will soon come together in one fabulous space.

I recently had the opportunity to walk through the first floor of the building under construction. It was inspiring to look up at 10 stories of steel construction and imagine the future of NYU Nursing where faculty and students will mingle and innovate. I felt the power of our past history and our alumni bolstering our efforts and encouraging our sustained success! We will be there in just over a year! My thanks to our exceptional working group, our extremely generous donors, and all who have devoted themselves to this complex but extremely important endeavor. NYU College of Nursing is, at its heart, about our students, and our new building is a gift to them and to nursing for generations to come.

A handwritten signature in black ink that reads "Eileen M. Sullivan-Marx". The signature is fluid and cursive.

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

NURSING IS ON THE RISE



A MODERN, INTERPROFESSIONAL HOME FOR THE COLLEGE

From the light-filled interdisciplinary Learning Commons inside the building to the high-performance exterior, the new College of Nursing, College of Dentistry, and NYU Polytechnic Bioengineering Institute building announces an attitude of openness and collaboration.

At 11 stories, the building—under construction on 26th Street and First Avenue—is proceeding rapidly, with the its steel structure in place and the designs of each floor in the final stages. The projected move-in date is January 1, 2015.

“We could not be more pleased at the progress of construction,” says College of Nursing Dean **Eileen Sullivan-Marx**. “It will be the first true home for NYUCN, and thanks to NYU and to our many donors and supporters, it will be a high-caliber structure that proclaims the importance of nursing to the University and to our society.”

This unique building was conceived not just to give nursing, dentistry, and engineering a shared space but to actively promote interprofessional collaboration. On the first floor, the College of Dentistry has its admissions office and Nursing has a state-of-the-art classroom/conference

room. The large third-floor Learning Commons, visible from the street, brings all students into one space for studying and group work, and the three schools share an 11th-floor conference center with views of the East River, outfitted for global communications. In addition, NYU Poly and Dentistry will share bioengineering and biomaterials labs.



The light-filled third-floor Learning Commons will bring students from the College of Nursing, College of Dentistry, and Polytechnic Institute of NYU into one space for studying and group work.

“All of our expertise in academic planning and design of science and technology space comes together in this building,” says **David Thomas**, senior project director with EYP architecture firm, which is collaborating with the firm Kohn, Pederson, Fox Associates (KPF) to design and build the space. EYP has extensive

experience designing classroom environments, particularly in medical-education and scientific-research institutions around the country, from Stanford to the NYU Genomics building. KPF also specializes in innovative learning environments for higher education, having designed Furman Hall for NYU Law School, and is responsible for the building’s external appearance and the interior public space design.

“The overarching vision of the building is to create a student-centered space that encourages all aspiring health care professionals to learn together,” Thomas says. “Those who enter the building will immediately perceive a sense of openness and easy accessibility to shared spaces.”

The design is notable for the variety of teaching environments that the building will offer: small, medium, and large group rooms, as well as open study spaces and casual areas for informal conversation and collaboration. The nursing conference room on the first floor “responds to several types of scenarios,” says Thomas, including convenings, conferences, and group work. The larger nursing classrooms also foster collaboration: In tiered rows of movable chairs, students may spend time directed at the

continued on page 38

TYPE 1 DIABETES

HELPING FAMILIES MEET TOUGH DEMANDS OF PEDIATRIC DIAGNOSIS

During the 1970s, one of **Susan Sullivan-Bolyai's** first patients on a pediatric unit at the University of Illinois–Chicago Hospital was a young boy, newly diagnosed with diabetes, who was discharged to his grandparents. Sullivan-Bolyai and her colleagues were concerned about whether the elderly relatives could manage this six-year-old boy's care. Tragically, about eight months later, the boy had a fatal seizure.

Not only does she remember that tragedy vividly, she says that it contributed significantly to her research into family caregiving for children with chronic conditions.

The average age of type 1 diabetes (T1D) onset is 12 to 14, but the number of young children being diagnosed has been increasing since the 1990s. In 2010, 215,000 people under 20 years had either type 1 or type 2 diabetes, according to the National Diabetes Information Clearinghouse.

Caring for these children is a difficult and complex task, according to Sullivan-Bolyai, particularly because it requires close monitoring of blood-glucose levels through a finger-prick test administered six to eight times a day.

"Parents juggle this continual monitoring along with children's nutritional intake and activity levels throughout the day. Tight control is necessary for fewer complications to arise in the long run," says Sullivan-Bolyai, who joined the College of Nursing faculty in September 2013.

Poorly controlled diabetes can have both cognitive and behavioral effects, she says. It can cause tremors and seizures, which can impact children's developing brains, and long-term complications may include vascular and eyesight problems, kidney disease, and neuropathy.



Susan Sullivan-Bolyai,
DNSc, CNS, RN,
joined the College of Nursing
faculty in the fall of 2013.

.....
**My first finding was
how all-consuming
the parenting work was,
and how few resources
these parents had.**
.....

New technology, such as the continuous subcutaneous insulin pump, has allowed for regulation of children's hormonal balance, but the ongoing daily monitoring continues, according to Sullivan-Bolyai.

After 20 years of caring for children with a variety of serious challenges, she began to study the ways in which families manage and adapt to the chronic conditions of their young children. As a student in the DNSc program at Yale during

the mid-1990s, she was mentored by Margaret Grey, DrPH, RN, FAAN, now the dean of Yale School of Nursing and a well-known nurse scientist in management of T1D in adolescents. Grey pointed out that the number of children under age five with T1D was growing (a view confirmed by recent research by Lipman et al. at the University of Pennsylvania, showing a 70% increase in T1D incidence among children aged zero to four in a 2000–2004 cohort compared to the study's original 1985–1989 cohort).

Scientists have put forth a number of hypotheses for this rise in diagnoses among young children, including environmental factors such as pollution, excess weight gain, vitamin D deficiency, and insufficient exposure to pathogens.

Grey suggested that Sullivan-Bolyai combine her passion for these children with her clinical experience to focus her research on diabetes management with this special age group. As a novice researcher, Sullivan-Bolyai observed the tremendous energy that parents devoted to their children's diabetes care and began looking into how they coped with the demands and adapted to them. Drawing on the maternal-child communication research of Kathryn Barnard, PhD, FAAN, Sullivan-Bolyai began looking into the ways in which parents identified young children's behavioral cues related to their diabetes symptoms.

Observing parents and children interact during either a meal or teaching activity, Sullivan-Bolyai found that the mothers of those with T1D were much more in tune with their children's subtle behavioral cues compared with existing data on mothers whose children did not have a chronic condition.

In interviews, she found that these mothers were constantly vigilant, slept with one eye open, and did a lot of “invisible” work that was impossible to quantify because it was constant. Sullivan-Bolyai’s first study reported that many of the mothers switched their full-time jobs outside the home to part-time, or secured work they could do at home.

“Every time their child was away from them, they were thinking about when the child had eaten, their activity level, and how much insulin had been given. My first finding was how all-consuming the parenting work was, and how few resources these parents had,” she says.

Compared to mothers whose young children did not have a chronic condition, the majority of these moms could not leave their child with a babysitter, and some mothers did not even feel comfortable letting a grandparent help out.

Sullivan-Bolyai also studied fathers and found that, although many were actively involved, they often diminished their own importance in their children’s care. Some remained close to their children by getting involved in after-school activities and coaching sports—where they could closely monitor them.

In Sullivan-Bolyai’s parent interviews with both mothers and fathers, all were very receptive to the idea of having access to parent mentors who were experienced in diabetes management immediately after a child’s diagnosis. Because of her research, clinicians at the University of Massachusetts-Worcester are now working informally with parent mentors to support parents of newly diagnosed children.

One of the things that attracted Sullivan-Bolyai to NYU College of Nursing was the sophistication of the College’s patient simulation technology. Her current intervention study, a randomized controlled trial at the University of Massachusetts-Worcester and Rhode Island Hasbro Children’s Hospital, examines the



Dr. Susan Sullivan-Bolyai (left) and Dr. Mary Lee, a pediatric endocrinologist, are studying the use of a child-sized patient simulator to help parents learn to care for their children with new diagnoses of diabetes.

impact of parent diabetes education, using a child-sized patient simulator, on their children’s diabetes management.

For three months following a child’s diagnosis, parents in the study attend three educational sessions focused first on basic survival skills and then on a more complex understanding of management of the disease.

Bringing the simulator out of the lab and into the clinic, Sullivan-Bolyai’s team is helping parents visualize what needs to be done, such as checking blood-glucose levels and problem-solving based on the reading; recognizing severe episodes of hypoglycemia (such as tremors) and treating them; and controlling their emotional responses. The fact that the simulator can “respond” verbally allows parents to think through how they would respond to cues from their own children.

Sullivan-Bolyai is also pilot testing the use of child-sized patient simulators with teen educator-mentors to reeducate preteens (9 to 12 years old) about their diabetes. At the same time, the children’s

parents receive support, education, and anticipatory guidance about managing their children’s diabetes through the teen years. This support and education is provided by a parent mentor and psychologist in preparation for the transition to interdependent care.

“Some children will say, ‘I’ve had diabetes my whole life; I know what to do.’ But while the ideal is for parents to transfer responsibility to the child, they need to stay involved, because teens are not ready to take it over completely.

“I see it as a teeter-totter, from the parents being in control, to shared management, to the young person being in control. The teen always must feel like there’s a parent who is involved,” she says.

This fall at NYU College of Nursing, Sullivan-Bolyai will begin coaching PhD students in the research methods that she has mastered over the course of her career. She is looking forward to joining a growing group of diabetes-focused researchers at the College, including Gail Melkus, EdD, C-NP, FAAN. Melkus and Deborah Chyun, PhD, RN, FAHA, FAAN, were Sullivan-Bolyai’s professors and mentors at Yale before they moved to NYU.

One chief message that Sullivan-Bolyai hopes to convey to nursing students at NYU is to approach all patients (young and old) with a family view as opposed to an individualistic perspective. “Listen closely to families of children with diabetes and other chronic conditions and ask them how they are managing,” she says.

She adds, “Many families tell me that they feel like they’re going to the principal’s office when they take their children to the health clinic. They’re nervous about their children’s glucose levels and worry that the staff will reprimand them. Let them know that you understand how much work this care takes. Ask the child how school is going and what they are doing for fun. They need to see that someone cares about them.” ■

SPECIAL PROGRAMS at the COLLEGE

MAKE WAVES IN NURSING RESEARCH

NYU College of Nursing is home to a number of collaborative research units that support, broaden, and deepen the College's research enterprise in the four pillar areas that it has established — health systems, global health, HIV/AIDS and infectious diseases, and aging and chronic-disease management.

"If you look at these areas individually and collectively, you'll see that they all address health care issues of vulnerable populations across the lifespan, with a particular focus on workforce and health-system issues and on care interventions nationally and globally," says Gail Melkus, EdD, C-NP, FAAN, Florence

and William Downs Professor in Nursing Research and associate dean of research, who directs the Pless Center for Nursing Research at the College of Nursing.

The collective work of these groups has helped boost the College's National Institutes of Health funding ranking from No. 46 in 2005 to No. 5 in 2012, leading to its designation as a

research-intensive college of nursing.

"All of the centers and programs, and the people who lead them, have drawn both emerging and senior researchers to NYUCN. That collective synergy has resulted in a meteoric rise in the College's research capacity," Melkus says.

Pless Center for Nursing Research

Founded: 1995

Who Is Involved?

Gail Melkus, EdD, C-NP, FAAN, director; Lanelle Alexander, administrative assistant; and Victoria Vaughan Dickson, PhD, RN, chair of the Scientific Review Committee for the Pless pilot grant award program.

What Need Does the Center Fill?

The Pless Center creates an environment at the College in which young scientists receive mentoring and constructive input on their research concepts as well as assistance with grant writing, the peer review process (essential for any faculty within seven years of receiving a PhD), and grant submission. Created with funding from Muriel Pless and her late sister, Virginia, the Center also provides two annual \$10,000 grants to faculty for pilot studies to start new areas of research or to take their inquiries in a new direction.

How Has the Center Influenced the Field?

A significant portion of funding (approximately \$2.8 million) recently awarded to College faculty members has gone to several emerging researchers nurtured by the Pless Center —

"The Pless Center has been a cornerstone for research facilitation at the College." — Gail Melkus

"an excellent return on our investment," says Melkus. These newly funded investigators, including Drs. Mei Fu, Marie Boltz, Ab Brody, and Mary Rosedale, have brought to light important insights in areas as diverse as the home care workforce, generic underpinnings of lymphedema, transitional care for elders, and transcranial magnetic stimulation.

What Is Happening Now?

The Pless Center maintains a robust schedule of grant submission and, in keeping with the intention of the Pless endowment, offers monthly events for faculty to share their current research proposals and monthly

invited lecture series. The center is particularly focused on developing more interprofessional collaborative teams, bringing together nurse researchers with those from NYU's schools of Medicine, Dentistry, and Social Work and the Department of Nutrition, Food Studies, and Public Health in the Steinhardt School.

What's Next?

As the Pless Center focuses increasingly on innovation and technology research, it is broadening its funding base to explore small business and technology grant mechanisms for faculty.

What's in It for Students?

The Pless Center facilitates student research submissions to the Eastern Nursing Research Society to help develop the next generation of nurse researchers. Students receive alerts that help match them with investigators who are looking for research assistants on their projects. Contact: Lanelle Alexander, la54@nyu.edu. ■

The Pless Center and Grants Administration team, from left to right (rear), William McCormack, Lanelle Alexander, Mary Boulos, Mary Lou Atkinson, Zach Kaado; (front) Dr. Gail Melkus, Ellen Lyons. Not pictured: John Capalbo.



Center for Drug Use and HIV Research

Founded: 1998 at the National Development and Research Institutes, Inc.; moved to the College of Nursing in 2009

Who Is Involved?

Sherry Deren, PhD, directs the Center for Drug Use and HIV Research (CDUHR), and the following College of Nursing faculty members are involved: Drs. Chuck Cleland, Marya Gwadz, Holly Hagan, Noelle Leonard, Ann Kurth, Shiela Strauss, Madeline Naegle, and Michele Shedlin.

What Need Does the Center Fill?

Approximately 10.7% of the 1.5 million people who use injection drugs in the United States were estimated to have been diagnosed with HIV as of 2007. CDUHR is the only federally funded center focused on behavioral research related to HIV and drug use. With a P30 infrastructure center grant from the NIH National Institute on Drug Abuse, this center works with more than 50 affiliated investigators from four New York City institutions. It facilitates new and innovative projects, enhances existing research programs, and helps to disseminate research findings. It does so by funding pilot projects and providing seminars, training, and consultation, as well as by encouraging development of interdisciplinary research.

How Has It Influenced the Field?

CDUHR's researchers have contributed profoundly to increasing knowledge about HIV prevention and treatment and to influencing policy, having produced more than 1,000

"Our research has evolved as the epidemic has changed. As new treatments and biomedical interventions have developed, it's important to keep in mind that biological interventions all have a behavioral component. For example, you can't just make HIV-related medications available to people; you have to motivate them to take the medications and look at other influences on their adherence."

— Sherry Deren

publications on drug use and HIV and served on local, national, and international advisory groups. Center researchers were instrumental in showing the importance of providing access to sterile syringes for people who inject drugs. In recent years, they have demonstrated that, while the incidence and prevalence of HIV among injection drug users in the U.S. has declined, non-injection drug use remains an important factor in HIV transmission (in part because it influences sexual risk behaviors).

What's Happening Now?

The Center recently received funding from the National Institute on Drug Abuse through December 2017, in the amount of \$6.7 million. In this renewal period, the Center has expanded its purview to include other



Some members of the CDUHR team, from left, Drs. Marya Gwadz, Noelle Leonard, Holly Hagan, and Sherry Deren.

substances (alcohol and smoking). The themes of the renewal period include addressing the National HIV/AIDS Strategy (which includes identifying new infections and engaging people in care) and assisting investigators in adapting research questions to the changing economic and health care environment.

What's Next?

Although extensive research on the HIV/drug-use epidemic has been conducted over the past 30 years, findings have not always been implemented in practice. In its next phase, CDUHR will facilitate the more rapid movement of findings into practice through multiple dissemination methods. It has established a new policy advisory group to assist in this effort.

What's in It for Students?

All CDUHR seminars are open to the College's faculty and students. In addition, many students have worked with CDUHR-affiliated investigators at the College, either in summer internships or throughout the year. Contact: Dorline Yee, dsy2@nyu.edu. ■

Hartford Institute for Geriatric Nursing

Founded: 1996

Who Is Involved?

The Institute is led by **Tara Cortes, PhD, RN, FAAN**, executive director. Mathy Mezey, EdD, RN, FAAN, the founding director, continues to contribute to its work. Elizabeth Capezuti, PhD, RN, FAAN, directs the Nurses Improving Care for Healthsystem Elders (NICHE) program. Additional faculty hold positions as fellows or senior fellows at HIGN.

"Every day, 10,000 people turn 65, so this is a very exciting time for us. These demographics, along with the lack of a prepared health care work force that understands how to care for an aging population, create a unique opportunity for the work of the Hartford Institute to impact the quality of life for older adults."

— Tara Cortes

What Need Does the Institute Fill?

About 15% of the U.S. population is 65 and older, a percentage that is expected to rise to 20% by 2030. As the only organization of its kind, HIGN is helping to prepare the work force to meet the unique health care needs and enhance the quality of life of older adults by educating health professionals in primary care, home care, hospitals, and long-term-care settings. It also provides resources on health care for older adults to college faculty

continued on next page

and students as well as to nursing administrators in all settings.

How Has the Institute Influenced the Field?

HIGN recognized early on the need for education in older-adult care to meet the requirements of a rapidly aging population. It is the “go-to” site nationally and internationally for authoritative, evidence-based resources for nursing care of older adults. The institute’s consultgeri.org e-learning website has more than 45,000 visits every month. It is accessed by faculty who want to know more about teaching geriatrics to undergraduate and graduate students, by nursing students, and by practicing nurses in all settings to help them provide age-sensitive care to older adults.

HIGN is also renowned for having launched the national NICHE program, whose 450 member hospitals are making systemwide changes to enhance the care of older adults.



The Hartford Institute team — from left, Kimberly Chang, Malvina Kluger, Dr. Tara Cortes, and Yamilee Bazile — is working to prepare the health care workforce for an aging population.

What Is Next?

HIGN continually seeks to expand the audience for its resources and consultation, helping health care facilities care for their older-adult patients, particularly as they are managing patients with multiple

chronic conditions and keeping people safe with a good quality of life in the community.

What’s in It for Students?

Each year, five graduate students are named Hartford Institute Primary Care of Older Adults Scholars and are supported through a HRSA grant to develop skills to care for frail, underserved older adults living in the community. The Hartford Institute Geriatric Undergraduate Scholars program provides mentoring and special educational experiences to students interested in the care of older adults. ■

What’s Happening Now?

HIGN’s outreach focus is shifting to include not only hospital-based nursing care, but community-based interprofessional practice in primary care, home care, and long-term care. This shift comes amid growing realization that, as more people are aging, they will age at home and need to be maintained at their highest level of physical and cognitive function by teams of health care professionals in the community.

NYUCN Global

Founded: 2011

Who Is Involved?

Under the direction of **Ann Kurth, PhD, CNM, FAAN**, NYUCN Global expands on and supports the work of NYU nursing faculty engaged in global research and education. These programs include the WHO Collaborating Center for Geriatric Nursing Education, directed by Dr. Madeline Naegle at the College

“There is increasing recognition that you can’t just address individual diseases within and across countries; you have to address entire health systems and explore how nurses and larger health care communities can respond to these issues over the long term.”

— Ann Kurth

health, infectious disease, and aging and chronic-disease management, with a particular focus on strengthening health systems and health care workforces in low- and middle-income countries as well as in underserved areas of the United States.

How Has It Influenced the Field?

NYUCN Global aims to do internationally what NYU Nursing is best known for: moving evidence-based models of care into practice, in a culturally appropriate context. A key emphasis is to help nurture nursing capacity in developing countries, which is happening today in Rwanda, Ghana, the Republic of Georgia, and other countries.

What’s Happening Now?

NYUCN Global is contributing to new scientific understanding through numerous studies, including several that introduce technology to expand the capacity of health care workers in low-resource settings. Ann Kurth and her team are focused on HIV/AIDS prevention, testing, and treatment in low-resource areas, particularly in East Africa.

of Nursing; Health Resources for Rwanda, directed by Dr. Deborah Chyun; and the work of other faculty, including Drs. Gail Melkus, Michele Shedlin, Allison Squires, Tia Gilmartin, and affiliated colleagues across NYU.

What Need Does the Program Fill?

As NYU College of Nursing faculty have become increasingly involved in work around the world, NYUCN Global was started in 2011 to consolidate and expand all of these research, education, and practice projects. Its expertise mirrors the pillars of the College faculty itself, including global



Nkiru Azikiwe, assistant research scientist and global projects director for NYUCN Global, manages a study of a computer-based HIV counseling tool.

continued on next page

The groundbreaking Human Resources for Health project in Rwanda and Ghana Wins! both focus on expanding the leadership and capacity of nurse workforces. Research capacity-building projects are under way in the Republic of Georgia and Mexico as well. The College is also the home of the WHO Collaborating Center in Gerontological Nursing Education, whose team is completing a Competencies Resource Guide for the Pan American Health Organization and helping participant countries plan education on care of older adults.

What's Next?

Empowering nurses with scientific tools to scale up evidence-based practice is key to improving health care worldwide, according to Kurth, who notes that 50% of morbidity and premature mortality globally is preventable with existing approaches. Since nurses provide 85% of care in most countries, NYUCN Global is looking to increase their scope of practice and promote appropriate education for nurses in all settings.

What's in It for Students?

Students can get involved as research assistants and volunteer interns, and as study-abroad participants in countries with active projects taking place. They can also join the new College student interest group, Nursing Students for Global Health. Contact: Kerry Stalonas, krs5@nyu.edu. ■

Division of Special Studies in Symptom Management

Founded: 2009

Who Is Involved?

The DS3M, as it is known, is directed by **Joyce K. Anastasi, PhD, DrNP, FAAN, LAc**, Independence Foundation Professor, with Bernadette Capili, PhD, NP-C, assistant professor and associate director, and involves numerous investigators in nursing, medicine, and other disciplines from institutions around the country.

What Need Does the Division Fill?

Through clinical trials, the division aims to understand and develop interventions aimed at reducing or eliminating distressing symptoms related to disease and pharmacological side effects. Through multilayered studies, Anastasi, Capili, and their partners are developing and testing noninvasive interventions, such as nutraceuticals, diets combined with cognitive behavioral methods, acupuncture, herbs, and other approaches that reduce symptoms, prevent disease, and improve overall health and quality of life. Populations under study include those with gastrointestinal or neurological conditions and HIV/AIDS.

How Has the Division's Work Influenced the Field?

The team has conducted numerous federally funded "gold standard" randomly controlled trials in symptom management associated with GI, neurologic, and cardiovascular conditions. Their research has demonstrated the importance of nutrition in the management of chronic diarrhea in HIV, and of pain management in clinical care of peripheral neuropathy in HIV.

"Every day, millions of people struggle to manage chronic symptoms that affect their ability to function. The symptoms can be caused by side effects of medical treatments or the actual condition. Our goal is to develop treatment approaches to help individuals live more comfortably and symptom-free."

— Joyce K. Anastasi

The investigators have published extensively in the areas of nutraceuticals, herbs, acupuncture, moxibustion, and other non-invasive symptom therapies. Through the development of rigorous research control conditions (including unique placebo and sham controlled trials), they have advanced the science in this area.

What's Happening Now?

The team is conducting clinical trials focusing on the symptom management of gastrointestinal conditions, nausea, irritable bowel syndrome, and pain syndromes. Over the last four years, Anastasi and Capili have worked on three NIH-funded R01 research projects totaling \$7,773,000.

What's Next?

In its next phase, the division aims to expand its findings to populations such as cancer survivors and people with diabetes who have symptoms, such as pain and neuropathy, similar to those previously studied.



Drs. Joyce K. Anastasi (left) and Bernadette Capili review data from a randomly controlled symptom-management trial.

It also aims to develop comparative effectiveness studies and continue to advance evidence-based models of symptom-management care into practice to enhance quality of life for patients.

What's in It for Students?

With the increasing use of nutraceuticals and dietary supplements by patients, the team's elective program on herbs, nutraceuticals, and supplements provides students with a solid foundation in this evolving field. Research assistantships and volunteer experiences are available. Contact: Joyce K. Anastasi, ja2188@nyu.edu. ■



UNEXPECTED OPPORTUNITIES

ACCELERATED NURSING STUDENTS GET A JUMP ON RESEARCH CAREERS

As an undergraduate biology major and research intern at SUNY Stony Brook, **Julieta Hsieh-Shan, BS '13**, had spent hours poring over spreadsheets, counting South American bird species. Her classmate, **Ray Yue, BS '13**—who raised and dissected mosquitos for an entomology research lab at UC Davis—had come home with bites on her arms. When they started nursing school, both viewed their new career as one in which research would not play a part.

Their perspectives changed in June 2012, when Professor **Gail Melkus, EdD, C-NP, FAAN**, strolled past a poster presentation that Hsieh-Shan, Yue, and a third classmate, **Yoon Hee Cho, BS '13**, had created for their Introduction to Research: Foundations for Evidence-Based Clinical Practice class. The trio had conducted a literature search on the impact of a text messaging intervention on glycemic control

for people with diabetes. Melkus, a type 2 diabetes researcher, liked the presentation so much that she gave Yue her business card and invited the students to come to her

At the College of Nursing, we address research at every turn.

— Dr. Gail Melkus

office to discuss the possibility of collaborating with her and expanding their project.

In light of the national nursing faculty shortage—a consequence of the ongoing nursing shortage—many professional nursing organizations and foundations, such as the American Association of Colleges of Nursing and the Robert Wood

Johnson Foundation, have made it a priority to support—and fast track—the preparation of nurse researchers.

“At the College of Nursing, we address research at every turn, in the context of our academic mission,” Melkus says, adding that—often to the undergraduate students’ surprise—the College provides opportunities for them to work as research assistants (including paid positions), to participate in the Summer Research Experience with the College of Dentistry, and to get engaged in other ways.

It is frequently the accelerated 15-month baccalaureate students, who are both academically seasoned and passionate about nursing, such as Hsieh-Shan, Yue, and Cho—who jump at the

Above From left, student researchers Julieta Hsieh-Shan, Yoon Hee Cho, and Ray Yue, with Dr. Gail Melkus, present their award-winning literature review at the Eastern Nursing Research Society.

chance. When Yue emailed Melkus to take her up on her offer, it was the start of a yearlong mentoring relationship that led to a much larger research project than any of them had anticipated.

“These students had taken a very progressive approach to patient education, looking at the impact of technology. I thought this was a very timely idea so asked them if they wanted to expand on it, look at more of the literature, and see whether they could submit their research to a journal and become candidates for the Eastern Nursing Research Society Poster competition,” Melkus says.

For their class poster presentation, the students had searched the global literature for randomized controlled studies of texting interventions for people with diabetes. Melkus pushed them to do a more advanced



Julieta Hsieh-Shan, Yoon Hee Cho, and Ray Yue celebrate with Dr. Ann Marie Mauro, clinical associate professor, upon winning second place in the bachelor's-level poster competition at the Eastern Nursing Research Society conference.

at the start of the interventions, so this decline represents a significant change.

Based on an abstract describing their research, Hsieh-Shan, Yue, and Cho were selected to represent NYU College of Nursing at the Eastern Nursing Research Society annual conference. Next, they created a poster, which not only was accepted to the regional conference but won second place in the bachelor's-level poster competition. Now, the students are preparing an article for submission to a nursing journal.

Hsieh-Shan says that the opportunity to engage in this type of systematic literature review was unexpected.

“I didn't realize the importance of research until I came to NYU,” she says. “Now I realize that you have to know how to find the evidence for what you are doing.”

Yue had become interested in nursing while working as a medical scribe in a San Jose level II trauma center after earning her first bachelor's degree in neurobiology, physiology, and behavior from UC Davis. Scribes—more common on the West Coast—are paired with physicians, nurse practitioners, and physician's assistants to document real-time physical exam assessments and medical decision-making notes. On the overnight shift, where she saw gunshot wounds, car accidents, and gang violence, she was impressed with the excellent care that the nurses provided.

continued on next page

I didn't realize the importance of research until I came to NYU.

— Julieta Hsieh-Shan

search, and when they looked only at research conducted in the United States, they found merely five research articles.

“The results for the U.S. were similar to the global results—that texting is an effective strategy to help people control diabetes. But there had been no literature review on U.S. studies of texting for diabetes control,” says Hsieh-Shan. “To translate the research findings to practice, someone needs to pull the research together and draw some conclusions about those studies.”

The most significant finding was that those who participated in texting interventions had an average decline of 2.03 percentage points in their hemoglobin A1C levels—a measure of blood sugar over two to three months. An A1C level of above 6.5% or higher indicates diabetes, and the subjects in the studies under review generally had levels around 8.5%

Accelerated Students' Diverse Backgrounds Enhance Research Experiences

JULIETA HSIEH-SHAN, BS '13

From: Queens, New York
Undergraduate degree: Biology, SUNY Stonybrook
Between degrees: Medical assistant to a doctor

RAY YUE, BS '13

From: Cupertino, California
Undergraduate degree: Neurobiology, Physiology, and Behavior, UC Davis
Between degrees: Emergency room medical scribe

YOON HEE CHO, BS '13

From: Wayne, New Jersey
Undergraduate degree: Psychology, Fairfield University
Between degrees: Assistant in a doctor's office

LUIS SANCHEZ-VERA, BS '13

From: Hubbard, Oregon
Undergraduate degree: Public Health, Portland State University
Between degrees: Volunteer Spanish interpreter

ANDREA DIETZ WAGNER '14

From: Long Island, New York
Undergraduate degree: Marketing, Loyola College, Maryland
Between degrees: Retail clothing buyer

“Being in college the second time around, I was more focused,” Yue says. “I really pushed myself to pay attention in class and ask questions, so that I could understand everything. I was building on the basics I had learned about physiology from UC Davis and applying it to my nursing studies and my clinical experiences.”

She adds that, because of Dr. Melkus’s encouragement, another dimension was added to her nursing education — beyond the classroom and clinicals.

“Dr. Melkus opened my eyes to the world of nursing research and showed me what it really means,” Yue says. “Working with her has shown me there is more to nursing and helping people than just giving medications in a hospital every day. It is exciting to think that maybe one day, I can create a text-messaging program that will help people control their diabetes so that they don’t have to go to the hospital. She is always encouraging us to go one step further and become experts in our career.”

Discovering the Power of Research

After earning a bachelor’s degree in public health from Portland State University, **Luis Sanchez-Vera, BS ’13**, spent two years volunteering as a Spanish interpreter for physicians on two medical missions in Honduras and in a hematology and oncology department in a pediatric hospital in Portland before enrolling in the College of Nursing accelerated baccalaureate program.

Through those experiences, Sanchez-Vera observed that nurses are “very dynamic, flexible, and hands-on,” he says. “When I saw that patients spend most of their time with them, I was convinced to become a nurse.”

Sanchez-Vera chose NYU for its reputation, location, and the opportunities that could emerge from the many hospitals in



Luis Sanchez-Vera, an RWJF New Careers in Nursing scholar, has pursued several research opportunities.

the area. The unexpected bonus for him was being named a Robert Wood Johnson Foundation (RWJF) New Careers in Nursing scholar.

The RWJF scholarship was established at the College to encourage students from underrepresented groups (including

.....
Dr. Dickson had such a well-presented study. It was packed with statistics, but I could tell she really cared about reaching out to the population she was discussing.

— Luis Sanchez-Vera

men) to enter the nursing profession. RWJF scholars receive not only financial assistance but leadership-development support and intensive mentoring from faculty. For Sanchez-Vera, the two-semester scholarship was the reassurance he needed that he would have the resources to complete his degree.

“The scholarship definitely set me up for success in the program,” Sanchez says. “I got to network with faculty members, who in turn led me to more opportunities” — such as a chance to attend the 2012 Evidence-Based Practice Research Conference at NYU Langone

Medical Center and the 2013 Eastern Nursing Research Society conference in Boston.

During his first semester at the College of Nursing, Sanchez-Vera attended an extracurricular seminar on the subject of heart failure and diabetes led by Professor **Victoria Vaughan Dickson, PhD, RN.**

“By the end of the seminar, I was sold on the power of nursing research and how fascinating it is,” he says. “Dr. Dickson had such a well-presented study. It was packed with statistics, but I could tell she really cared about reaching out to the population she was discussing.”

Coincidentally, Dickson was looking for research assistants — particularly those who spoke Spanish — and Sanchez-Vera stepped up. “I was essentially hired that day,” he says.

Sanchez-Vera was soon tasked with screening Spanish-speaking heart failure patients for a study of community-based education to manage their condition and avoid hospitalization. By the end of his second semester, he was hired by Dickson as a health educator, teaching the educational intervention weekly to Latino study participants.

“I feel privileged to have been given so much responsibility and to have the chance to grow into a health educator while studying nursing,” he says, adding, “My NYU experience has been incredible. It’s the combination of my peers, supportive faculty like Dr. Dickson, and other faculty that’s been so rich.”

Sanchez-Vera is looking forward to returning for his master’s degree after gaining nursing experience. But now there is another side of the nursing profession that lies ahead.

“I had recognized research as something I might do because of my public health background,” he says. “But I thought that nursing was about bedside care and health policy. It’s blown my mind to learn about the history of nursing research and to think that it will be part of my life.”

Following a Meaningful Path

As a buyer for Macy's Home, **Andrea Dietz Wagner '14** was on the road to a successful business career. After having been accepted to the corporation's highly competitive training program, she was promoted five times in as many years.

Still, in the back of her mind lingered a childhood dream: "I could have been a nurse. I could have been a doctor."

Wagner is just slightly embarrassed to admit that the 1995 movie *Outbreak*—about an Ebola-like epidemic and the lab technicians who decoded the virus—had sparked her interest in science. More recently, a series of family health care struggles—including her grandmother's illness from pancreatic cancer—convinced Wagner to follow her instincts.

"I went home every weekend and tried to help out with my grandmother, but if something went wrong, I didn't know what to do. It was then that my work started to feel trivial," she says. When Wagner returned to work, she says, she felt helpless picking between two shades of blue towels while her family members were sick.

Andrea Dietz Wagner presents a final poster of the research she conducted with Dr. Marya Gwadz through the Summer Research Experience.



Observing the nurses' interactions with her grandmother—"how much they knew and how they always knew what to do"—led her to consider nursing for the first time, she says.

As soon as Wagner was accepted to the College of Nursing, she learned about the College's Summer Research Program, held in conjunction with the College of Dentistry.

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Having talked with research participants about their personal battles has eased the transition for me into the hospital setting.
.....

— Andrea Dietz Wagner

"I just knew it was something I had to apply to," she says.

Accepted to the program, Wagner was assigned to work with **Marya Gwadz, PhD**, a senior research scientist at the Center for Drug Use and HIV Research based at the College of Nursing. She was put to work on an effort to recruit African Americans and Latinos into AIDS clinical trials, in which they are underrepresented.

Gwadz had conducted an earlier study aimed at understanding the scarcity and increasing the involvement of minority group members in AIDS clinical trials. Wagner's job was to research which AIDS clinical trials were taking place and then to contact nearly 300 of Gwadz's original research participants who had expressed interest in being informed of these trials.

A two-time recipient of the Louis and Rachel Rudin Foundation Nursing Scholarship as well as of a scholarship from the College of Nursing itself, Wagner is in her third semester of the four-semester accelerated program.

Her research experience, she says, has helped not only in the classroom but in the clinical setting.

"Having talked with research participants about their personal battles has eased the transition for me into the hospital setting," Wagner says. "It has also made me much more comfortable in the clinical setting when it comes to assessing patients and discussing their care with them."

Wagner says that studying nursing has been both more intense and more interesting than she ever expected. "The first time I walked into a hospital, I said, 'You're in it now—this is a very different setting from a store!'" she recalls.

Wagner continues to work with Gwadz on another study, looking at the reasons that some people with HIV do not take their prescribed medications. She explores with the study subjects issues such as whether side effects, cost, or health care access impede their ability to take their medicines.

The research questions, she says, are extremely interesting, because they point to policy dimensions of the disease, and often lead to more questions. She is also glad to be part of a study that could translate soon into improvements in patient care.

Wagner is now certain that wherever she works as a nurse, she will want to pursue research in some capacity.

"This is not something I thought I'd be doing in nursing school, and I love it. I love hearing about how people are dealing with having AIDS. It's a great learning experience on so many levels."

To Professor Gail Melkus, these accelerated nursing students are meeting the call of the nation in pursuing nursing research, and she fully expects them to contribute during their careers to improvements in evidence-based patient care.

"These students were interested enough to step out, raise their hands, and say that they were interested in research. It's our responsibility as faculty to mentor them. For me, it's the reason I do the work that I do—it is so rewarding." ■

WHAT LIES AHEAD?

To help our readers understand changes that are under way — or anticipated — as the nation implements the Affordable Care Act, the College of Nursing addressed a series of questions to three top health policy leaders — two of our faculty members and an outside expert.

THREE PERSPECTIVES



Jim Tallon, a nationally recognized thought leader in health care financing and service delivery, is the president of the United Hospital Fund. He served for 19 years in the New York State Assembly, where he focused on improving Medicaid and health care financing. He chairs The Commonwealth Fund and the Kaiser Commission on Medicaid and the Uninsured and serves on the advisory board for the Jonas Center for Nursing Excellence.



Eileen Sullivan-Marx is dean and Erline Perkins McGriff Professor at the College of Nursing. She served as a Health & Aging Policy Fellow with the American Political Science Congressional Fellowship and was senior advisor to the Centers for Medicare and Medicaid Services in 2010-12. She is a fellow in the New York Academy of Medicine and board member of the American Academy of Nursing.



Christine Kovner is a professor at the College of Nursing and principal investigator on a Robert Wood Johnson Foundation-funded study of the career trajectories of newly licensed registered nurses. For nine years she was a member of the New York State Hospital Review and Planning Council and is on the steering committee of New York's Nursing Workforce Center.

Would you summarize the implications of the June 27, 2013, Supreme Court ruling on the terms of the Affordable Care Act?

Christine Kovner: The Supreme Court ruling had two major portions. One of the questions addressed whether the government could require people to obtain health insurance, or if they did not, whether it could require some type of penalty. That was upheld by the court.

Another major part of the ruling was about the expansion of Medicaid by the states. Medicaid rules differ state by state, and that requirement was rejected by the court, which essentially said that the federal government cannot make states expand their Medicaid programs. However, the government has provided many incentives for states to do so, and I am hopeful that in time most of the states will expand Medicaid.

What are some of the key changes that we're going to see when the Affordable Care Act is fully implemented?

Jim Tallon: The expansion of Medicaid, for lower-income people, is the most visible and important part of the ACA. In addition, the ACA expands insurance coverage through federal and state-based exchanges that people who are currently uncovered can join.

Christine Kovner: Fifty million more people will be newly covered, so those beneficiaries will finally have access to primary care services. People will get the care they need earlier, before they have a problem that is more costly.

In addition, under the current regulations, Medicare beneficiaries' checkups by physicians or nurses are not reimbursable. Now they will be reimbursable. There will be no copayments for many people, and we think this will mean a substantial demand for primary care providers.

How will the new payment systems affect the way nurses provide care?

JT: For a whole generation, the thinking has been about how to pay physicians. Now, we're thinking about how to pay a practice that includes a team of professionals, how to bundle payments away from individual encounters and toward the totality of care. The ACA provides incentives to organize care differently, to provide less siloed care, to enable professionals to integrate care and share responsibilities and roles. So, rather than charging a fee for each visit and for every single unit of service such as testing, which inherently drives up costs, payments may cover a spectrum of interventions.

CK: I expect that there will be expanded roles for nurses in these settings when the insurance companies do bundle care. We are going to say, "We have to provide A, B, and C. Who can do what?" There are a lot of registered nurses who are working in ambulatory care who are not working up to the level of their education and skills. The increased volume of patients will move them into providing a more skilled level of care.

Eileen Sullivan-Marx: The ACA also mandates coverage for prevention and wellness care, such as counseling about nutrition and exercise. Nurses have always done these things when they had time, but too often it was icing on the cake. The ACA explicitly covers these services. In addition, both the ACA and the Centers for Medicaid and Medicare Services stipulate that hospitals won't be reimbursed if patients are readmitted within 30 days for certain avoidable complications. Therefore, hospitals have a huge incentive to avoid these complications, and nurses will be part of teams that will be held accountable for unnecessary readmissions and ER visits. So, if you have a patient who is being discharged for heart failure, you'll be part of the team that follows up and makes sure she follows her medication regimen, and so on.

How will the ACA impact nursing education?

ESM: Here is one example. Traditionally, Medicare has provided funds for graduate medical education and hospital-based nursing diploma programs. Now, there are funds in the ACA to pilot test the transfer of Medicare dollars to help to increase the preparation of nurse practitioners in training programs and through health care organizations and hospitals.

Do you think the ACA will improve care coordination?

ESM: One of the keys to preventive care — which is a fundamental component of the Affordable Care Act — is in the area of care coordination. The ACA's expansion of Medicaid is intended to address this.

CK: Bundled payments will motivate better care coordination — a change that insurance companies are already starting to implement. You might have groups of one or two physicians or a couple of nurse practitioners working together who will network with larger groups so that patients can benefit from a shared diabetes educator or physical therapist.

JT: Through the ACA, the Centers for Medicare and Medicaid Innovation is devoting \$10 billion to create Accountable Care Organizations. ACOs are groups of doctors, hospitals, and other health care providers who come together voluntarily to ensure that their Medicare patients — particularly the chronically ill — get the right care at the right time, while avoiding unnecessary duplication of services and preventing medical errors.

New York has a tradition of providing benefits to people with complex multiple chronic illnesses, those with behavioral health issues, developmental disabilities, and long-term care needs. That concept will be enhanced — and create opportunities for nurses — through “Health Homes,” which are care-coordination arrangements for people with complex conditions. When we envision a more connected health care system, the skills, training, and orientation of the nurse is critical to the team.

Will the ACA impact nurses' scope of practice?

CK: The short answer is no, not directly. Only the state legislatures can change nurses' scope of practice, and right now what nurse practitioners are allowed to do in the various states varies quite dramatically.

However, there are a number of changes that are not spelled out in the ACA but that the ACA may help usher in with the growing volume of patients. Right now, nurses can't legally prescribe medicines in most states; they can't order x-rays. In England, nurses can take about a 40-hour class about medications and prescribe common ones. Imagine all the

people who go to the doctor with simple ailments that nurses could handle! I anticipate pressure on the states to change these laws.

ESM: As the Institute of Medicine indicated a few years ago in its report on the future of nursing, nurses need to be able to practice to the full extent of their education and training and remove barriers to practice. We're going to need more nurses at the advanced practice level to coordinate higher volumes of care in the ACOs.

You've mentioned that the revolution in information technology will help provide more organized patient care. How will that come about?

JT: I think the whole health care system will work better because there's an information flow that didn't exist before — and that is partly due to the huge investment through the federal stimulus bill to do this. We're not just talking about the electronic health record. Every provider of a patient should have access to all of the information about that patient, so that care can be provided in a much more coordinated fashion than in the past. And, there is the potential for more patient engagement in their own care, but we're at the early stages.

It's been said that a culture change needs to happen. Can you say more?

ESM: Workers and professionals need to move away from individually feeling like they are the only person responsible for the care of their patients to what I call the ‘esprit de corps’ that we are all in this together and we've got to work together. That is not how we've been educating nurses, physicians, or dentists, but we have got to get people working differently.

In addition, we cannot keep practicing the same old way. Take waiting rooms, for example: You should be able to take a number and then go about your business. Take individual discipline rounds: Patients wait endlessly for social workers, doctors, nurses, and physical therapists to confer with one another. They should round together. The hierarchical nature of doctors' orders needs to change: Patients shouldn't have to wait for one person to make a decision that another member of the team could be making.

Will the ACA's emphasis on primary care deepen the nursing shortage?

CK: In 2008 there were great reports of a future crisis in nursing. Between the great recession and maybe the last year, we saw a number of nurses come back to nursing — perhaps a partner or another family member lost his or her job. Many nurses who worked part-time increased their hours to full-time, and others delayed retirement.

Nursing continues to be the most popular health occupation, but the nurse population has aged dramatically. There is still an expectation that we will need 3.4 or 3.5 million registered nurses by 2020, and we have about 3.2 million now. But this does not mean that we will just need an extra 250,000. Because of retirements, we may need another 450,000 nurses to be produced between now and 2020.

From the start of the debate about the ACA, there has been a lot of concern that it could negatively affect patient care and choices.

JT: The big picture of the ACA is: We'll provide services in a better-organized fashion. We'll pay according to rational incentives as opposed to fee-for-service. We'll engage patients in their own care and their health. And we'll have real-time information flow.

The ACA has been attacked by some as a train wreck, but the current system doesn't exactly feel like a train running on schedule. We've all seen the difficulties with the current fragmented and inefficient fee-for-service medicine system. Our current system is very costly — and by the way, we don't cover 50 million people. We can do better.

Nursing has enormous opportunity in this evolving system because it's at the nexus of clinical skill, clinical knowledge, human interaction, leadership management, and coordination. You can't think of a team-based care system, in which care is delivered by professionals who are more connected rather than more siloed, that doesn't have an enhanced role for nursing. ■



FOUR DECADES OF SUPPORT TO NURSING EDUCATION IN LATIN AMERICA

Beatrice Goodwin, PhD '70, MA '60, and Eliana Horta, MS, MPH, RN, were global before global was cool. Out of their love for nursing, the two-woman team has battled high winds in Patagonia, effects of high altitude of the Andes, and occasional lack of potable water. They've skirted drug-related violence and streets patrolled by tanks and soldiers to reach their destinations, where they assist Latin American nursing faculty in developing their curricula.

Braving the elements and political strife is only part of the challenge involved in effective consultation in multiple arenas of the world, say Goodwin and Horta. Both emphasize that to help nurse educators in Latin America improve their curricula requires them to continue studying to keep abreast of changes in health care, nursing education, and practice.

Eliana Horta was one of a small number of nurses who received Pan American Health Organization (PAHO) funding for master's degree study in nursing at the Universidad Valle de Cali in Colombia in 1971. Then, as a professor at Pontificia

Universidad Católica in Santiago, Chile, she was charged with developing Chile's first master's degree program in nursing. The legendary **Claire Fagin, PhD '64, RN, FAAN,** consulted to the program, in response to a request by PAHO. With Fagin's mentorship, Horta nurtured the innovative program, but it was abruptly closed along with many public-health programs by the military junta. Horta soon was able to move to New York City, where she practiced for 25 years as a psychiatric clinical nurse specialist.

Dr. Beatrice Goodwin taught in and later directed the Parent-Child Nursing Master's Program in the NYU Division of Nursing in the 1960s. Moving to Lehman College in the '70s, she honed her curriculum-development expertise in the first nursing program to emphasize primary care, which Fagin had founded. While at Lehman, Goodwin began

to do international work as a PAHO consultant to Pontificia Universidad Católica in Santiago, where Horta was teaching. A product of Goodwin's consultation was the development of the first nurse-midwifery program in Chile. She was then invited to consult to the Chilean Association of Nursing Education (ACHIEEN)—the start of a long and fruitful relationship.

Just as Goodwin was retiring from Lehman College, **Diane McGivern, PhD '72, MA '64, RN, FAAN,** the former head of the Division of Nursing at NYU, learned of the work that she and Horta were doing in Latin America and invited them to come to NYU. Goodwin returned to NYU in 1998 as an adjunct professor and director of Latin American Projects. Horta joined in that effort as an adjunct clinical professor.

Since the start of their collaboration, Goodwin and Horta have been invited to

Above On a coffee estate in the tropical, mountainous area of Bucaramanga, Colombia, Dr. Beatrice Goodwin (foreground left) meets with nursing faculty, organized by Myriam Duran (foreground right), the president of the Colombian Association of Faculties of Nursing.

consult or make presentations on nursing curriculum development in nine Central and South American countries. During their consultations, they allow specific needs of faculty and other university leaders to emerge over days of meetings rather than presenting a preestablished curriculum. Many of their consulting engagements have come about through contact with the presidents of national associations of university nursing faculties, who help to set priorities.

Speaking in Spanish—which Goodwin taught herself—the team does, however, freely share their views about respect for human life and human rights—concepts that are crucial to nursing and not always well understood. “We also emphasize women’s rights,” Horta says.

Increasing access for Latin American nursing faculty to resources on nursing theory and use of evidence is a paramount goal for this team. Goodwin emphasizes that access to master’s and doctoral nursing education is also important but not always available for nursing faculty. As in the United States, Latin America is struggling with a shortage of nurses who have the academic preparation to teach nursing. With the exception of Brazil, Chile, Colombia, and Mexico, there are few master’s degree programs in nursing and a scant number of doctoral programs.

In 2005, the president of Colombia’s nursing education association attended a ceremony in which Goodwin was recognized as an honorary member of ACHIEEN (the Chilean nursing education association)—and asked Goodwin to help with curriculum issues in Colombia. This encounter led to their largest consultation effort to date. At first, the association asked them to conduct a three-day curriculum workshop for faculty from three universities, but interest was so great that nine universities sent representatives.

Returning to Colombia numerous times, the duo has consulted in 26 universities all over the country. In July 2013, the dean of nursing at the Universidad Libre de Pereira, in Colombia’s coffee belt, which Goodwin and Horta had visited twice, called to report

proudly that the nursing program had been accredited with commendation.

Goodwin and Horta spend approximately five months of the year traveling through-

The warmth and appreciation of their Latin American hosts keep Goodwin and Horta traveling virtually nonstop.

out Latin America, usually meeting for one week at a time with bachelor’s and master’s degree faculty. They have also worked with two nascent doctoral programs. Their work is a purely volunteer effort, with only in-country expenses borne by universities or nursing education associations. The warmth and appreciation of their Latin American hosts keep Goodwin and Horta traveling virtually nonstop.

Above From left, a faculty member at Fundacion Universitaria de Ciencias de Salud in Bogotá, Colombia; Yolanda Vallejo, vice president of the Colombian Association of Faculties of Nursing; and Dr. Beatrice Goodwin enjoy a Sunday afternoon after six days of work with nursing faculty.

Below Dr. Beatrice Goodwin (center) and Eliana Horta (right) in Brazil, with Dr. Milca Severino Pereira, coordinator of graduate studies in health at Pontificia Universidad Católica de Goiás.



“These faculties energize us with their enthusiasm,” says Goodwin.

For her work toward the development of the International Center for Nursing Research in Chile, she was named an honorary founder, and the group has established an annual “Goodwin” award for nursing research.

The impact of Goodwin and Horta’s consultation and mentoring has been substantial. It has paved the way for some nursing programs to be the first in their university to be accredited, and several program directors have attained higher positions within their universities.

“When nurses have the opportunity to broaden their view of education, they become resources to the university,” Horta says.

Their influence is also felt at NYU. Through their work at Chile’s University of Valparaiso, they formed relationships that laid the groundwork for a January intersession study-abroad program that operated until NYU opened its Buenos Aires, Argentina, campus. In Buenos Aires, they worked with the Universidad Austral to develop a course, taught collaboratively by NYU and Austral faculty, that NYU master’s and accelerated undergraduate nursing students take through NYU’s five-year-old January intersession there. They have also facilitated the attendance of emerging nurse researchers from Colombia and Mexico to participate in the Hartford Institute’s Summer Research Scholars program.

The two visit metropolitan areas as well as remote towns that educational consultants rarely reach. They have traveled from Argentina’s Patagonia region—where it is so windy it takes two people to open a car door—to the sugar-cane farms of Colombia’s Caribbean coast. In one university there, Universidad de Córdoba, in Monteria, during a conference with the university president, attention was called to a 12-foot iguana looking down from a tree outside his office.

More than 40 years after beginning their international consultation, Goodwin and Horta have nurtured nursing curricula at 50 universities. They are true ambassadors for nurses and nursing faculty to bring about change in health care. ■

College Receives \$960,000 Helene Fuld Health Trust Grant for Student Scholarships

In May 2013, NYU College of Nursing received an unprecedented three-year grant of \$960,000 from the Helene Fuld Health Trust to establish a scholarship fund for students enrolled in the accelerated second degree baccalaureate nursing program. The trust is the nation's largest private funder devoted exclusively to nursing students and nursing education. Its mission is to support and promote the health, welfare, and education of student nurses. The grant represents one of the largest single gifts in support of scholarships for undergraduate students in the College's history.

The Helene Fuld Health Trust was founded by Leonhard Felix Fuld who, together with his sister, Florentine, created the foundation in 1935 to honor their mother, Helene. Fuld was a self-made millionaire who built his fortune through real-estate investments and the stock market. In addition to being a private investor, Fuld was a lawyer, economist, and expert in police administration who was instrumental in the planning of the New York Police Academy. His special interest in nursing students derived from a sense that nurses were often exposed to disease and overwork, and he traveled during his lifetime to numerous hospitals to observe the conditions under which nurses provided care to patients.

Fuld Scholarships will be awarded to cohorts of eight accelerated baccalaureate students entering the College in the fall 2013 and spring 2014 semesters.

Each Fuld Scholar will receive \$10,000 over the course of the four-semester degree program. A portion of the grant

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The need for nurses in the United States has never been greater, so increasing the workforce pipeline of RNs, and especially of baccalaureate-prepared RNs, is of paramount importance.

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also establishes a permanent endowment, which will enable the College to provide this aid in perpetuity.

Accelerated second degree nursing students, who represent about 80% of approximately 900 baccalaureate students enrolled at the College, commit to an intensive 15-month bachelor of science program that prepares them to take the National Council Licensure Examination for Registered Nurses (NCLEX). They typically have prior degrees and work experience in other fields, and enter the program because of a strong desire to change careers to nursing.

Financing a nursing education after one has studied or worked in another field can be challenging. Because of the rigorous demands of the 15-month program, students are discouraged from holding full-time jobs. In addition, because students who enter the program have already earned baccalaureate degrees in other fields, they are not eligible for certain financial aid awards, such as federal Pell grants, which are available to traditional four-year baccalaureate students.

"The need for nurses in the United States has never been greater, so increasing the workforce pipeline of RNs, and especially of baccalaureate-prepared RNs, is of paramount importance," says **James Pace, DSN, MDiv, ANP-BC, FAANP**, the College of Nursing associate dean for undergraduate programs. "Unless this goal is met, access to all levels of health care will be compromised because the demand for RNs will not meet the workforce supply."

Pace notes that one important strategy for meeting this demand is to facilitate the movement of talented, highly motivated individuals from other professions into the nursing profession.

"This wonderful new partnership with the Helene Fuld Health Trust will enable the College to recruit and retain a greater number of such individuals—students who represent the future of our health care environment, and who will in large part be the ones to help create greater access to care and continuous quality improvement for many years to come." ■

CHAMPIONS

OF NURSING, EDUCATION, AND THE ARTS



Muriel Pless

Virginia Pless

Virginia made a major gift commitment in 1995 to nursing at NYU, to establish the Muriel and Virginia Pless Center for Nursing Research.

“Nursing is the noblest of all the professions,” Muriel Pless remarks. “A nurse is the one who is around when the family isn’t, and you cannot calculate how wonderful it is to have such a comforting hand in a time of need. I feel strongly, as my sister did, that nurses should be appropriately rewarded for their work and that the profession should be held in the highest regard.”

The Pless sisters’ generous gift created a new hub for nursing research at NYU, which helped launch an era of increasing excellence and productivity in nursing research throughout the College.

The Pless Center’s goal is to provide a strong infrastructure and resources to support faculty research and scholarship in a collaborative environment. It also provides grants for pilot studies through the Joseph and Violet Pless Nursing Research Fund.

“The Pless Center is a focal point for the research enterprise at NYU College of Nursing,” says **Gail Melkus, EdD, C-NP, FAAN**, associate dean of research, Florence Downs Professor, and director of the Muriel and Virginia Pless Center for Nursing Research. “It is symbolically very important as it is the physical and spiritual home for so many of our research endeavors. The center enables us to support promising faculty, bring together faculty and students working in varied areas, and showcase one of the

College’s greatest strengths, which is our expertise in nursing research.”

Two Pless Fund pilot grants are awarded each year to faculty researchers who are working to gather data in a new area. Monthly forums and an annual lecture series developed by the Center also highlight current research activities.

In addition to creating the Pless Center for Nursing Research, Muriel and Virginia named a conference room in the College’s new building, as well as two buildings on Washington Square: Joseph and Violet Pless Hall, which is home to the Steinhardt School, and the Virginia and Muriel Pless Building, which houses the 80 WSE art galleries and dorm rooms. Beyond Washington Square, the sisters established the Muriel and Virginia Pless Center for the Performing Arts at St. Joseph’s College, and they donated to that college a collection of images of the Virgin Mary they collected from all over Europe, Asia, and beyond. In addition, Muriel recently contributed generously to the restoration of St. Patrick’s Cathedral in New York City.

From riding their bikes around the neighborhood together to traveling the world, Muriel and Virginia Pless’s unbounded enthusiasm for life is perhaps their greatest legacy.

“When people ask me which parts of the globe were my favorites, I tell them that there wasn’t a place I didn’t love,” Muriel says. Then she adds, with a characteristic sparkle of humor in her voice, “The only place I haven’t been yet is to the moon.” ■

“ENTHUSIASTS.”

This is the word **Muriel Pless, Steinhardt MA '43**, uses to describe herself and her late sister, Virginia Pless, who together created a remarkable legacy for nursing research at NYU College of Nursing. “As children we were never bored because we were always doing something: riding bikes, swimming like fishes, or reading everything we could get our hands on. Ginny and I were enthusiasts!” she says.

The sisters grew up together on Long Island, raised, in Muriel’s words, by “two truly remarkable parents, the late Joseph and Violet Pless, whose mission was to make a better world.” Muriel attended St. Joseph’s College in Brooklyn, majoring in speech and English. She later continued her studies in speech by pursuing a graduate degree at NYU in the School of Education, and obtained her MA in 1943.

Long supporters of NYU and the former School of Education, Health, Nursing and Arts Professions (now called the Steinhardt School of Culture, Education, and Human Development), Muriel and



Vernice Ferguson Memorial Service



23rd Annual Estelle Osborne Recognition Ceremony

CELEB



Alumni Association Job Search Workshop



Nursing Student Awards Reception

Vernice Ferguson Memorial Service

March 9, 2013

- A** Dean Eileen Sullivan-Marx and Associate Dean James Pace join with the family and friends of Vernice Ferguson, BS '50, to reflect on her life at the memorial service in her honor.
- B** Shirley Chater, former commissioner of the United States Social Security Administration, speaks at the service.

23rd Annual Estelle Osborne Recognition Ceremony

February 13, 2013

- C** From left, Maureen Saint-Jean '14; Professor Jamie Newland; Estelle Osborne honoree Bobbie Perdue, PhD '93; and Kellie Bryant, director of the Clinical Simulation Learning Center.

Alumni Association Job Search Workshop

April 11, 2013

- D** Janet Williams, nurse recruiter at Maimonides Medical Center (left), speaks with students about the job search.
- E** Alumni Association board member Melissa Marrero, BS '07, college relations specialist for the Visiting Nurse Service of New York, gives a presentation about online job applications.

Nursing Student Awards Reception

March 28, 2013

- F** Jonas Scholarship recipients: PhD candidate Kristen Weaver (far left) and DNP candidate Tulsi Patel (third from left) with Darlene Curley, executive director of the Jonas Center for Nursing Excellence, and Dean Eileen Sullivan-Marx.
- G** Michael Strange of Rubbermaid Medical Solutions (left) with College of Nursing Development Director Larry Siegel and Rubbermaid Scholarship recipient Yvonne Hoover, BS '13.
- H** Rudin Scholarship recipients Sandra Montest-Hoff, MS '13 (left), and Edward Meyer, MS '13 (right), with Professor Nadia Sultana and Mark Bodden, vice president of the Rudin Foundation.



I Alumni Summer Happy Hour



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M

Dean's Circle Reception

RATIONS



J 5th Annual Norman and Alicia Volk Lecture on Geriatric Nursing



N College of Nursing Graduation



O

Alumni Summer Happy Hour

June 20, 2013

I From left: Alumni Laraine Chiu, BS '11; Dan Chong, BS '13; Tim Shi, BS '12; and Phyu Soe, BS '10, celebrate summer at the Hard Rock Café in Times Square.

5th Annual Norman and Alicia Volk Lecture on Geriatric Nursing

April 24, 2013

J Alumni, students, and guests mingle before the start of the 5th Annual Norman and Alicia Volk Lecture.

Dean's Circle Reception

June 11, 2013

K From left, Nadège Roc; Alumni Association board members Ann Marie Mauro, PhD '98; Aura Miranda-Agosto, MS '11; Wendy Budin, PhD '96; Dean Eileen Sullivan-Marx; Association board members Pamela Galehouse, PhD '03, MA '69; Madeline Naegle, PhD '80, MA '67; and Penelope Klatell, PhD '75, MA '71.

L Kimberly Glassman, PhD '07, MA '87, accepts an award from Dean Eileen Sullivan-Marx on behalf of all NYU Langone Medical Center nurses for their heroic actions during Hurricane Sandy.

M Parent Richard Santa Ana, Dean Eileen Sullivan-Marx, and parents Patricia and John Bradley enjoy cocktails at the reception.

College of Nursing Graduation

May 22, 2013

N Dean Eileen Sullivan-Marx introduces keynote speaker William T. Bester, MSN, RN, NEA-BC, Brigadier General (Ret.), who received the Agnes and Rosemary Ludden Award for Innovative Nursing Practice.

O The Davidson family in New York City to celebrate, from left: grandmother Barbara, brother John, graduate Grace, BS '13, sister Emily, mother Julie, grandfather Doug, and father Glenn.



Advances Substance-Abuse Research

Dr. Madeline Naegle (left) is raising interest among nursing students, like Emily Sower, in studying substance-abuse prevention, treatment, and research.

When Emily Sower's nurse colleagues learn that she has begun a program of substance-abuse research, they are often surprised.

"I think a lot of nurses are afraid of research," says **Emily Sower, MS '12, NP, ACHNP**, who works with palliative care patients at Mount Sinai Medical Center and was a teaching assistant in a master's-level statistics class.

"When they see how easily research evidence can be integrated into clinical practice, it becomes less intimidating."

One statistic that is hard for Sower to accept is that, in the United States, one person dies every 19 minutes from a drug overdose. Abuse of prescription painkillers, like Oxycontin, is driving up these unintentional deaths.*

According to Professor **Madeline Naegle, PhD '80, MA '67, CNS-PMH-BC, FAAN**, about 12.5% of the U.S. population struggles with drug abuse or addiction, yet this subject is dramatically under-researched.

"There are very few nurse researchers working in this area and many schools of nursing do not address it even in their psychiatric nursing curricula," she says.

To gain a better understanding of substance abuse, its causes, and treatment, Sower applied to the NYU Substance Abuse Research Education and Training

Project (SARET). Since the program began in 2006, Project SARET—funded by the National Institute on Drug Abuse of the National Institutes of Health—has engaged students from three NYU schools. Sower was one of 12 fellows selected in 2011.

SARET principal investigator **Marc Gourevitch, MD, MPH**, director of Population Health at NYU School of Medicine, and leading researchers like Naegle work closely with fellows, who complete an eight-week interprofessional research seminar coinciding with a 35-hour weekly research experience. They are mentored by researchers from NYU's schools of medicine, dentistry, social work, and nursing. One or two NYU students receive year-round research fellowships.

The fellowship has been completed by 13 NYU nursing graduate students, who have studied issues including the role of spirituality in alcoholism recovery, the medication buprenorphine for opioid addiction, and drug use in men exposed to HIV.

Sower's work on a study of pain and smoking cessation led to a full-year SARET fellowship for 2011–12 at Bellevue Hospital Center, where she was mentored by **Ellie Grossman, MD, PhD**, a co-investigator of a large, NIH-funded study of smoking cessation following hospitalization.

The subjects in the study—who will eventually number 3,000—are acute-care patients who have been identified as smokers through their electronic medical records. The study is evaluating whether telephone calls from smoking-cessation counselors after hospitalization can help them quit, and Sower's job was to screen and collect baseline data from randomly selected patients for the study.

Sower found the patient interviews fascinating, but they left her wondering how quitting rates related to patients' experience with chronic pain. She brought her

inquiry to Grossman, who encouraged her to develop a research question that could be added to the screening tool. Sower conducted a literature review, developed a series of questions, and submitted them for Institutional Review Board approval, which was granted.

In August 2013, Sower's research was selected to be presented at an Association for Medical Education and Research conference. Her experience also informs her work at Mount Sinai Medical Center, where palliative care patients who have had addictions to drugs like heroin, methadone, or prescription pain medications have different medication requirements than other patients. According to Sower, these patients—even those who have stopped using drugs—may require more medication, because their bodies have developed a tolerance. On the other hand, patients who are successfully recovering from an addiction may not want an addictive, psychoactive drug to treat their pain.

It is this kind of substance-abuse competence that is critical for nurses to have, says Naegle, who is working to integrate more of this content into primary care curricula.

"Nurses ask patients about drinking and smoking in primary care, but we need to integrate more screening for substance-abuse disorders and offer treatment and referrals in all care settings," she says.

SARET's positive outcomes—including four publications, six web-based modules, a newly established advisory board, and positive student appraisals of the program—contributed to the recent refunding of the program for five more years.

Says Sower: "SARET offers nursing students a good opportunity to get involved with interdisciplinary colleagues and collaborate on research projects. Because it combines compassion with scientific understanding, it's the type of research that nurses are well suited to do." ■

*Source: Centers for Disease Control. (2012). *CDC Grand Rounds: Prescription Drug Overdoses—a U.S. Epidemic*, 1st Ed., 61(1), 10–13.

Alumna Diana Mason to Head American Academy of Nursing

FACULTY, ALUMNI, AND DONORS INDUCTED

We're so proud of alumna **Diana Mason, PhD '87, RN, FAAN**, who will assume the presidency of the American Academy of Nursing in October 2013 at the AAN Annual Meeting. Mason is the Rudin Professor of Nursing at the Hunter College–Bellevue School of Nursing of the City University of New York, where she directs the Center for Health, Media, and Policy.

Congratulations also to this year's inductees, including College of Nursing faculty members **James Pace, DSN, MDiv, ANP-BC, FAANP**, associate dean of the undergraduate program; **Susan Sullivan-Bolyai, DNSc, CNS, RN**, visiting associate professor; and alumni **Joyce Griffin-Sobel, PhD '88, RN; Lily Thomas, PhD, MA '83, RN; Reynaldo R. Rivera, DNP,**

ADCRT '97, RN, NEA-BC; Janine Kay Cataldo, PhD '89, RN, and Margaret M. McNeill, PhD, BS '84, RN, CCRN, CCNS, NE-BC, CIP (see story page 35).

The inductees were joined by the College's ardent supporters **Donald and Barbara Jonas**, founders of the Jonas Center for Nursing Excellence, who were inducted as honorary fellows, a great honor. ■

CDUHR Receives \$6.7 Million Grant from National Institute on Drug Abuse

Sherry Deren, PhD, director of the Center for Drug Use and HIV Research (CDUHR) at the College of Nursing, was awarded a five-year, \$6.7 million grant from the National Institute on Drug Abuse at the National Institutes of Health to continue the center's work for five years. Now in its 16th year, CDUHR is the first center for the sociobehavioral study of HIV and substance use in the United States.

CDUHR provides a research infrastructure, supporting the work of approximately 50 investigators from four institutions. Its theme over the next five years will be "Discovery to Implementation and Back: Research Translation for the HIV/Substance Use Epidemic." CDUHR efforts will focus on enhancing the translation and implementation of investigators' research findings to maximize their public-health impact. In addition, the Center will continue to address the emerging challenges of the epidemic. ■

Spring into Good Health: Nursing Students

On April 20, 2013, ten NYU nursing students helped the Park Hill community of Staten Island spring into good health by participating in a community health fair organized by clinical instructor Cheryl Nadeau, Rugiatu Bahr of the Sierra Leone Nurses Association, and Morlai Kamara, president of the United States Sierra Leonean Association.

"This was a great success," Nadeau says. "Nine community members were enrolled on the spot for primary care at the Beacon Community Health Center, and one was enrolled in Fidelis health insurance."



Above Members of the Pediatric Nursing Student Association, Community Health Nursing students, and members of the Center for Healthful Behavior Change at NYU Medical Center lent a hand at a community health fair on Staten Island.

Left Nursing student Tina Milani made hand-washing fun at the health fair.



Park Hill is an underserved community rich in ethnic diversity, with a large population of West Africans. Chronic illness, lack of insurance, and lack of "medical homes" are pervasive problems. NYU nursing students offered screenings and referrals for high blood pressure, obesity, diabetes, and HIV. Through a generous donation by NYU College of Dentistry of toothbrushes, dental floss, toothpaste, and literature, nursing students were able to provide comprehensive oral-health education.

Nursing students also led children in planting a community vegetable garden and taught them fun techniques for proper hand washing. ■

Hartford Summer Research Institute Welcomes Latin American Scholar



Juana Edith Cruz-Quevedo

This summer, the Hartford Institute for Geriatric Nursing welcomed the second Latin American scholar to participate in its prestigious Summer Research Scholars

program. The scholars program helps emerging, doctorally prepared nurse researchers to fine-tune their research programs and to prepare funding proposals. Last year, **Alba Lucero Lopez Dias, PhD, RN**, a faculty member at Universidad Nacional de Colombia in Bogotá, joined the seminar. This year, **Juana Edith Cruz-Quevedo, DNS, MNS**, a professor at Universidad Veracruzana on Mexico's Gulf Coast—who was among the first generation of Mexican nurses to earn a PhD—joins the program. Cruz had taken

a seminar on evidence-based practice with **Beatrice Goodwin, PhD '70, MA '60, RN, FAAN**, from whom she heard of the summer program.

Cruz, whose research addresses the physical function of older adults, says that, like in the United States, the Mexican population will age significantly over the next 15 years, and by 2030 there will be more people older than age 15 than younger.

“In Mexico, much federal financial support goes to doctors and other kinds of health professionals, because the nursing discipline is not always associated with research. We have just one doctoral program in nursing. The program at NYU College of Nursing is a wonderful opportunity to develop my research skills, such as writing proposals.”

Cruz is putting her learning to use in Veracruz, where her university is starting a master's program in nursing. ■

Nursing Student Global Health Group Formed

Nursing Students for Global Health is the newest addition to the College's student organizations. The group's 25 founding members—both undergraduates and graduate students—are interested in improving health care delivery and reducing health disparities at the local, national, and international levels, through education, research, advocacy, and action at NYU and throughout the larger community.

On August 2, the group held its first event in conjunction with the Pediatric Student Interest Group: a nutrition and

exercise program for about 20 children who attend the United States Sierra Leonean Association summer program in Park Hill, Staten Island. In September, the group will work with NYUCN Global, which has invited a group of nurses from Ghana to shadow Ghanaian nurse leaders working in New York City hospitals. Students will help the Ghanaian nurses get oriented and find their way around the city. For more information about Nursing Students for Global Health, email Euridice Resende, public relations coordinator, at esr314@nyu.edu. ■

Do you have a favorite professor or mentor who made a difference in your life?



You can honor him or her by naming a faculty office in the future home of NYU College of Nursing.

In these offices, faculty members will mentor students, conduct research, and write their next publications. Honor the role they played in your life by naming a space in the new building of NYU College of Nursing.

For more information, please contact Larry Siegel at 212-998-6794 or larry.siegel@nyu.edu.

 NYU | **NURSING**



Nursing leaders gathered in June 2013 at the Nursing Oral Health Summit in Washington, D.C. From left, Dr. Erin Hartnett, OHNEP program director; Tracy Garland, program director of the National Interprofessional Initiative on Oral Health; Dr. Judith Haber, co-director of OHNEP; and Ralph Fuccillo, president of the DentaQuest Foundation.

OHNEP Summit Hails Accomplishments of First Two Years

The second national Nursing Oral Health summit was held June 5, 2013, in Washington, D.C., showcasing two years of exciting progress in a groundbreaking initiative based at the College of Nursing. Leaders from major nursing organizations involved in licensure, accreditation, certification, education, and practice gathered to address two-year outcomes related to advancing a national nursing oral health agenda.

The Oral Health Nursing Education and Practice (OHNEP) initiative was begun in 2011 to seize a moment of recognition of the importance of oral health to overall health as well as growing momentum toward interprofessional health care collaboration.

“The OHNEP initiative grew from the emphasis on patient safety and patient-centered care, which in turn points to the need for greater interprofessional team-building and relationships,” says **Judith Haber, PhD '84, MA '67, APRN-BC, FAAN**, the Ursula Springer Leadership Professor in Nursing and associate dean of graduate programs, who directs the program with **Donna Shelley, MD, MPH**, of NYU School of Medicine.

“Adding fuel to the fire are two Institute of Medicine reports, published in 2011, that called for an expansion of the oral health workforce,” Haber says. She notes that NYU College of Nursing, because of its unique alliance with NYU College of Dentistry, is well suited to lead this effort.

The initiative has received more than \$1 million over three years from

the DentaQuest, Washington Dental Service, and Connecticut Health Foundations — supporters that also fund a backbone organization, the National Interprofessional Initiative on Oral Health, which promotes oral health competency among all of the health professions.

Recognizing the limitations in access to oral health care in the United States, OHNEP aims to build oral-health competencies of registered and advanced practice nurses. To that end, the initiative is working toward educating faculty, integrating oral health into undergraduate and graduate nursing curricula throughout the country, and promoting clinical best practices. OHNEP has consulted with 10 universities seeking to institute programs that address the oral-systemic health connection.

“With 130 million U.S. adults and children lacking dental coverage, there is a great deal that nurses, nurse practitioners, and nurse-midwives can do in primary and acute-care settings to advance oral health,” she says, adding that early childhood caries are the most common chronic childhood health problem.

In its first two years, OHNEP provided seed grants for nurse-led interprofessional academic curriculum and clinical projects that focus on oral-systemic health. An oral health “best practice” model for nurse practitioners, based on the HRSA Core Interprofessional Oral Health Competencies for Primary Care Providers, is being pilot tested at

the College’s Nursing Faculty Practice. Affiliated faculty and clinicians have published 26 papers, and OHNEP has reached out to targeted stakeholders such as the American College of Nurse-Midwives, where its presentation “Nurse-Midwives as Frontline Providers of Oral Health Care for Pregnant Women and Newborns” attracted 300 audience members.

The June summit featured presentations on many aspects of oral health. **Erin Hartnett '11, DNP, APRN, BC, CPNP**, OHNEP’s program director, discussed implementation of a pediatric oral health program in a pediatric oncology center — just one example of the ways in which interest in oral health is gaining steam. ■

College Receives RWJF Scholarship Funding

NYU College of Nursing has been awarded \$100,000 for 10 RWJF New Careers in Nursing (NCIN) Scholars in 2013–14, the sixth round of funding. Over the past several years, the College has provided NCIN scholarships to 25 accelerated baccalaureate nursing students.

One RWJF NCIN Scholar, **Luis Sanchez-Vera, BS '13** (whose research is profiled on p. 12), was featured in the RWJF *Sharing Nursing’s Knowledge* May 2013 online newsletter, and another graduating student, **Peter Vuckovaz, BS '13**, was featured on *CBS This Morning* for National Nurses Week. ■

In Kigali, NYU faculty member April Ricotta stands to the left of Rwandan President Paul Kagame. To his right is President Bill Clinton, who, with his daughter, Chelsea, visited and expressed his support for the Human Resources for Health project in August 2013.



Bill Clinton Visits Human Resources for Health

REBUILDING RWANDA'S HEALTH CARE SYSTEM

On August 5, 2013, President Bill Clinton visited the ambitious program in Rwanda that the Clinton Health Access Initiative helped to bring to fruition: Human Resources for Health. The program, begun one year ago, aims to rebuild and greatly expand the country's health care infrastructure with the assistance of several major educational institutions, including NYU College of Nursing.

Visiting the project site in Kigali, the capital, Bill and Chelsea Clinton participated in a nursing simulation exercise with Rwandan nursing students and HRH clinicians. NYU faculty members Rebecca Fry, Unarose Hogan, Kim Fawcett, Christine Daneau, and April Ricotta had

the opportunity to meet President Clinton and Rwandan President Paul Kagame.

"President Clinton expressed his excitement for the upcoming year of this innovative medical and nursing education program," Rebecca Fry says.

The first year of the project was a resounding success, according to **Deborah Chyun, PhD, RN, FAHA, FAAN**, executive associate dean and professor at the College. In September 2013, the *New England Journal of Medicine* published an article by Rwandan Minister of Health Agnes Binagwaho that acknowledged the role of universities participating in HRH, including NYU.

Three nurse faculty members are staying on for a second year, and over the coming year NYU College of Nursing will dispatch

11 new nurses to the program, including faculty recruited from Canada, Ireland, and Australia. The College is the only participating nursing school to have hired international nurses to the program.

Says Chyun, reports from Rwandan faculty have been very positive in terms of the program's effect on both nursing education and practice. Originally working with Rwandan nurses and students in hospitals, the NYU faculty are now tied more closely to schools of nursing, where they are mentoring clinical instructors at the schools. The mentors particularly have helped to institute better coordination of student placements in clinical settings and have developed a hospital orientation for new critical care nurses, which was much needed. ■

Kibungo, Rwanda: A Year to Remember

by Melissa Martelly, RN, Faculty Member, Human Resources for Health

I can distinctly remember the eerie silence as the plane landed on my first visit to Rwanda as part of a human rights delegation in 2006. It was my

first solo international trip and I was excited with anticipation but nervous

about traveling so far by myself. That initial two-and-a-half-week trip was one of the motivators that inspired me to pursue a career in international health and development.

I briefly visited Kigali, the capital, again in 2009 and was astounded by the development that had taken place. So, it was no surprise when I returned in 2012, as part of Human Resources for Health, that

I was once again floored at how much construction had engulfed the city. This time I found myself residing two hours east of the capital, in Ngoma District, working as a clinical nurse mentor with this groundbreaking program.

Kibungo, the capital of Ngoma District, is a small rural town with minimal development. Its picturesque hills, access to an abundance of fresh fruits and



vegetables, and favorable weather made it an enjoyable place to live.

As a clinical nurse mentor I've served in a multitude of roles: teaching and reviewing class content at the local school of nursing, mentoring nursing colleagues, providing in-service sessions aimed at improving nursing practice, and running monthly skills labs for students together with my NYU colleagues Gail Stearman and Cory Melaugh. The work environment was challenging, trying to provide high-quality health care with limited resources, though it taught me a great deal about what my Rwandan counterparts face every day. This past year exemplified the trials and opportunities of working on the front lines, especially when trying to implement sustainable change—with Rwandan colleagues and not just as a Western outsider—to nursing practice and nursing education.

In addition to my daily activities in Kibungo, I visited other schools and hospitals to exchange ideas and assess the work environment of my colleagues. It was during a visit to Kanombe Military Hospital that I saw my Rwandan nursing colleagues in the neonatal intensive care unit and the adult intensive care unit raising the bar for Rwandan nursing and providing a shining example that against all odds, nursing can and will be improved in the country to provide better care for its citizens. ■

Melissa Martelly (back row, second from right) with the nursing and medical staff of the internal medicine and pediatric wards of Kibungo Hospital, where she spent a year as a Human Resources for Health faculty member.



Above Men in Nursing (M.E.N), a College of Nursing student interest group, undertook a 12-mile bike ride along the Hudson River on July 11 and faced off in a basketball game on August 1 at NYU's Jerome S. Cole Sports Center.

Right The College's Asian/Pacific Islander Nursing Students Association celebrated Korean Night with a demonstration of cooking and discussions of health issues in Korea on April 17.

Below The College's Lesbian, Gay, Bi, Transgender, Queer—Faculty, Alumni, Nursing Students, and Staff group organized a College of Nursing team to participate in the June 30 Gay Pride Parade.

STUDENT GROUPS TAKE LEAD IN

Off-Campus Experiences

This past spring and summer, NYU College of Nursing students hit the streets, participating in a variety of social-action, cultural, and competitive activities led, in large part, by student organizations. ■



College Launches Interactive New-Student Orientation Model



Havian Nicholas

Havian Nicholas '14 did not want to feel like a number. “My main concern, entering a large university, was that I never wanted to blend into hundreds of students,” she says.

The College of Nursing’s new student orientation process was conceived with students like Havian in mind.

“The orientation videos and especially the Meet-and-Greet, where I met many of the administrators whom I saw on the video, made me feel like I knew them already, and the faculty I met put my mind at rest. I was a bit intimidated at first, but because everyone was so welcoming, I knew that this was exactly where I needed to be,” she says.

Online videos are just one part of the new orientation package for incoming four-year, accelerated baccalaureate, and master’s students conceived by the College’s Office of Academic Advising & Learning Development.

The office’s staff recognized, from student feedback, that a two-day, in-person orientation program was not working as well as it could. For example, subjects like getting an NYU student ID and purchasing books did not need to be delivered in lecture form. Moreover, orientation historically took place on campus in July—which was a hardship for some incoming students who traveled from across the country and abroad two months in advance of the start of classes in September.

Drawing on evidence that students learn and remember best through interactive resources that they can access and review when needed, the Office of Academic Advising & Learning Development team in late spring 2012 created an interactive orientation model that would be relevant,

convenient—and fun. By all accounts, they have succeeded.

Now, orientation largely can be undertaken virtually, on the students’ own time. New students receive links to a set of short videos that welcome them to various aspects of the College. An inspiring Dean Eileen Sullivan-Marx provides a warm overview, and Associate Deans James Pace and Judith Haber welcome the students. Associate Dean Barbara Krainovich-Miller introduces students to the College’s cutting-edge Clinical Simulation Learning Center and to the prestigious medical centers and community agencies where they will spend their clinical learning time. Other video clips feature current students speaking of their experiences at the College.

“The videos are designed to help students feel more comfortable before they even set foot on campus,” says Krainovich-Miller. “That is particularly important for accelerated students—who must jump quickly into a very intense four-semester nursing curriculum sequence.”

For Havian Nicholas, that sense of comfort was critical. Her enrollment at the College of Nursing represented a drastic change of direction for the 2012 Howard University graduate, who had been accepted to law school before making the switch to nursing.

“I had a lot of anxiety over whether I’d made the right

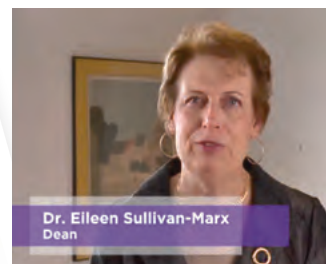
choice, and the orientation process at the College really helped me,” she says.

Additional components of the orientation include a new-student website with a checklist of everything that must be done before beginning school. The final part is the in-person Meet & Greet and resource fair, where students meet faculty over hors d’oeuvres, and representatives of many NYUCN and university offices, from Career Development to the Wellness Exchange, present their services at informational tables.

Nicholas was thrilled to discover that the nearly 200 accelerated students had very diverse backgrounds. “To meet other people in my same situation was really reassuring. By the time I left, all my questions were answered. And I had been worried about being the only old person—at 23!”

For Nicholas, being treated as an individual at the College has been a good model for the caring and compassion she hopes to bring to her patients.

She says, “When I arrived on campus, everyone was so nice, from the Office of Financial Aid to Academic Advising. I never felt like a number. I truly felt that everyone cared not only about my personal success, but also my well-being, and that was so important to me.” ■



Dean Sullivan-Marx delivers a warm online welcome to new students as part of a new orientation video series.



Faculty News

Marie Boltz, PhD '07, RN, GNP-BC, assistant professor and associate director for research of Nurses Improving Care for Healthsystem Elders (NICHE), will be awarded Fellowship status from the Gerontological Society of America on November 21, 2013, in New Orleans.

Ab Brody, PhD, CAS BA '02, RN, GNP-BC, assistant professor, is a co-investigator on a four-year, \$1.1 million RO1 grant from the NIH National Institute of Nursing Research for "The Impact of Hospice Preferred Practices on Patient Outcomes and Hospice Costs" (PI: Melissa Carlson, PhD,

Stern MBA, MPH, Icahn School of Medicine at Mount Sinai). He also received funding as a co-investigator for a four-year, \$1.1 million VA Health Services Research and Development-funded investigator-initiated grant titled "Analgesic Safety and Effectiveness in Older Veterans with Arthritis" (PI: Ula Hwang, MD, MPH, James J. Peters VA Medical Center, Geriatric Research Education and Clinical Centers). In addition, he was awarded a one-year NIH National Institute on Aging grant in the amount of \$40,000 for "Promoting Independence through Pain and Symptom Management" through the Claude D. Pepper Older Americans Independence Center at the Icahn School of Medicine at Mount Sinai.

Elizabeth A. Capezuti, PhD, RN, FAAN, Dr. John W. Rowe Professor in Successful Aging, received the 2012–13 Distinguished Teaching Award from NYU. She is the third nursing faculty member to have received this prestigious award. Capezuti also gave the keynote address, "NICHE—A Model for Optimizing the Geriatric Nursing Practice Environment," at the Interprofessional Guest Colloquium at The John A. Hartford Center of Geriatric Nursing Excellence at Penn State University on February 7, 2013.

Deborah Chyun, PhD, RN, FAHA, FAAN, executive associate dean, has been promoted from associate professor to professor. She and **Ann Kurth, PhD, CNM, FAAN**, professor and director of NYUCN Global, were honored on October 5 at the Yale University School of Nursing anniversary kickoff and 90 Yale Nurses Banquet. They are among 90 outstanding alumni whom the Yale School of Nursing Alumni Association has identified to showcase the 90 years since the school's founding.

Sherry Deren, PhD, senior research scientist, is a co-investigator on an NIH RO1 grant, "Correlates and Consequences of Increased Immune Activation in HIV+ and HIV- Injection Drug Users," a five-year project (PI: Marty Markowitz, Aaron Diamond AIDS Research Center).

Victoria Vaughan Dickson, PhD, RN, assistant professor, was the guest editor for a special issue on self-care and chronic disease published in the October 2013 edition of *Nursing Research and Practice*.

Emerson Ea, DNP, RN, CNE, became certified in nursing education by the National League for Nursing in May 2013.

Mei Fu, PhD, RN, APRN-BC, FAAN, associate professor, will be named a fellow of the New York Academy of Medicine on November 7, 2013. She was the keynote speaker for the web-based Conversation in Nursing Research conference on March 20, 2013, organized by the Universidad El Bosque, Colombia. Fu received P60 grant funding from the NIH National Institute on Minority Health and Health Disparities in the amount of \$72,630 over two years for "Lymphedema Risk Reduction for Chinese Breast Cancer Survivors." Fu and her team will implement and evaluate the Chinese language version of a patient-centered educational and behavioral intervention to enhance lymphedema risk reduction among limited-English-proficient Chinese women.

Holly Hagan, PhD, professor, recently received tenure from the College of Nursing. She was awarded a \$2,558,000 grant from the National Institute on Drug Abuse for a new four-year RO1 grant entitled "Addressing HCV-related Hepatocellular Carcinoma: The Current and Future Epidemics." She was also awarded \$28,653 in funding from the National Development and Research Institute for "HIV/HCV Risk Associated with Nonmedical Use of Prescription Opioids."

Fidel Lim, MA '96, RN, clinical instructor, was awarded a National League for Nursing Foundation Nursing Education Scholarship grant of \$5,000 in support of his DNP capstone project.



Tara Cortes, PhD '76, MA '71, RN, FAAN, professor and executive director of the Hartford Institute for Geriatric Nursing at the College, was featured on the cover of the February 2013 issue of *Nurse Leader*, a publication of the American Organization of Nurse Executives. An interview with Cortes focuses

on her exemplary career and the future of the nursing profession. Cortes has recently received two grants from the U.S. Health Resources and Services Administration: "The Collaborative, Continuous Care Model (3C's) for Community Based Primary Care" (\$1.5 million) and "Interprofessional Primary Care of Older Adults: A Post Master's Certificate Program" (\$1.2 million). In addition, Cortes received funding for "Chronic Disease Management for Older Dually Eligible Adults" from the New York Community Trust (\$110,000). Cortes has been selected as a 2013–14 Health and Aging Policy Fellow. This prestigious fellowship is offered in partnership with the American Political Science Congressional Fellows Program.

Ann Marie P. Mauro, PhD '98, RN, CNL, CNE, clinical associate professor and project director of the RWJF New Careers in Nursing Scholarship, was accepted to serve on National Council of State Boards of Nursing NCLEX examination item-development panels. She was also invited by the Robert Wood Johnson Foundation to post on its Human Capital Blog on May 12, 2013, for the final day of National Nurses Week. Her post addressed the benefits of clinical simulation learning: http://www.rwjf.org/en/blogs/human-capital-blog/2013/05/simulation_a_powerf.html

Gail Melkus, PhD, RN, FAAN, associate dean for research and Florence & William Downs Professor in Nursing Research, is a co-principal investigator on a five-year, \$1,174,784 NIH National Heart, Lung, and Blood Institute grant for "Diabetes Self-Management & Support LIVE (Learning in Virtual Environments)" (co-PIs: Constance Margaret Johnson, PhD, and Allison Amend Vorderstrasse, DNSc, at Duke University School of Nursing). In addition, Melkus was appointed to a two-year term on the Medicare Evidence Development & Coverage Advisory Committee of the Centers for Medicaid and Medicare Services.

Noreen Nelson, PhD, RN, was promoted from clinical instructor to assistant clinical professor.

James C. Pace, DSN, MDiv, ANP, BC, FAANP, presented the keynote address "Love and Forgiveness in Palliative Care: Interdisciplinary Approaches to Caring Practices," at the annual Baptist Health System Integrative Care Conference in Jacksonville, Florida, April 12, 2013. Pace will be inducted into the American Academy of Nursing in October 2013.

Michele G. Shedlin, PhD, professor, has just completed a semester as a Senior Fulbright Scholar at the College of Dentistry, University of Szeged, Hungary, where she now has an appointment as visiting professor and was honored with a University Professorship.

Larry Slater, PhD, RN-BC, CCRN, clinical assistant professor, received the Novice Faculty Excellence in Didactic Teaching Award from the American Association of Colleges of Nursing in August 2013.

Allison Squires, PhD, RN, assistant professor, is co-principal investigator on an NYU School of Medicine HRSA training grant for "Academic Administrative Units in Primary Care," in which her role is to focus on interprofessional education research in primary care.

Eileen Sullivan-Marx, PhD, RN, FAAN, dean of the College of Nursing, will be awarded Fellowship status in the Gerontological Society of America in November. She is also being honored by the society as the recipient of the 2013 Doris Schwartz Gerontological Nursing Research Award for her distinguished research contributions to gerontological nursing. The award will be presented at the 2013 GSA Annual Scientific Meeting on November 21 in New Orleans.

Nancy VanDevanter, DrPH, RN, associate professor, is a co-investigator on a P60 grant from the NIH National Institute on Minority Health and Health Disparities in the amount of \$88,795 for "NYU Center for the Study of Asian-American Health-Research Center of Excellence."

Faculty & Research Scientist Publications

Marie Boltz

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Emerson Ea

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Marya Gwadz

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Holly Hagan

Des Jarlais, D. C., Arasteh, K., McKnight, C., Perlman, D. C., Cooper, H. L., & **Hagan, H.** (2013). HSV-2 infection as a cause of female/male and racial/ethnic disparities in HIV infection. *PLOS ONE*, 8(6), e66874.

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Ann Kurth

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Madeline Naegle

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Noreen Nelson

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Shiela Strauss

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Janet Van Cleave

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CREATING A LEGACY IN NURSING

By Stephanie Susnjara

Several decades ago, **Joyce Fitzpatrick, PhD '75, MBA, RN, FAAN**, entered the field of academic nursing with a remarkably clear vision: “I knew as a young student that I wanted to help change the world of academic nursing and also make a difference in care delivery,” she says.

Nearly 40 years later, Fitzpatrick can claim a legacy of immeasurable contributions to nursing. She is an internationally recognized leader with a reputation as an outstanding teacher, scholar, mentor, and researcher. She has received numerous honors and awards and has more than 300 publications to her name.

Fitzpatrick is the Elizabeth Ford Professor of Nursing in the Frances Payne Bolton School of Nursing at Case Western Reserve University (CWRU) in Cleveland, Ohio, where she was dean from 1982 to 1997—the longest-running tenure in that school’s history. She also holds an adjunct position as a professor in the Department of Geriatrics at the Icahn Mount Sinai School of Medicine in New York City.

Like many of her peers who studied nursing at NYU during the 1970s, Fitzpatrick points to the profound impact of Dr. Martha Rogers on her career and way of thinking. Rogers, the legendary head of the Division of Nursing at NYU from 1954 to 1986, was one of the first nursing theorists, known for having developed the Science of Unitary Human Beings.

“Martha Rogers was a very strong influence on me when I was at NYU,” Fitzpatrick says. “She challenged all of us to make a difference in nursing and health care.”

When Fitzpatrick learned in 2008 that NYU College of Nursing would be expanding and moving into its own building for the first time, she was delighted that the nursing program that Martha Rogers helped to create would become even more visible.

Like Rogers, Fitzpatrick has been a pioneer in nursing scholarship. With a clinical background in psychiatric nursing, she has carried out research on health systems as well as on geriatric mental health issues, especially depression and suicide.

She recently served as a lead investigator on a global study of nurses’ views on end-of-life-care. She, along with colleagues from Ireland, Italy, Hong Kong, Israel, and the United States, concluded that nurses will use extreme measures to save patients and their own parents. However they’d prefer less aggressive life-preserving methods for themselves.

According to Sarah Hall Gueldner, DSN, RN, FAAN, a former professor in the Frances Payne Bolton School of Nursing who met Fitzpatrick more than 20 years ago, Fitzpatrick has an unusual capacity for leadership.

“When I first met Joyce Fitzpatrick through my connection with the Society of Rogerian Scholars, she was already a star in the Rogerian circles. Early on she had a remarkable vision and ability to think outside the box,” Gueldner says. “In my opinion, Joyce Fitzpatrick is *the* Martha Rogers of this generation in terms of

elevating the scholarship of nursing.”

Few nurse scholars have achieved as much as Fitzpatrick. She edits the journals *Applied Nursing Research* and *Archives of Psychiatric Nursing*, as well as *Nursing Education Perspectives*—the official journal of the National League for Nursing. She has written or edited more than 70 books, including *Giving through Teaching: How Nurse Educators Are Changing the World* and *Problem Solving for Better Health: A Global Perspective*.

Moreover, at the Bolton School, Fitzpatrick led fundraising campaigns that resulted in the growth of the endowment from \$8 million to more than \$50 million and still growing.

Fitzpatrick believes that her biggest contributions to the nursing profession have been as a mentor to other nurses and students, and as a fundraiser. Two years ago she was named chairman of the Board of Trustees of the American Nurses Foundation, the philanthropic arm of the American Nurses Association.

“I took this role on because I really believe we have a twofold mission within the nursing community at large,” says Fitzpatrick. “We need to continue to raise the visibility of nursing as a valued profession, and we need to have support from the public for all of our activities and projects.”

Fitzpatrick has done much to raise nursing’s visibility in the United States and internationally. At CWRU, she founded and led the Bolton School’s World Health Organization Collaborating Center for Nursing. She has consulted for universities and health ministries on every continent—a highlight of which was her work

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Sarah David Builds an International Nursing Volunteer Organization

As a student in the Community Health Nursing course at the College of Nursing, **Sarah David, BS '11**, worked in the Liberian community of Park Hill, Staten Island, where the students provided screenings and health assessments to a largely refugee population. Knowing of Sarah's interest in international health, her instructor, **Cheryl Nadaeu, MPH '07, Wagner MS '98, RN, FNP-C**, connected her and several classmates with a Sierra Leonean colleague who offered to arrange a journey to Sierra Leone after graduation, to provide health care to an underserved population.

Sarah's initial reaction was "I don't even know where in Africa that is." She knew only of the country's bloody civil war that ended in 2002, but within a day, she realized that the opportunity was too good to pass up.

Sarah's only prior international experience was teaching English in the Dominican Republic for two weeks. It was while reading the book *Half the Sky*, by Cheryl Wu Dunn and Nicholas Kristof, that her eyes were opened to the vast health care needs as well as the great opportunities for a nurse working in a resource-poor setting.

Sarah was struck particularly by the fact that—despite decreases in child mortality—maternal mortality rates remain extremely high around the world.

Working in a Sierra Leonean hospital without running water was both fascinating and humbling for Sarah. She and her fellow nurses were divided among the emergency room, healthy delivery floor, and sick delivery floor. Although none of the young women had ever delivered

a baby, they found that they were trusted solely because they were Americans.

"We were new nurses and didn't know much about the diseases the nurses were dealing with or experiences like delivering stillborn babies," she says. "But we were able to provide some helpful education around basic standards such as hand-washing and reading vital signs. There really was mutual education happening."

Sarah also encountered misery in the hospital, such as surgery without anesthesia for those who could not afford it and frequent injuries from motor vehicle accidents—the result of roads in disrepair.

Sarah returned home from Sierra Leone with the aim of obtaining more nursing experience before her next international assignment. She has since worked in the emergency department at Lincoln Hospital in the Bronx and at a hospital in San Mateo, California.

Looking for an organization with which to volunteer, Sarah found the group One Nurse at a Time, which connects nurses to international opportunities. One of the group's founders offered to connect Sarah and her peers with the only maternal health hospital in Hargeisa, Somaliland—the Edna Maternity Hospital—which was described in *Half the Sky*.

Edna Maternity Hospital was named for Edna Adan, a courageous nurse-midwife and former foreign minister of Somaliland who became an ambassador to the United Nations after working to end female genital mutilation. Adan has devoted her life savings to the hospital, which has dramatically reduced maternal and infant mortality.



Sarah David (center) with the nursing staff in the Sierra Leonean hospital where she and several classmates volunteered after graduation.

"It is like a dream come true to be able to travel to this hospital and serve. Edna is like a celebrity to me!" Sarah says.

She was nervous about working in Somaliland, knowing that the U.S. Embassy discourages travel to this post-conflict region of Somalia, but Adan reassured her that the hospital compound was safe, and on August 25, 2013, Sarah and three colleagues flew to Hargeisa.

To raise money for this and future trips, and for supplies for the hospital, Sarah started a campaign called Nurses for Edna. Adan, in turn, provided the group with a set of goals.

"Their biggest need is for educated nurses to staff the floors and guide the midwives," says Sarah. "There is a curriculum for staff education, but it needs teachers. Edna especially needs nurses who can teach wound care, pre- and post-op care, and physical assessment skills."

Sarah's hope is that Nurses for Edna will enable a steady stream of nurses to go on life-changing missions and make a positive, sustainable impact on the patients and staff there.

On May 31, 2013, Sarah published a personal essay in the *Huffington Post*, describing the founding of Nurses for Edna and the need for health care volunteers in the developing world.

"Our vision for Nurses for Edna," she wrote, "is to create a pathway for other nurses to get involved and become 'agents of change'"—the term used in *Half the Sky*. "The time is ripe for a new liberation movement to empower women worldwide." ■

For more information on Nurses for Edna, visit nursesforedna.org.



GREETINGS

from Donna McCabe,
Alumni Association President

Dear Fellow Alumni and Friends,

I am thrilled to start my term as president of the NYU College of Nursing Alumni Association. After graduating in 2002 with a master's in Advanced Practice Nursing-Geriatrics, I went on to earn a DNP in 2009 from Case Western Reserve University. I returned home to NYU, where I am on the faculty as a clinical assistant professor. I have been involved with the Alumni Association since 2010, previously as a member of the Nominations Committee. I have felt privileged to be able to collaborate with a group of dedicated and loyal alumni and students and help contribute toward the Alumni Association's mission of helping our alumni stay connected with each other and with the College, as well as assist the College to grow. I am also fortunate to be able to call all of our members friends, since we share a common thread: our alma mater, NYU College of Nursing.

My goal is to continue to improve upon the excellent work of past presidents and board members and bring in new programs that will foster even greater connections with our alumni and current students. The job search workshops that have been held for several years by the Alumni Association have met with extremely positive feedback. This past year, the association hosted three happy hours at local bars. Alumni and students have expressed an overwhelming appreciation for our efforts to help them stay connected with classmates and make new friends and connections. This is what the NYU College of Nursing Alumni Association is all about. We are here to help fellow

alumni and current students access the many resources available at the College as they maneuver the paths of our chosen profession – nursing.

I would like to thank outgoing president **Ann Marie Mauro, PhD '98**, for her many years of service and dedication to the Alumni Association. Ann Marie, you are a role model of what a true alumna is and I hope to have your guidance in the next two years. I would also like to thank student organization representatives **Ashley Quick MS '13**, and **Luis Sanchez-Vera, BS '13**, who graduated this past May. Ashley and Luis, even with your heavy academic load, you made time to help our cause, and we are grateful.

In addition, I'd like to extend a special thanks to **Madeline Naegle, PhD '80, MA '67**, for her seven years of service as faculty liaison to the Alumni Association. I'm thrilled that she has agreed to stay on as co-chair of the Alumni Lecture Hall fundraising committee. Thanks also to all of our members who will continue their service in the coming year.

October 19 is NYU Alumni Day. I encourage you to come back to Washington Square and help us celebrate 50 years with the Class of 1963. What a milestone! This day is an opportunity to visit with old friends and professors, connect with nurses in the profession, have a great day reminiscing, and make new friends. *Your NYU family would love to see you!*

I cannot end this letter without mentioning the new building for our College. I can't wait until that day, in about 16 months, when I will be moving into our brand new facility. As you know, the Alumni Association is raising funds to name a lecture hall in our future home. We have raised \$135,745 so far and have \$64,255 left to reach our goal! I am asking you to consider naming a seat in honor of your family, a colleague or friend, a professor or mentor

who made a difference in your life, or just for yourself. The seat will carry the name you choose forever. If you would like more information, please contact Nadège Roc at 212-992-8580 or nadege.roc@nyu.edu.

Please come to events, send in your news to our magazine, visit the College's website, get involved with the Alumni Association, and stay in touch with NYU College of Nursing. There are many ways to stay connected! I welcome you to contact me at donna.mccabe@nyu.edu and look forward to seeing or hearing from you.

With warm regards,

Donna McCabe
DNP, MA '02, APRN-BC, GNP, CWCN

NYUCN Alumni Board Members 2013-2014

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Student Organization Representatives

Nordia Morrison, BS '15, UNSO Advisor

Mary Sweeney, ADCRT '15, ANSO Advisor

Kenneth Faulkner, PhD '16, DSO Advisor



Diana Mason



Janine Kay Cataldo



Joyce Griffin-Sobel



Margaret M. McNeill



Reynaldo Rivera



Lily Thomas

College of Nursing Stars Shine at FAAN Induction!

The College of Nursing congratulates **Diana Mason, PhD '87, RN, FAAN**, who will be named president of the American Academy of Nurses during the academy's annual meeting October 17–19, 2013. Diana is the Rudin Professor of Nursing at Hunter-Bellevue School of Nursing.

In addition, no fewer than five of our graduates will be inducted as fellows this year!

Janine Kay Cataldo, PhD '89, RN, is an assistant professor in the Department of Physiological Nursing-Gerontology, at the Center for Tobacco Control Research and Education at the University of California, San Francisco.

Joyce Griffin-Sobel, PhD '88, is dean and professor in the College of Nursing at SUNY Upstate Medical University.

Margaret M. McNeill, PhD, BS '84, RN, CCRN, CCNS, NE-BC, CIP, practices nursing at Shady Grove Adventist Hospital in Rockville, Maryland.

Reynaldo Rivera, DNP, ADCRT '97, RN, NEA-BC, is director of nursing at New York-Presbyterian Hospital.

Lily Thomas, PhD, MA '83, RN, is vice president of system nursing research at North Shore-LIJ Health System.

1946



Maggie Steber

Happy birthday to **Jeane Stockheim, BS '46**, who turned 100 on August 1, 2013. Jeane was an American Red Cross nurse during the World Wars and a public health nurse for the New York City Department of Health, U.S. government, and New York City Board of Education. When she began teaching child care and home nursing to high school girls, she observed that a number of them were having babies, and there was no sex education available. Jeane met with a variety of groups, including the teacher's union and Planned Parenthood, and became a pioneer, introducing sex education to the public schools for the first time. *New York Magazine* published an interview with her in honor of her birthday on April 5, 2013.

1958



Carl O. Helvie, BS '58, has been publicizing his latest book *You Can Beat Lung Cancer: Using Alternative/Integrative Interventions*, published in November 2012. He has completed 50 radio shows and 4 television programs about it.

1969



Pamela Galehouse, PhD '03, MA '69, PMHCNS-BC, an associate professor at Seton Hall University College of Nursing, was awarded the SERPN Jeannette Chamberlain Award on April 19, 2013, by the International Society of

Psychiatric-Mental Health Nurses. This award, established by the Society for Education and Research in Psychiatric Nursing, recognizes contributions to the profession.

1976



Jane Jeffrie Seley, DNP, Steinhardt MPH '92, BS '76, BC-ADM, CDE, CDTC, received certification as a diabetes technology clinician in May 2013. This spring she gave the presentations "Blood Glucose Monitoring & Interpreting A1C Values: The Technology" at the Diabetes Technology Clinician Credentialing Program in Atlanta and "Using Comprehensive Electronic Insulin Order Sets to Improve Glycemic Control and Reduce Clinical Inertia in the Hospital Setting" at the Advanced

Technologies & Treatments for Diabetes conference in Paris. She also published several continuing nursing education (CNE) articles.

1983

Martha Raile Alligood, PhD '83, RN, ANEF, was appointed professor emeritus at East Carolina University College of Nursing upon her July 2013 retirement.



Elisabeth K. Weber, MA '87, RN, CEN, the projects administrator in the Hospital Preparedness Program of the Chicago Department of Public Health, presented at the 18th World Congress on Disaster and Emergency Medicine in Manchester, U.K., on May 29, 2013. Her talk was "Emergency Nursing Beyond the Walls of the Hospital: Plan, Prepare, and Respond to a Major Event."

ALUMNI NEWS & ACHIEVEMENTS

1991



Leo-Felix M. Jurado, PhD, MA '91, completed his PhD in Urban Health Systems, a joint degree offered by Rutgers, the State University of New Jersey, University of Medicine and Dentistry in New Jersey, and New Jersey Institute of Technology, in May 2013. Leo-Felix also recently completed his term as president of the Philippine Nurses Association of America and as president of the New Jersey Board of Nursing.

1996



Wendy Budin, PhD '96, adjunct nursing professor and director of nursing research at NYU Langone Medical Center, has been named president of the Eastern Nursing Research Society.

1998



Lisa Lewis, PhD, MA '98, RN, FAAN, was promoted to associate professor of nursing and Africana Studies with tenure at the University of Pennsylvania School of Nursing.

2000

Ellen Essig, BS '00, FNP-BC, has a new position as an NP in pediatric neurology at North Shore-LIJ Health System's Cohen Children's Medical Center.

2002



Rothlyn (Rorry) Zahourek, PhD '02, PMHCNS-BC, AHN-BC, was named Holistic Nurse of the Year by the American Holistic Nurses Association on June 5, 2013.



Mary Elaine Southard, MSN, ADCRT '02, APHN-BC, HWNC-BC, RN, is the owner of Integrative Health Consulting and Coaching, LLC, in Scranton, Pennsylvania. She is co-author of *The Art and Science of Nurse Coaching: The Provider's Guide to Coaching Scope and Competencies*, published by the ANA. She is also co-author of "A Systematic Review of the Literature on Health and Wellness Coaching: Defining a Key Behavioral Intervention in Healthcare," published in July in *Global Advances in Health and Medicine*. Mary is a DNP candidate at the University of Minnesota.



Sandra Chang, BS '12 (second from left), received the Rookie Nurse of the Year award from New York Downtown Hospital. With her, from left, are **Grace Lioue, BS '12, A.A. General Studies '10**; **Wilhelmina Manzano, MA '87, BS '81**, senior vice president and chief nursing officer of the NewYork-Presbyterian Hospital and HealthCare System, and **Fidel Lim, MA '96, RN**, clinical instructor at the College.

2006



Amy Berman, BS '06, RN, received a Lifetime Achievement Award from the National Gerontological Nursing Association on October 4. Amy also provided expert testimony for a new Institute of Medicine report, *Delivering High-Quality Cancer Care: Charting a New Course for a System in Crisis*, which reframes cancer care and makes recommendations to improve cost and quality.

2008

Krysti Buchanan, MS '08, is the co-author of "Cardiac Device Interrogation for Safer Care of Surgical Wound Patients," published in *Advances in Skin and Wound Care*, 24(11), 507-514.

Lillian Hofer Scott, MS '13, BS '08, received the 2013 scholarship from NYC Midwives, a chapter of the American College of Nurse-Midwives. It is the first time an NYU student has won this scholarship.

2009



Cecilia Uy Grino, MS '09, RN, CPNP, NNP, received an Academic Excellence Award in Advanced Practice Nursing in Neonatal Health

at Stony Brook University School of Nursing on April 29, 2013. She also received a post-master's advanced certificate in neonatal health at Stony Brook.

Christine McMorrow, MS, BS '09, received her MS from Columbia University School of Nursing in the Adult Gerontology Nurse Practitioner program. She is working at New York City's Hospital for Special Surgery.

2011

Nancy Roecklein, MS '11, OCN, a clinical coordinator in the Department of Genetics and Genomic Sciences at Mount Sinai School of Medicine, was interviewed for the May 6, 2013, edition of Nurses.com in a story about the 100th birthday of the Nurses Educational Funds. Nancy was an NEF scholarship awardee during her MS studies at the College of Nursing.



Stefanie Zisholtz, BS '11, RN, was the winner of the 2013 Novice Nurse Award at the 1199SEIU/League's 10th annual Nurse of Distinction Awards ceremony on May 13, 2013. Stefanie is a staff nurse in the Beth Israel Medical Center Petrie Division. She also received the Beatrice Renfield Circle of Excellence Novice Nurse Award at Beth Israel's celebration of Nurses Week. ■

IN MEMORIAM

Jocelyn Greenidge

The College community is mourning the loss of **Jocelyn Greenidge, MA '75, NP**, a longtime friend and supporter of the College of Nursing and former member of the Board of Advisors, who died on June 21, 2013. Jocelyn's particular interest and passion was to make scholarship support available for deserving nursing students.

She received her bachelor's degree from Hunter College and an MA in nursing education from NYU.

A career nursing professional with a strong commitment to advancing the field, Jocelyn was awarded both the Estelle Osborne Award and the Distinguished Alumna Award from the College of Nursing, in 2003 and in 2006, respectively. She also received the Distinguished Nurse Practitioner Award in 1973 from the New York State Nurses Association.



Jocelyn was deeply committed to assisting talented nurses who will be the profession's future leaders. In 1974, she coauthored the book *Independent Nurse Practitioner*, published by Trainex Press.

When Jocelyn was not involved with nursing, she was an active stock trader who did very well in the market and ultimately donated more than \$2.2 million to the College. These funds included a gift to the new building. She also established three scholarship funds: the Pauline Greenidge Scholarship, named for her mother, which provides annual support to outstanding doctoral students; the Charles W. Greenidge, FRCS Scholarship Fund, named for her brother, which supports advancement of cardiovascular nursing; and the Greenidge Endowed Fund for International Education Scholarship, which provides study-abroad support.

Jocelyn was laid to rest in Barbados, West Indies, where she was born in 1935. ■

News from Sigma Theta Tau International, the Upsilon Chapter

By Gloria Chan, President

In spring 2013, Upsilon inducted 228 new members — its largest class to date. Included were 3 doctoral students, 46 master's students, 2 nurse leaders, and 177 undergraduate students. Our induction ceremony was held April 3, 2013, in the beautiful Rosenthal Pavilion in the Kimmel Student Center. Dr. James Pace, associate dean of the undergraduate program, was our keynote speaker. Upsilon awarded scholarships to new members **Evgeniya Muzhetskaya, SCPS BA '10, BS '13**, and master's degree student Abigail Hasan, and the Research Award was presented to **Caroline Dorsen, MSN, BS '97, FNP-BC**, clinical instructor and coordinator of the family nurse practitioner master's program.

Upsilon continued its health care lecture series, which takes place at every other monthly board meeting. Featured speakers have included Caroline Dorsen on "Caring for Lesbian, Gay, Bisexual and Transgender Patients in the 21st Century"; **Donna Hal-las, PhD, RN, PNP-BC, CPNP, FAANP**, clinical professor and coordinator of the Advanced Practice Nursing—Pediatrics

program, on "Interdisciplinary Strategies to Reduce the Risk of Early Childhood Caries: Implementation of a Postnatal Educational Program and Follow-up Interventions to Establish a Dental Home in the First Year of Life"; **Gloria Chan, BS '08**, Upsilon president, on "Curious Cardiac Cases"; and **Fidelindo Lim, MA '96, RN**, clinical instructor, on "Faculty Assessment of LGBT Health."

Our most recent Journal Club, which is held at alternating board meetings, was led by Dr. Mary Brennan, clinical associate professor, and focused on teaching attendees how to critically evaluate and appraise articles and apply their knowledge to everyday evidence-based practice. Our focus this spring was on appraising research articles to determine the best available evidence on the nutritional care of diabetic patients.

This summer, Upsilon elected four new members to our board: **Kim Zafra, BS '13**, recording secretary; **Sung Min Kim, BS '13**, fundraising chair; **Madgalena Del Angel, BS '13**, archivist; and **Sabina Ellentuck, BS '12**, leadership succession. ■

Stay up to date with STTI Upsilon Chapter by visiting:

nursing.nyu.edu/students/upsilon-chapter-stti
upsilon.nursingsociety.org/UpsilonChapter/Home
 Upsilon's Facebook page

Email us at nyu.upsilon@gmail.com with any questions or suggestions for future events.



Sigma Theta Tau International
Honor Society of Nursing

Nursing Is on the Rise

continued from page 3

instructor and then break up into smaller groups to collaborate with their peers.

The most complicated piece both to design and construct is the Clinical Simulation Learning Center (CSLC), on the fourth and fifth floors of the building. This center will replicate an actual hospital and provide simulated space for mental health and community home care. According to **Ellen Lyons, MPA**, assistant dean for administration, finance, and planning at the College of Nursing, “The technology is so advanced that it requires close coordination among the architects, the nursing faculty and staff of the College’s current CSLC, and NYU’s IT and facilities staff.”

The audiovisual and simulation technology in the new CSLC will enable students to be videotaped and to have remote access to their performance during simulation learning sessions so that they can self-identify areas for improvement.

Thomas says that it has been very exciting to respond to the way nursing students learn in the CSLC, because “NYU is on the forefront of nursing teaching in terms of simulation.”

The architects spent months meeting with working groups from the three schools. Together, they toured the current College of Nursing space as well as NYU’s Bobst Library (after whose learning commons the new College of Nursing commons is modeled) and new buildings at Columbia University and Hunter College.

“We interviewed nursing and dental students and watched how people congregate and move in and out of spaces, including other new buildings on NYU’s campus, such as the Genomics Center and the Center for Spiritual Life building,” Lyons says. “Nursing students like to work in groups, and we saw great uses of smaller study rooms, which can hold 6 to 10 people at Bobst. These rooms will be equipped with video technology to allow for presentations.”

The working group at the College of Nursing also reviewed ideas for colors and furniture. “Although decisions are still in progress, the design will be forward-thinking and modern, reflecting nursing as it is today,” Lyons says.

The building is easy on the environment, and EYP is pursuing a LEED “silver rating,” which demonstrates energy conservation and responsible resource use in the building design, construction, and use. Building features such as the highly insulated façade and efficient mechanical systems make it 31% more efficient than required by the building code.

“One of the real successes is that we express on the outside of the building what is going on inside,” Thomas says, noting that one can see from the street large communal spaces spiraling up the building, culminating on the 11th-floor conference center.

Charles Bertolami, DDS, DMedSc, dean of the College of Dentistry, is delighted that three professions will be educated under one roof, where “we’re developing synergies for collaboration, research, teaching, and service to our community.

“The most exciting part of the project is to bring together the programs in nursing, dentistry, and bioengineering in a collaborative interprofessional educational model. It’s a unique new way of educating health professionals, and, for future academic health centers, a model that others might want to follow,” Bertolami says.

Sullivan-Marx adds, “I’m thrilled that the new home for the College of Nursing will have significant space dedicated to promoting synergies within the building for nursing, dentistry, and bioengineering, as well as greater opportunities for faculty and students to collaborate interprofessionally through our neighborhood proximity to the College of Dentistry and School of Medicine.”

She is quick to point out that as the College moves its classrooms uptown, it will remain connected to Washington Square in many ways, and students will continue to take pre-nursing courses on the Square.

“The College of Nursing will continue to have a presence on the Square for conferences, retreats, and special meetings. Washington Square is also my home and where, as a member of the University Leadership Team, I meet regularly with colleagues. Our forthcoming move will not separate us from this beautiful and historic part of our past but will truly enable our students to make the most of all of NYU’s exceptional resources.” ■

Joyce Fitzpatrick

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in Uganda in 2002, where, with the CWRU School of Medicine, she designed a series of educational interventions on HIV/AIDS prevention for health care providers.

When looking toward the future of nursing, Fitzpatrick sees a wealth of opportunity. At the Bolton School, she teaches a course on entrepreneurship and is seeing more and more students who are interested in pursuing atypical careers. For instance, some advanced practice nurses now have the opportunity to start their own continuing education businesses, create staffing agencies, or consult in special niches such as geriatric care.

“With the advent of the Affordable Health Care Act, we have the chance to position nurses as the frontline providers, particularly in primary health care,” says Fitzpatrick. “It really is a wonderful occasion for all of us, especially those well-prepared nurses from NYU who will go forth and make a difference in the lives of people, the health care community, and the institutions in which they work.”

As to her own future, Fitzpatrick plans to continue mentoring, publishing, fundraising, and doing whatever she feels needs to be done to change the world of nursing for the better. “I have a real passion for nursing,” says Fitzpatrick. “That’s what I do.” ■

WHY WE GIVE BARBARA AND DONALD JONAS

In 2006, Barbara and Donald Jonas established the Jonas Center for Nursing Excellence, a model philanthropic program dedicated to advancing the nursing profession in New York City. Barbara, a psychiatric social worker, and Donald, a leader in retail, funded their vision through the sale of 15 abstract expressionist artworks. The Jonases transformed their treasured art collection into a meticulously researched program of philanthropy aimed at developing outstanding nursing faculty, advancing nursing scholarship, and supporting innovative nursing practices. Now, with an expanded mission, the Jonas Center has supported more than 250 scholars at 88 schools in all 50 states to date, with plans to add an additional 250 scholars in 2014. Most recently, the Jonases created a Veterans Healthcare Program providing scholarships for nurses trained at the doctoral level on veteran-specific health care needs.



When we made the decision to enter the world of philanthropic giving, we had no idea it would be such a tremendous ride! In the years since establishing the Jonas Center, we have met many fascinating and highly motivated people, have learned a great deal about the world of health care, and have experienced the joy of receiving a letter from a student that reads, “Thank you ... you’ve made my dreams possible ... your support will help me become a nurse leader who will work to improve patient care.”

We like to say that we don’t just write a check, we do our homework, we consult leaders and stakeholders, and we really get to know the people and institutions we support. Our friends think we are a bit of an anomaly for throwing ourselves into this work, but the rewards for us have been immeasurable.

A question we often are asked is, Why nursing? There are certainly so many worthy causes to support, but as we thought very deliberately about where to direct the majority of our giving, nursing as a profession was at the top of both of our lists. We feel that nurses are the

backbone of health care in America and that nurses do truly heroic work. At the same time, through our research, we found that there was a lot that needed to be done to address the growing shortage of nurses and nursing faculty, and that on a national scale there was a lack of resources to effectively promote leadership and exemplary practice in nursing.

We also have strong feelings about our city, New York City, and have been involved with New York University and its nursing programs for a number of years. We were delighted to see how Dr. Terry Fulmer elevated nursing at NYU to the much-deserved status of a College, and we are excited to see a new era beginning as Dean Eileen Sullivan-Marx takes over the reins with a top-notch faculty and a new state-of-the-art building. We give to NYU College of Nursing because we care deeply about the future of nursing in New York City, and because we see the College making an important difference—locally, nationally and globally—in the quality of nursing faculty, the diversity of students, and the continued movement toward excellence in the profession. ■

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AS OF SEPTEMBER 1, 2013

NYU College of Nursing

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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.

To join the Dean's Circle or for more information, please contact Nadège Roc at 212-992-8580, or visit nursing.nyu.edu to make a donation online.

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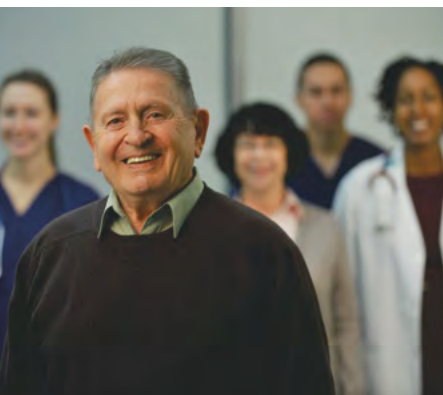
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