



DEAN'S WELCOME



STATEMENT ON DIVERSITY AND INCLUSION

WELCOME.

NEW YORK UNIVERSITY RORY MEYERS COLLEGE OF NURSING is committed to the inclusion and support of individuals and ideas from all who comprise our multicultural community. The College embraces the richness of diversity in its multiple dimensions that exist within and around us, including: race, ethnicity, nationality, class, sex, gender identity/expression, ability, faith/belief, sexual orientation, and age. It acknowledges that each member of our community brings a unique collection of identities and experiences that contribute to our collective dialogue. We believe in the value of diversity and its many points of view, which serve to enhance the quality of the teaching, research, service, and employment experiences at the College.

NYU Meyers strives to acknowledge, value, and celebrate our diversity while putting into action meaningful expressions of inclusion. We take pride in working together to build a diverse, equitable, and civil community where everyone feels safe, healthy, and free to be themselves, especially those from underrepresented backgrounds.

The College is committed to meeting the healthcare demands of an increasingly diverse population with an equally diverse faculty and workforce. We invite your presence and support as we build our valued community. ■

Dear friends,

This month I took part in my fifth year of graduation and commencement ceremonies at NYU as dean. What an exciting time! To see students work so hard and then finally walk across the stage to receive their diplomas, and, for many, enter a new stage in their lives, is the highlight of my year.

We have prepared our recent graduates to become leaders at a critical moment in healthcare—a time to reimagine how best to deliver high-quality, affordable care. As nurses, we are uniquely positioned to develop and implement the innovation required to tackle this challenge, and more broadly, the world's most pressing issues like poverty, mental health, climate change, chronic illness, substance abuse, and the effects of an aging population.

We know our new graduates—the extraordinary class of 2017—will rise to the challenge. I hope you will join me in saluting them.

In the spring issue of *NYU Nursing*, we are proud to showcase who we are and you will:

- Explore the US-China relationship and the two countries' shared healthcare challenges;
- Meet Assistant Professor **Yzette Lanier**, a developmental psychologist studying HIV behavioral intervention;
- Discover how first-generation college students integrate into the classroom and campus life;
- Experience what it's like for a male nurse midwife, **Jason Kennedy, MS '20, BS '15**—our first at the College—to work on a labor and delivery floor at NYU Langone;
- Hear from our students firsthand as they travel abroad.

We welcome your feedback about this issue at nursing.communications@nyu.edu.

Lastly, please mark your calendars for October 20-21 for Alumni Weekend. I would love to catch up with you then.

Best wishes to you and your family as the summer approaches.

A handwritten signature in black ink that reads "Eileen M. Sullivan-Marx".

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

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ON THE COVER: **WHO WE ARE**

NEW YORK UNIVERSITY RORY MEYERS COLLEGE OF NURSING ■ In this issue of *NYU Nursing*, we invite you to meet our dynamic students, faculty, and alumni who are innovating each day, in New York and around the world, to advance healthcare where people live, work, learn, and play. Borne of different backgrounds and cultures, varying means and opportunities, we are proud of their curiosity, rigor, and commitment to accessible, humane, and patient-centered care. *This is us.*



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We welcome your feedback.

Write to us at nursing.communications@nyu.edu.

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NYU

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COLLEGE OF NURSING**

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College launches undergraduate honors program

NYU Meyers is excited to launch the **LEAD Honors Program** in the 2017–2018 academic year. LEAD (*leading, engaging, advancing, developing*) is a four-year program for traditional baccalaureate students.

The program is designed to provide up to 15 scholars in each cohort with an undergraduate experience rooted in the pillars of research, education, community, and service.

Mission: To nurture intellectual curiosity and inspire life-long learning through interdisciplinary curricular and co-curricular experiences for high-achieving undergraduate nursing students.

Vision: To cultivate the high-achieving nursing student's quest for scholarship in practice, research, and teaching, preparing future nurses to serve populations locally and globally.

LEAD Scholars receive a dedicated academic advisor and an honors advisor who will guide the scholar through a specialized curriculum with an emphasis on individualized leadership development, interprofessional healthcare education and collaboration, and professional growth. Scholars will also have the opportunity to participate in specialized extracurricular events, designed to build a strong sense of community and commitment to their future nursing profession. In their junior and senior years, scholars will develop and implement a capstone project with the assistance of an expert mentor in each student's chosen specialty focus. Upon successful completion of the program, scholars will graduate with the distinction with **Honors in Nursing** on their transcript and diploma.

With the implementation of the LEAD Honors Program, NYU Meyers is continuing its commitment to develop future nursing leaders. We look forward to our first cohort, who will arrive on campus in September. ■

FACULTY ACHIEVEMENTS

■ **Susan Apold**, clinical professor, was elected to the Robert Wood Johnson Executive Nurse Fellowship Alumni Association as a member-at-large.

■ Assistant Professor **Ab Brody** was named a fellow in palliative care nursing from the Hospice and Palliative Nurses Association and will chair its leadership development task force.

■ Assistant Profs. **Maja Djukic** and **Amy Witkowski Stimpfel** as well as Prof. **Christine Kovner** presented on patient quality and safety at the Eastern Nursing Research Society.

■ **Angela Godwin**, clinical instructor, was awarded Kaplan Nursing's Above and Beyond Award for her commitment to student success on the NCLEX.

■ **Holly Hagan**, professor and co-director of CDUHR, attended the annual meeting of the Canadian Hepatitis C Network and gave two presentations: *Pragmatic Trials, Implementation Research and HCV Elimination in People Who Inject Drugs* and *Strategies to Enhance Prevention of HCV Infection and Re-infection in People Who Inject Drugs*.

■ In March, **Donna Hallas**, clinical professor, presented an oral presentation at the National Association of Pediatric Nurse Practitioners entitled, *Preventing Overweight and Obesity in the First 1,000 Days of Life*.

■ **Donna Hallas**, clinical professor, presented the findings of a qualitative study, *Pediatric Nurse Practitioners as Patient Advocates*, at the Eastern Nursing Research Society.

■ OHNEP Program Director **Erin Hartnett** was named one of the 2016 Irish Education 100.

■ **Christine Kovner**, Mathy Mezey Professor of Geriatric Nursing, was interviewed in *Hospital Topics*, for an article that summarizes her work over the last ten years.

■ **Fidel Lim**, clinical assistant professor, conducted a student and faculty workshop on integration of LGBT health in the nursing curriculum at the 65th Annual Convention of the National Student Nurses Convention in Dallas.

■ **Fidel Lim**, clinical assistant professor, received the 2017 Rose and George Doval Teaching Award.

■ Instructional Technologist **Matt Marsaglia** lead a collaboration with Meyers faculty and NYU's design and development community to develop a mobile learning game called *Shift*, where players assume the role of a charge nurse for a new shift. The game is slated for an August 2017 launch in the iTunes store.

■ **Donna McCabe**, clinical assistant professor, delivered a presentation entitled, *Enhancing Medical Safety Teaching Through Remediation and Reflection*, at the 2017 Quality and Safety Education in Nursing National Forum in Chicago.

■ **James Pace**, senior associate dean for academic programs, was awarded the Above and Beyond Appreciation Citation, in support of the Hospice and Palliative Nurses Association.

CONTINUED ON NEXT PAGE

■ **James Pace**, senior associate dean for academic programs, and **Dorothy Wholihan**, clinical associate professor, co-edited the book, *Palliative and End-of-Life Care*.

■ **Ilene Rempel**, clinical instructor, has started work on her Evidence-Based Project towards her DNP, focusing on mentoring as a strategy to help clinicians transition to the role of instructor.

■ In March, **Michele Shedlin**, professor, was an invited speaker at the International Meeting on Studies of Gender Violence, Gender Equity and Peace at the University of Texas at El Paso.

■ Clinical Assistant Professor **Larry Slater** was elected president of the board for the Northeast Multistate Division of the American Nurses Association (ANA) which comprises New York, Rhode Island, Vermont, New Hampshire, and Maine.

■ **Larry Slater**, clinical assistant professor, was appointed to the National League for Nursing Research Grants Panel.

■ Associate Professor **Allison Squires** was appointed chair of the Education & Research Committee for the National Council for Interpreting in Health Care.

■ **Janet Van Cleave**, assistant professor, was the 2017 recipient of the ENRS/Nursing Research Authorship Award.

■ **Bei Wu**, Dean's Professor in Global Health, was awarded the 2017 International Association for Dental Research's Distinguished Scientist Award for Geriatric Oral Research.

26th Annual Estelle Osborne Legacy Celebration

February 22

This winter, for the 26th year, we honored the legacy of Estelle Massey Osborne by recognizing a distinguished alumna/us or faculty member whose professional career embodies her spirit. This year's honoree was Clinical Associate Professor **Jamesetta Newland**.

About the Honoree

Jamesetta Newland's teaching experience spans 23 years with graduate students; she believes in lifelong learning for adults and encourages students to achieve beyond their own expectations.

Newland is active in numerous professional organizations; she is the current editor-in-chief of *The Nurse Practitioner* and a column editor for the newsletter of the Fellows of the American Association of Nurse Practitioners.

Newland is a strong proponent of faculty practice and has extensive experience with nurse-managed health centers. She maintains an active primary care practice as a family nurse practitioner at NYU Langone Ambulatory Care West Side.

About Estelle Osborne (1901-1981)

Each year, the College and its community celebrates Osborne, a pioneer in organizational administration and the first black nurse to receive a master's degree in nursing.

After graduating from Teacher's College, Osborne was promptly appointed educational director at the Freedmen's Hospital in Washington, D.C. (currently Howard University School of Nursing). She served five successive years as president of the National Association of Colored Graduate Nurses (NACGN), an association established to promote professionalization, education, and practice opportunities for black nurses.

Following service during World War II where she worked to change discriminatory policies in nursing and the armed services, Osborne concentrated on opening doors to higher education for black nurses. In 1946 she joined NYU, becoming the first black faculty member in what is now NYU Rory Meyers College of Nursing. In her eight years, her leadership position on campus provided her the opportunity to mentor and positively impact the lives and careers of numerous black students and nurses.

This celebration would not be possible without the unwavering effort and dedication of its founders: alumni **Gloria Chandler Ramsey**, MA '87, BS '83, **Phyllis Lisanti**, PhD '87, and late former Division Head **Diane McGivern**. ■



Jamesetta Newland, Estelle Osborne Legacy Celebration awardee, with Dean **Eileen Sullivan-Marx**.

Announcing the Vernice D. Ferguson Professorship in Health Equity



At this year's Estelle Osborne Legacy Celebration, NYU Meyers announced the founding of the **Vernice D. Ferguson Professorship in Health Equity**. Vernice D. Ferguson (1928-2013), a distinguished nurse leader, educator, and executive,

championed the health of all people throughout her career.

In recognition of her leadership as the chief nurse executive for the Veterans Administration, as well as president of the AAN, STTI, and the International Society of Nurses in Cancer Care, she was awarded with eight honorary degrees, and inducted as an honorary fellow in the Royal College of Nursing and as Living Legend in the AAN. An inspirational leader and friend to all whom she met, we are honored to establish this endowed professorship in her name.

Potential applicants who have worked tirelessly for health equity and diversity are encouraged to apply at nursing.nyu.edu/open-positions. All questions about this position should be directed to Nicolas Heller, faculty affairs HR administrator, at nicolas.heller@nyu.edu.

Global Initiatives update



NYU MEYERS RECENTLY RECEIVED FUNDING in Liberia as part of the HRSA-funded Resilient and Responsive Health Organizations Initiative, effective January 1, 2017. This five-year cooperative agreement focuses on health workforce development and runs through December 2021. NYU Meyers is the sole academic partner providing nursing education; other partners include Brigham and Women's Hospital, Yale University, and Partners in Health. This initiative is consistent with our current program in Rwanda, which is finishing year five of a seven-year project.

IN MEMORIAM

Mary Rosedale, PhD '07

By Judith Haber, Ursula Springer Professor



Mary Rosedale, assistant professor at NYU Rory Meyers College of Nursing and assistant professor of psychiatry at NYU Langone Medical Center, respected by peers and beloved by students, died after a battle with cancer on Feb. 6. She was 51.

In her national leadership role, Rosedale made signature contributions to the nursing profession by systematically carving out a prominent position for herself as well as for the psychiatric nursing specialty in the innovative and pioneering area of brain health research and the interdisciplinary clinical practice of brain stimulation therapies. Her research and practice translated neuroscience findings into electric and magnetic forms of non-invasive brain stimulation, including, but not limited to transcranial magnetic stimulation, electroconvulsive therapy, and cranial electrical stimulation to reduce psychiatric symptoms, restore functioning, and personalize treatment for patient populations with refractory depression, other psychiatric illnesses, and conditions highly co-morbid with depression.

As a psychiatric nurse practitioner, she brought her expertise to the American Psychiatric Nurses Association (APNA) where she led the first APNA white paper delineating the role and scope of practice of registered and advanced practice nurses in the prescription and administration of brain stimulation therapies. Her publications in prestigious peer-reviewed journals, book chapters, and national and international presentations provided evidence of her significant contributions to nursing and interdisciplinary scientific bodies of knowledge, particularly in brain research and translation of novel neurobiological treatments into clinical practice.

Rosedale is survived by Jeff, her husband of 27 years; two brothers, John and Bryan; nieces Katrina and Kelly; and nephews Michael and Jack. ■

Donations may be sent to the Mary T. Rosedale Scholarship fund at NYU Meyers by contacting Sally Marshall via phone at **212-992-7525** or online at nursing.nyu.edu/rosedale.

Upsilon

Induction and Awards Ceremony



April 3

A new Upsilon inductee signs the Chapter Induction Book.

On Monday, April 3, the Upsilon Chapter of the Honor Society of Nursing, Sigma Theta Tau International (STTI), held its annual induction and awards ceremony. The evening was a celebration of the new undergraduate, graduate, and nurse leader inductees for the 2016-2017 academic year.

The gala event kicked off with a welcome from Dean **Eileen Sullivan-Marx**, followed by an introduction by **Larry Slater**, president of Upsilon Chapter and clinical assistant professor. Associate Professor **Mei Fu** was then recognized for her upcoming induction into the STTI Nurse Researcher Hall of Fame this summer in Dublin, Ireland. She also presented the keynote address, which focused on building a long-term program of research using her own work with lymphedema symptom management as an exemplar.

The evening continued with Slater presenting the Upsilon Chapter awards, scholarships, and research grants. He first presented the past president's pin to Clinical Associate Professor **Mary Brennan** for her extraordinary work as president from 2014-2016. Next he announced the six scholarship awardees, who each received \$500. The three undergraduate

recipients were **Peter Dull**, **Andrew Fernandez**, and **Adam Hadas**; the three graduate recipients were PhD student **Charles Tilley** and MS students **Amelia Muir** and **Joanne Schmidt**. Finally, Upsilon Chapter's research grant for \$1,500 was awarded to **Jin Jun**, a PhD candidate, to support her dissertation work.

"Our inductees to the Upsilon Chapter of STTI this year are outstanding leaders in scholarship, leadership, and service, the three pillars upon which the organization was founded," said Slater. "I'm thrilled that they're joining us and am looking forward to following their distinguished careers."

The induction ceremony took place immediately after the awards presentations. **James Weidel**, vice president of Upsilon Chapter and clinical assistant professor, read the names of the inductees, who then came forward and received their STTI induction ribbon, pinned by Slater and **James Pace**, senior associate dean for academic programs. After pinning, inductees received a white rose, signed the Upsilon Chapter Induction Book—which dates back to 1961—and received their certificates and membership cards. ■

HISTORY OF UPSILON

In 1922, six nurses founded the Honor Society of Nursing, Sigma Theta Tau International (STTI), at the Indiana University Training School for Nurses, now the Indiana University School of Nursing. The founders chose the name from the Greek words *storgé*, *tharsos*, and *timé*, meaning love, courage, and honor.

For more than 90 years, STTI has recognized and celebrated nursing excellence

in scholarship, leadership, and service. From its six founding members, the organization has grown to more than 135,000 active members in 500 chapters representing more than 90 countries.

The NYU Chapter was founded by 65 student and faculty members of the Department of Nurse Education. The chapter charter was officially signed on June 24, 1961 during an elegant induction ceremony at the NYU Faculty Club. Many of the charter members were not

only faculty at NYU, but also doctoral students. Over the years, they have had distinctive careers dedicated to advancing nursing scholarship.

Today NYU's Upsilon Chapter continues to foster research and nursing scholarship. Its membership includes more than 800 nurses all over the world. The Chapter also fosters continuing education among members as well as students with the *Healthcare Lecture Series* and *Journal Club*.



NICHE holds 25th Annual Conference

April 19–22

Nearly 1,000 healthcare professionals from more than 300 NICHE member and non-member hospitals located around the world met in Austin, Texas for the program's 25th Annual Conference to share evidence-based innovations and research. This year, attendees celebrated NICHE's milestone with the theme: "25 years of Geriatric Nursing Care Excellence—Honoring our Legacy and Transforming the Future."

Keynote speakers included nationally-recognized geriatric experts speaking on a core of practical and thought-provoking topics ranging from utilizing nursing ethics in times of transition and the implications of an aging society, to care partner coping skills covering delirium prevention and challenging behaviors. Those speakers included Dean **Eileen Sullivan-Marx**, former Dean **Terry Fulmer**, Sharon Inouye of Harvard Medical School, and Teepa Snow, an occupational therapist with expertise in dementia.

Additional programming included roundtables and plenary sessions, including a frank discussion on end-of-life care. There was also a particular focus on

technology with case studies on telemedicine-based assessment model of care, avatar virtual service animals, and caring service robots for individuals living with dementia.

"Our Annual Conference is a terrific opportunity to see how nurse leaders at our member hospitals are innovating to solve a really pressing issue," said **Mattia Gilmartin**, executive director of NICHE. "I'm proud to support the work they're doing each day to ensure that older people receive care that promotes function, autonomy, and dignity. And meeting some of these leaders last month in Austin was a privilege." ■

FUTURE CONFERENCES

April 10–13, 2018 | Atlanta, GA

April 9–12, 2019 | Orlando, FL

April 28–May 1, 2020 | New Orleans, LA



The US & China

A Partnership to address shared nursing challenges

By Ann Williams and Bei Wu

American nursing and China have a long history. Nursing was introduced in China in the late 19th century by American missionaries. Before this nursing care was performed at home by members of the family. In contrast to the development of the nursing profession in other parts of the world, such as Africa where there was a strong European influence, Chinese nursing followed an American model. American and Chinese nurses have remained close in spite of tremendous political changes on both sides of the Pacific over the past century.

Between rapid economic growth, societal modernization, and increased patient choice of healthcare provider, the last decade has brought a demand for western-influenced nursing with a Chinese spin.

With these changes, nowadays Chinese nurses have become restive in the subservient positions that they had traditionally held. In particular, they are looking to the great variety of nurse practitioners and nurse managers at work in the US. As China faces a growing, older population—almost 1/5 of the world's people are

Chinese—and as it seeks to develop its out-of-hospital healthcare sector, China's nurses see an important role for themselves in this new system.

It is noteworthy that the Chinese government has been generous in its support of funding for Chinese nurses to study abroad. Although not without problems, this program has brought a significant number of young nurses to the United States, Australia, and elsewhere for focused study.

NYU Meyers has a group of faculty who have expertise and experience in geriatric research, policy, education, and practice. It would be a mutual benefit for the international nursing community to exchange research ideas and educational experience to address our common challenges around aging.

Dean **Eileen Sullivan-Marx** has been part of an important collaborative partnership between leading US and Chinese Schools of Nursing known as the US-Sino Nursing Forum. The Forum holds regular conferences; the most recent was in 2015 in Shanghai, hosted by the Fudan School of Nursing. This year the conference

will be hosted by the University of Pittsburgh School of Nursing and will provide an opportunity to explore the variations, similarities, research endeavors, and research findings regarding the management of chronic disease across the globe. Dean **Sullivan-Marx**, **Ann Williams**, and Prof. **Bei Wu** will be among those attending.

What will be next? China is changing as we speak. Today's predictions will be out of place by tomorrow. However several areas of mutual work seem clear.

The challenges of problems faced by older adults continue to evolve in both countries. As China's working population moves to the cities, older parents often are

The College is actively engaged in a wide variety of joint efforts with Chinese partners including leading universities and hospitals. Some of these partners include **Fudan University** (Shanghai), **Xiangya School of Nursing** (Changsha), **Peking Union Medical College** (Beijing), **Wuhan University** (Wuhan), and **Sun Yat-sen University** (Guangzhou).

left behind. The US also faces a growing population of older adults living on their own. Addressing the health and social needs of this population in both countries is of increasing importance.

In addition, here at NYU Meyers, we may wish to look for potential areas of collaboration with Chinese colleagues in Africa. As China becomes more and more active in African countries and as our African

programs evolve, mutual areas of concern are certain to emerge. It is clear that our partners in China bring much to the table and that we can look forward to a growing and positive partnership. ■



Prof. **Mei R. Fu** has received an international collaborative research grant entitled "Precision Medicine Initiative: Symptom Science" from Sichuan University, Chengdu, China. This grant supports Fu's research and training of researchers in China from January 1, 2016 to December 31, 2021. The goal of the project is to establish the Chinese version of The-Optimal-Lymph-Flow mHealth system and establish a biorepository for symptom phenotypes, genotypes, and biomarkers.



Ann Bartley Williams, director of global initiatives, has a longstanding partnership with Xiangya School of Nursing located in Changsha, Hunan Province, as an advisory professor. The partnership began almost 20 years ago with a focus on HIV, evolving as the epidemic has matured. Her home nursing intervention for people living with HIV was used in China by the National Nursing Center of China. More recently, the Xiangya Nursing Research Initiative, funded by the National Institute of Health, has aimed to increase the capacity of both nurses and psychologists to address questions in HIV nursing with a focus on mental health and management of cognitive symptoms.



Prof. **Chenjuan (Tina) Ma** spent two weeks in January at Fudan School of Nursing sharing her expertise with faculty and students. She met with faculty to discuss Fudan's research priorities, served as a reviewer for thesis proposals, and gave numerous formal talks where she presented her work.



Prof. **Bei Wu** is an internationally-known expert in Chinese long-term care policy and system development. She is an advisory professor at Fudan University and holds several honorary professor positions in Chinese universities. Wu is the mentor and a key investigator on a project funded by the National Science Foundation of China to conduct a long-term care service delivery and policy study. She is also collaborating with faculty at Duke University and Huadong Hospital in Shanghai to develop training models for dementia patients in clinical settings.

What's **developmental psych** got to do with it?

By Druanne Dillon

What could HIV prevention
and developmental
psychology possibly have
to do with each other? If you're
Prof. Yzette Lanier:
everything.

Faculty profile: **Yzette Lanier**



Yzette Lanier was born and raised in San Francisco. She came east to study psychology at Howard University, one of the top historically black universities in the country. After she earned her BS in psychology, she went on to get her MS and PhD degrees, both in developmental psychology, both from Howard.

In what ways did being at Howard shape Lanier's thinking?

"The education and training that I received at Howard played a large part in who I am as researcher and scholar," she said. "In my research, I utilize a *strengths-based approach*. This approach identifies and emphasizes the strengths and assets that operate in individuals and their communities. It gives me a different, but often missing, lens by which I understand and explain youth development and behavior. I credit Howard for this."

Coming from San Francisco, once the epicenter of the world AIDS crisis, did Lanier arrive at Howard with an idea of tackling HIV and AIDS in the African American community? Or did that awareness grow around her studies and the place where she chose to do them for so many years? Not at all!

"As a graduate student, I never envisioned myself doing HIV prevention research. My program of research, at the time, was really centered on understanding how contextual stress impacts psychological and social adjustment in African American adolescents, and how racial identity may serve to protect youth from feeling the full magnitude of this stress."

However, always on the lookout for the next goal, the next expansion of her horizons, Lanier was completing her doctoral dissertation when she came across a postdoctoral training opportunity to conduct HIV prevention research in communities of color at the CDC.

"I thought this would be a great opportunity to learn about an area of health and well-being that I had not explored before, but that intersected with psychological and social well-being. My background in developmental psychology definitely lends itself to the work that I do."

Lanier completed her postdoctoral fellowship at the CDC and continued on to a T32 postdoctoral fellowship in the University of Pennsylvania's Center for Health Equity Research. This was followed

by a position as visiting scholar at the Yale University Center for Interdisciplinary Research on AIDS.

In fall 2014, Lanier arrived at NYU Meyers, dividing her time between research and teaching in the baccalaureate program.

In addition to her teaching responsibilities in the baccalaureate program, Lanier conducts research centered on the prevention of HIV among black and latino youth. Given her research focus, she is an affiliate of the Center for Drug Use and HIV Research (CDUHR), which also actively studies HIV, its transmission, and prevention. What is the intersection between Lanier's work and CDUHR's studies?

"I think my work brings a unique perspective to HIV prevention research that complements the work that is being conducted by other CDUHR investigators and affiliates. In my first year at Meyers, I was awarded a CDUHR pilot award examining romantic relationships and sexual behaviors in a national sample of black and latino youth. In many ways, this grant laid the foundation for my larger CDC study. In addition, two of my mentors on the CDC grant are Senior Research Scientist **Marya Gwadz** and Prof. Vincent Guilamo-Ramos of the Silver School of Social Work and also a recipient of a great amount of grant funding [current grants in-house total \$5.5 million]."

Before Lanier received her \$1.2 million grant through the CDC MARI, she focused her developmental psychologist's lens over many collaborative studies of HIV related to black and latino communities, including:

"In my research, I utilize a strengths-based approach. This approach identifies and emphasizes the strengths and assets that operate in individuals and their communities."

- *Reframing the context of preventive health care services and prevention of HIV and other sexually transmitted infections for young men: new opportunities to reduce racial/ethnic sexual health disparities* (2013)
- *Sociocultural Correlates of AIDS Progression for African American Women Living with Diagnoses of HIV Infection in the District of Columbia* (2013)
- *Impact of parent-child communication interventions on sex behaviors and cognitive outcomes for black/African-American and Hispanic/Latino youth: a systematic review, 1988-2012* (2014)
- *Development of a Barbershop-Based HIV/STI Risk Reduction Intervention for Young Heterosexual African American Men* (2016)
- *Moving Beyond Age: an Exploratory Qualitative Study on the Context of Young African American Men and Women's Sexual Debut* (accepted for publication in 2017)

The CDC MARI grant came through about ten months ago. Where are Lanier and her team now, in this four-year, three-part study?

"In the next few weeks, I will begin meeting with my community advisory boards," she explained. "These boards are comprised of youth and adults who live and/or work in the South Bronx. They will provide guidance on study activities including feedback on study materials and advice on different approaches to recruit and retain young couples. Soon after that, I will begin conducting

"I love working with the community to develop programs that are meaningful to them and that will foster positive health and well-being."

interviews with young black and latino heterosexual couples. One of the strengths of this study is that I will be interviewing both members of the couple. In research, we often get the perspective of one member of the couple, usually the female. By interviewing both couple members, I will be able to assess the degree of symmetry between their responses and then examine how this impacts their use of combined HIV prevention methods."

Phase three of the study will be the development, application, and dissemination of an intervention strategy. Lanier explained how that would work: "The primary goal of phase three is to develop a developmentally and culturally appropriate behavioral intervention focused on the uptake of combined HIV prevention methods. This includes coming up with the core intervention components, determining the

program structure, overarching theme, and best delivery format. Once the intervention is developed, I will then conduct a small pilot study with young couples to test the acceptability and feasibility of the program."

And after that?

"The next step will be to write another grant to test whether the intervention does increase the uptake of combined HIV prevention methods."

It's clear that Lanier gets as much from her work as she brings to it, based on her research results.


"I love working with the community to develop programs that are meaningful to them and that will foster positive health and well-being. I feel honored and humbled to be able to tell the participants' stories in a way that fully captures the complexity and essence of their lives and experiences. I also love working with students and seeing their growth and development as budding scholars."

In wrapping up, Lanier shares at least part of her secret to success: "I have been fortunate to have some amazing mentors over the course of my educational and professional career. Each one influenced me in their own, unique way. However the common thread among these individuals is that they all believed in me and took time to cultivate my potential, they challenged my thinking, and they exposed me to opportunities that would help me to grow and further hone my skills. They also cheered me on during the journey and let me find my own way." ■

BEING FIRST

Supporting our first-generation college students

by Fortuna Smith, Student Affairs Officer

A black and white photograph of a hand holding a large, white, textured plus sign. The hand is wearing a grey ribbed sweater cuff. The plus sign is positioned vertically, with the hand at the bottom and the top of the sign extending towards the top of the page.

As a more diverse group of high school students are encouraged to earn a college degree, enrollment continues to rise among first-generation college students at four-year universities.

A FIRST-GENERATION COLLEGE STUDENT is defined as an undergraduate student whose parents never enrolled in post-secondary education, which according to the US Department of Education in 2010, constitutes 33.5 percent of incoming freshmen, with only a third of them graduating with a baccalaureate degree. Increased access is certainly a positive step in reducing the nation's achievement gap; however, the graduation rates of first-generation college students continue to lag.

As of 2013, the number of first-generation college students at our University is 20 percent, while NYU Meyers holds 22 percent of these undergraduates as of spring 2017. In addition, only a small number of our College's full-time faculty identify as first-generation, making evident the difficulty in reaching a professorial career for this population.

Common Obstacles

To a first-generation student, college appears as a mystical hill filled with promise and security, but constant obstacles make its reach extremely challenging. Applications, standardized tests, majors of study, graduation plans, and credit hours are all complex concepts to first-generation students, and their lack of familiarity with them can be detrimental. The more information and guidance that a student has about the college process, the more likely he or she is to succeed.

The first and foremost challenge they experience is financial: *how can I afford it?* Given soaring tuition prices and decreased government state aid, completing a four-year degree for these students can be extremely difficult. Research shows that many of them belong to low-income households and have a strong aversion to debt, making the goal of retention even more distant. Also, because many first-generation college students lack cultural capital, they

often struggle to comprehend and therefore submit the Free Application for Federal Student Aid (FAFSA) form necessary to receive federal financial aid.

Second, their academic preparation in high school often fails to properly instruct them for the rigors and demands of college coursework. Research indicates that first-generation college students tend to have weaker English and math skills, as well as lower scores on standardized tests. First-generation students commonly perceive the SAT as an IQ test and are unaware of preparation tactics and strategies to increase their scores. Research also shows that they are taught inadequate study skills and they maintain lower GPAs through their third year, compared to continuing-generation students.

And finally, a key and significant obstacle first-generation students encounter is the social integration into an academic college environment. Because of their absence of familial resources, first-generation students are unaware of the opportunities and help available to them. They rarely speak to faculty members, ask questions, or participate in extracurricular activities. Instead they rely heavily on peer support to get them through their classes, which might not necessarily be sufficient to succeed. Their self-efficacy has also been demonstrated to be much lower compared to continuing-generation students, making them feel isolated and depressed at times.

Being First: Pilot First-Gen Program

In order to increase the success of this population, higher education institutions must act with direct interventions to allow first-generation students to overcome their inherent disadvantages. To address the need, the College has launched additional programming.

In the spring of 2017, the Office of Student Affairs and Admissions launched *Being First*, a pilot program designed to build and develop a community among our first-generation students by introducing them to faculty members and alumni who identify similarly, keeping them informed about available academic and scholarship resources, and to provide them with the

**TO A
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necessary tools for networking post-graduation.

Eighteen traditional undergraduates, both first-generation and continuing-generation alike, attended our kick-off session. We began with a group activity that simulated an experience that first-generation students face: a lack of resources. It became a teachable moment for students who don't identify this way.

The highlight of the day's program came when Clinical Assistant Prof. **Sandy Cayo** and PhD student **Billy Caceres**, both first-generation students, spoke about their struggles throughout college and how they were able to reach their current levels of success. Knowing that others had experienced similar hardships like struggling to know "big words," having no idea how to fill out their FAFSA form, or never considering obtaining a higher degree, allowed them to feel like a community. The fact that NYU Meyers has decided to focus on these students shows that their challenges are not ignored.

Other Resources

The Office of Advising and Academic Services offers programs for enrolled students that can be very beneficial to first-generation students. Advisors hold time-management workshops which increase study skills, tutoring sessions, peer advising, and a mentorship program, where they match current first-generation students with alumni. It also maintains an active section on our College's website providing links to relevant literature and common terminology.

Meyers Scholars

Howard and Rory Meyers understood the incredible challenge it is to graduate with a baccalaureate degree as a first-generation student and for this reason dedicated \$22.5 million of their \$30 million gift towards scholarships for low-income, first-generation college students. The first two recipients of this generous gift will begin their college careers this fall and it is through interventions like this one that they are able to attend and graduate from prestigious schools like NYU. ■



CARE:

Small deeds, big impacts

By Christa DiMaria BS '17

For the past year, I have volunteered at Mount Sinai's Care and Respect for Elders in Emergencies (CARE) program. Founded in 2012, this program has grown quickly and brightened and touched the lives of thousands of patients each year with the goal of being a support system.

Through CARE, the hospital underscores their mission of providing comprehensive patient-centered care. By enhancing comfort in the uncomfortable and unfamiliar emergency department setting, patients who may be suffering from acute cases of delirium are reoriented and the increased risk of falls are reduced by providing patients with non-skid socks.

As an aspiring nurse, CARE has afforded me an incredible opportunity to give back while also teaching me important skills as a future clinician.

One important lesson I learned was that patients always had a difficult experience or story to share that landed them in the hospital. Regardless of whether they appeared outwardly upset, aggressive, and isolated or pleasant, approachable, and welcoming, I've learned the importance of treating each patient as an individual.

Some patients preferred having constant visitors, enjoying any time spent with a volunteer. On the other hand, there were some patients who wanted to be alone—whether they already had a family member or friend by their side to keep them company or they were occupied by a book or television show. While this observation may seem trivial, ensuring a patient is safe and comfortable is such an integral part of what we do as future and current nurses.



"As an aspiring nurse, CARE has afforded me an incredible opportunity to give back while also teaching me important skills as a future clinician."

My conversations typically started out with me simply asking, "Is there anything I can help you with?" While I have received many unique responses to this question from patients while volunteering, one in particular stood out.

This patient had become restless and anxious since he had requested ice hours before I arrived. Upon my initial approach, the patient mentioned his overwhelming feeling of neglect while verbalizing his understanding of the overwhelming responsibilities of the ER staff. I took it upon myself to get the patient ice, with approval from the patient's doctor and nurse. The patient's endless gratitude will always stick with me.

We had a very seamless conversation, discussing a variety of topics including his upbringing, favorite hobbies, children, and vacation plans. At the end of my visit, the patient mentioned how he forgot he was in the

hospital because of how engaged he became in our discussion. The patient noted that I "sparked an old positivity" that he had not felt in a long time, which left him more physically relaxed and pain-free than he had felt since he entered the ER.

Although I did not do anything more than take the time to speak with the patient, this small gesture brought him comfort and left him in a more positive headspace for the rest of his hospitalization. This interaction taught me another lesson: small deeds lead to big impacts.

As a proud CARE volunteer, I look forward to each moment with which I am presented to leave a positive impact on patients during times of profound need. My participation in this special program will continue to mold me every day as an aspiring RN. ■

FEATURE

DISPATCHES FROM AN ALUMNA: NURSING IN

ZAMBIA

By Inez Zuska BS '15



AS A MEMBER OF A MEDICAL MISSION,

I traveled to Livingstone, Zambia to learn about the healthcare standards in other parts of the world, and I served as a volunteer nurse for three weeks at the Mahatma Gandhi Memorial Clinic. Despite the lack of poor hygiene, medical supplies, and staffing shortages, I learned a tremendous amount about nursing and caregiving from the generous nurses who welcomed me with open arms. Witnessing their dedication to patients complemented the nursing education I received at NYU Meyers.

Because of the shortage of doctors in Zambia, the nurses' roles included a wide range of responsibilities, such as prescribing medications, diagnosing patients, delivering babies, administering and dispensing medication, and assisting in circumcisions. These were some of the many tasks that I had the opportunity to take part in as an RN in Livingstone. Seeing the dearth of supplies to "old school" methods in some procedures, I developed a deep appreciation for both the advanced US healthcare practice and the simple techniques we take for granted in the US.

Education was a key component in my time spent at the hospital; the importance of hand hygiene, wearing gloves, and using sterilization techniques were some of the practices that I constantly emphasized and pushed to instill in standard care. This effort posed challenges

as simple supplies like tissues and gloves are limited. Even handwashing continues to be a struggle as soap and running water are not always available.

In Zambia, one of the things that I admired most was how community outreach was incorporated into healthcare. During Children's Health Week, we went door to door in local neighborhoods, educating parents about the importance of vaccinations and providing their children with immunizations. A few common vaccines administered were for polio, MMR, tuberculosis, vitamin A, diphtheria, tetanus, pertussis, and hepatitis B. Another of the key components of our outreach was focusing on HIV prevention to stop the spread of a disease that currently overtakes many communities.

HIV and malaria testing and counseling, assistance with labor deliveries, and education were also major roles as a RN in Africa.

My experiences and techniques learned during clinical at New York-Presbyterian on a labor and delivery floor helped build a foundation for my efforts in Zambia to be successful. For example, in Livingston I relied on my knowledge of normal vital signs and assessments for a newborn. In addition, recalling proper medication administration to help speed up the delivery process helped my team save the life of a newborn.

NYU Meyers equipped me with the highest quality skills for a greater standard of patient care. It also ingrained strong nursing core values like cultural competency, integrity, compassion, and professionalism. I am proud to share these values in my work across the globe. ■



CLOCKWISE FROM LEFT:

Zuska along with fellow nurses from the clinic

Exterior of the Mahatma Gandhi Memorial Clinic

Zuska performs HIV testing.

Zuska and her colleague conduct an assessment of a newborn.

MEN IN MIDWIFERY:

Meet the first male nurse midwife at NYU



By Jason Kennedy, MS '20, BS '15

WALKING INTO THE FIRST CLINICAL DAY OF MATERNITY, we were given a briefing of what our day would be like. All of us would spend the day in the postpartum unit or in the nursery except for the nurse tasked with following and helping the labor and delivery (L&D) nurse.

As the briefing continued, my head spun when I heard that we would be seeing deliveries. I thought to myself, “I’m going to see what?!” I had never heard of a man being in a delivery room before, except for the doctor and the dad. Beyond the delivery room, I hadn’t yet taken care of many women in clinicals so my in-person familiarity with female reproductive anatomy was less than experienced.

“I’M
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On the day I reported to the labor and delivery unit, I primarily expected to see normal vaginal deliveries. But I didn’t. Instead I participated in perioperative procedures like a Cesarean delivery. So I suited up in a bunny suit—appropriate attire I was told—and a surgical mask. In the operating room, I supported the mother during her spinal-epidural anesthesia placement and placed a urinary catheter using sterile technique. After the staff prepped the patient for surgery, the doctors safely delivered a healthy newborn baby that was quickly assessed by pediatricians and taken to the nursery as the mother was recovering in the postpartum unit.

“How cool was that?!!” I asked the nurse manager checking on the outcome of the case. She asked if I’d ever thought about being a labor and delivery nurse. I replied, “I didn’t even know men were allowed to be here!” This left me very curious.

Eventually I became obsessed with and passionate about the idea of taking care of women in such a vulnerable and happy time in their lives. I truly appreciated the integral role the nurse played in helping change the lives of women and their families.

I soon took a look to see if any New York hospitals had available positions posted on their websites, and to my surprise, a L&D RN opening was available at NYU Langone Medical Center. Being a brave former-banker-and-CPA-turned-RN, I took a leap and applied. Soon thereafter I completed my undergrad program at the College and passed the NCLEX on the first try. Within three months after graduation, I became the first male labor and delivery RN in more than 15 years at Langone.

As a recent grad, I quickly realized that one of the basic concepts I absorbed in my undergraduate preparation, *presence*, was key to my success as an L&D nurse. Presence affords not only the ability to give patients the support they need through labor and empowering a soon-to-be mother to ask for help (think: epidural for pain), but it also creates a global awareness of tasks like fetal heart rate monitoring, assessing for maternal complications, and knowing when to call on others for help in the clinical setting.

For example, at Langone, there are many religiously observant patients. Part of their observance includes not having men see them uncovered, especially during the time surrounding labor and delivery. With an understanding that I developed at NYU Meyers and knowledge gained through practice, I am aware of this cultural component to their care.

Surprisingly, as a man in an overwhelmingly female subset of nursing, I have not had many occasions where a patient has asked for a female RN. In those times, arranging for another patient assignment or modifying my methods of assessment—such as having the spouse or family member touch the patient—has been a trick of the trade in a women-centered specialty. These occasions are rare, however, because a nurse’s gender doesn’t affect care if he or she enters a patient’s room with confidence, respect, and a caring presence.

After about a year on the floor, the novelty of having a man in a women-centered midwifery specialty wore off for other RNs and patients alike. Then a new surprise was revealed: another recent NYU male grad was joining the team. It was a proud moment because it validated that there is indeed a place for male RNs who are passionate about the care of women and their newborns. Now, beginning my third year, there are three men in the unit.

“It’s not mid-husband; midwife is Latin for *with woman*,” I explained to an old-school obstetrics attending doctor before returning to NYU Meyers to start the master’s program in nurse-midwifery.

Soon thereafter it was brought to my attention that I was our College’s first male nurse-midwifery grad student. I am definitely not groundbreaking as there are small number of male nurse-midwives in our nursing profession. An article about men in nursing as midwives by Vanderbilt University as well as other news stories about trailblazers in male nurse-midwifery—there are approximately only 100 according to the American College of Nurse Midwives—have inspired me to develop my advanced practice at NYU to prepare for professional growth and to cultivate clinical practice and training.

As I see the number of male RNs in labor and delivery at Langone increase and hear of others at NYU Meyers with a potential interest, I hope to provide an example that men in obstetrics and midwifery bring unique attributes and approaches to a gender-neutral provision of quality nursing care for women and their newborns. ■

DID YOU KNOW?

A certified nurse midwife is an advanced practice RN in nurse-midwifery, the care of women across the lifespan, including pregnancy and the postpartum period, and well-woman care and birth control.

NYU Meyers offers an MS and advanced certificate in nurse-midwifery. If you’re interested in learning more about those programs, please contact Susan Altman, clinical assistant professor, at saltman@nyu.edu.



Jin Jun

PhD '18
arrived with
14 years of
experience and
a perspective

By Druanne Dillon

Her mission? To change the culture of our hospitals, making it better for patients and the people who care for them.

Four years ago, when **Jin Jun** entered the Florence S. Downs PhD program in Nursing Research and Theory Development, she was already a nurse practitioner in adult and geriatric primary care and had worked as an ICU/trauma nurse for 14 years.

She chose NYU Meyers because she wanted a doctoral program strong in workforce research. The University of Pennsylvania, in her hometown and where she'd earned her undergrad and master's degrees in nursing, also had a robust workforce research program, but she said, "I thought it would be better for me to leave my 'nest' so that I could learn from other people and environments and expand my view and perspective."

"I'd read a few papers by Prof. **Christine Kovner** [now her doctoral advisor], and knew that she and NYU Meyers had an active workforce study going on," Jun said. "I wanted to be a part of it."

Since coming to New York, she's let go of her nurse practitioner activities, but considering herself as more of an RN, she has continued to work part-time in intensive care units and trauma. And all of this—her past and present work—has combined to influence Jun's thinking.

"My dissertation looks at the different types of organizational culture at the nursing unit level to see if they are associated with the use of evidence-based practice," she said. "Initially, my interests were in structural factors of the workforce, but over the years I have moved more towards organizational and occupational psychology."

With her dissertation advisor, Kovner, and her professor, **Maja Djukic**, Jun has co-authored several publications along the way to her PhD, which she expects to earn in May 2018. These have appeared in numerous peer-reviewed journals including *International Journal of Nursing Studies*, *Journal of Nursing Administration*, *Health Care Management Review*, and *Journal of Outcomes Management*.

"You can't pour from an empty cup."

Some of the articles on which Jun has recently collaborated are:

- *Barriers and facilitators of nurses' use of clinical practice guidelines: an integrative review*

- *What does nurse turnover rate mean and what is the rate?*

- *Educational gaps and solutions for early career nurse managers' education and participation in quality improvement*

- *Family caregivers of patients with frontotemporal dementia: an integrative review*

- *Determinants of job satisfaction for novice nurse managers employed in hospitals.*

- *Estimating and preventing hospital internal turnover of newly licensed nurses: A panel survey*

The value of Jun's research has been recognized by many. As a pre-doctoral trainee, she was awarded a training grant in occupation and environmental health nursing, funded by the National Institute of Occupational Safety and Health. She has received more than 10 scholarship awards from within and from outside of NYU, including first place in 2015 and second place in 2016 for peer-reviewed doctoral student oral presentation from the Eastern Nursing Research Society.

How to Be a Better Healthcare Provider

To date, Jun's research and hospital nursing experience have brought her thinking to this nexus: the better the healthcare provider, the better the patient. And to get to this, she has been analyzing the source: hospitals and the system itself. Many of her articles explore a common theme of job dissatisfaction/burnout/high turnover within the healthcare system and its ill effect on patient care. And who should know this better than someone working in ICU and trauma, the front lines of high-pressure nursing?

At this point in her program, Jun is waiting for the IRB's approval so she can start her study. But in the meantime she's got a lot of other things going

"I think the driving force behind my research interests and goals is our current healthcare system. I still practice in a hospital and see that work environments and healthcare are not where they should be. There is so much room for improvement."

on, including writing and co-authoring several manuscripts for publication. She is also taking an occupational health seminar where she is conducting work-place assessment.

But there's more: "I teach in the undergraduate simulation lab here at NYU and work as an ICU float nurse at NY Presbyterian Cornell, both part-time," she added. "I also teach yoga once or twice a week."

How does Jun keep up this intense level of activity and engagement and *not* burn out?

"I truly believe that we have to take care of ourselves in order to provide the best care possible for the best outcomes possible for our patients," she explained. "One of

my mottos in life is that you can't pour from an empty cup. And true to my personal motto, I make sure I have a balanced life with yoga and meditation. I also run. I've completed two NYC marathons and have started volunteering with an organization called *Back on My Feet*, which uses running as a tool to empower people who reside at various shelters and treatment centers. Also I have two dogs and I sincerely believe that our pets keep us happy in more ways than one. And I couldn't do any of this without the support of my family and friends."

What's next for Jin Jun? Where will she go, what will she do, once she's earned her PhD?

Long-term: Mindfulness Intervention for Healthcare Providers

Beyond completing her PhD, Jin would like to pursue a post-doctoral program where she can design and implement a mindfulness intervention for healthcare providers. This will lead into Jun's long-term goal to have a concrete program of research creating, implementing, and examining mindfulness or other interventions to improve the overall health and well-being of our nation's healthcare providers—which sounds like a worthy goal for everyone: nurses, patients, their families, the whole healthcare system alike. ■

CELEBRATIONS

NYU Meyers regularly holds panel discussions, gatherings, and celebrations for our current and former students. Here are some of these events' highlights.



Meyers State of the College Address
September 28, 2016

- A** Left to right: **Kimberly Glassman**, PhD '07, MA '87, chair, board of advisors; Dean **Eileen Sullivan-Marx**; trustee **Howard Meyers**; President **Andrew Hamilton**
- B** NYU President **Hamilton** addressed faculty and staff.
- C** NYU Meyers leadership, board of advisors, faculty, staff, students, and friends gathered to hear remarks from Dean **Sullivan-Marx**.



NYU Reception at AAN Conference
October 22, 2016

- D** New AAN fellow **Ann Marie Mauro** PhD '98 (left) and **Wendy Budin** PhD '96, past presidents of the alumni board, celebrated with Dean **Sullivan-Marx**.
- E** Dean **Sullivan-Marx** addressed the room at the NYU reception at the American Academy of Nursing Conference.
- F** Left to right: Prof. **Judi Haber**, PhD '84, MA '67; **Kimberly Glassman**, PhD '07, MA '87; **Leonard Haber**

CELEBRATIONS



Barbara Jonas Psychiatric-Mental Health Lecture
November 2, 2016

- G J. Haber** (left) with the Barbara Jonas Psychiatric-Mental Health Scholars: **Danielle Conklin**, DNP '19, MS '15, BS '13, **Tammy Cohen Fetterman**, DNP '18, MA '02, **Christy Jared**, PhD '20, ADCRT '12, MS '07, and **Shanshan Chanatry**, DNP '20; **Darlene Curley**, CEO of the Jonas Family Fund and executive director of the Jonas Center; and **Mary Jo Vetter**, clinical associate professor and DNP director
- H J. Haber** (left) with **Donald Jonas** (center) and keynote speaker **Kathleen Delaney**, professor at Rush University College of Nursing (right)
- I** Leadership Circle members **Eliana Horta** (left) and **Beatrice Goodwin**, PhD '70, MA '60 (center) with **J. Haber** (right)
- J** **Maureen Heasley** MA '76, Meyers board member, enjoyed the presentation.



The Hartford Institute for Geriatric Nursing's 20th Anniversary Dinner November 7, 2016

- K** Board of Advisors member **Margaret McClure** (left) with **Mathy Mezey** (right), professor emerita and founding director, Hartford Institute for Geriatric Nursing
- L** Dean **Sullivan-Marx** (center) with honorees **Norman Volk** (left) and **Jay Paul** (right)
- M** Dean **Sullivan-Marx** (left) and **Tara Cortes**, PhD '76, MA '71, executive director, Hartford Institute for Geriatric Nursing (right), posed with **Paul** (center).

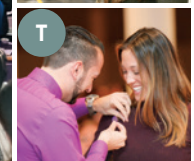
CELEBRATIONS



Board of Advisors Dinner
December 6, 2016



Achieving Health of the Nation Symposium
February 22, 2017



Valedictory Breakfast
December 20, 2016

- N** Student speaker **Grecia Zamora** BS '17, president of the Student Nursing Entrepreneurship Organization, talked about innovation and entrepreneurship while **Mary Jo Vetter** looked on.
- O** Board of Advisors members **Robert Piemonte** and **Timothy Shi**, MS '17, BS '12 enjoyed the cocktail hour.
- P** Left to right: **Bei Wu**, Dean's Professor in Global Health; **Judi Haber**; **Mattia Gilmartin**, executive director, NICHE; **Thomas D'Aunno**, professor, NYU Wagner; Dean **Eileen Sullivan-Marx**; **Rachel Eakley**, MS '18, BS '14; and **Norman Volk**
- Q** Dean **Sullivan-Marx** presented **Beatrice Goodwin** MA '60 with the Humanitarian Award.
- R** New graduates recited the professional nursing pledge to cap off the celebrations.
- S** Graduate **Natalie Sardonia** BS '17 gave her speech.
- T** A newly minted alumna joined the ranks and received her nursing pin at the annual Valedictory Breakfast.
- U** Panelists fielded questions during the Q&A session.
- V** United States Public Health Service nurses discussed their pivotal roles to improve public health issues. From left to right: Rear Admiral **Deborah Parham Hopson**; Rear Admiral **Michelle Dunwoody**; Rear Admiral **Susan Orsega**; and Captain **Michelle Ruslavage**

CELEBRATIONS



26th Estelle Osborne Legacy Celebration
February 22, 2017



Inventing the Nurse Practitioner in America
Film Screening March 1, 2017



Scholarship Celebration
March 21, 2017



W Standing (left to right): **Sylvia Williams** MA '76; **Alicia Georges** MA '73; **Evelyn Guadeloupe**
Seated (left to right): **Harriet Brathwaite**; **Nellie Carter Bailey** MA '80; **Susan Thompson**, MA '05, BS '03; **Janice Gray**, MA '53; and **Mirian Moses**

X Dean **Sullivan-Marx** with Meyers students

Y NYU Meyers students, faculty, and other guests applauded at the end of the documentary.

Z Nurse practitioner **William LaRock** with **Madeleine Lloyd**, **Mezey**, **Jamesetta Newland**, **Susan Hagedorn**, and Dean **Sullivan-Marx**

a Scholarship winners from all programs delivered remarks at the reception. Left to right: **YeeGee Cheng** BS '17; **Jared**; **Rajat Dey** BS '17; **Judy Osuoha** MS '20; and **Shani Irby**, DNP '20, MS '10, BS '07

b Scholarship donors joined in the celebration. Left to right: **Cynthia Sculco**; **Margaret McClure**; and **Eliza Bromfield** and **Kelly Mahoney** from the Jonas Center

Friends,

I have been a proud alumna volunteer for many years and the NYU community continues to amaze me. In my role as president of the Rory Meyers Alumni Association, I have enjoyed meeting many alums at various events around the university. We all have unique stories of how we got to where we are today yet are united by one common thread: NYU is where we started, where we flourished, and where we continue to give back.

One of our Alumni Association's priorities is bringing together alumni, faculty, and students. We have a vast network of nursing professionals who are eager to contribute and learn from one another. We work to accomplish this goal by sharing news through email, implementing formal programs like the alumni mentoring program, and holding events.

We recently held our second annual "*The Road Less Traveled: Nontraditional Nursing Journeys*" panel that focused on alternative nursing careers. We started this panel series last year in the hopes of inspiring nurses to explore nontraditional career paths. This spring we featured three nurse entrepreneurs who provided wonderful insight into how to build a business based on their nursing expertise. The panelists were **Mary Jo Vetter**, **Nadia Sultana**, and **Anne Sansevero MA '96**. We feel very passionately that all nurses understand that they are well-qualified to contribute their

knowledge and expertise in many alternative venues outside of mainstream healthcare.

All plaques have been installed in the Alumni Lecture Hall and we celebrated that milestone with a dedication event in May. Our nursing students are able to see these plaques every day and know our alumni played a big role in contributing to their education. A big thank you to all of our donors who made this possible! If you would like to purchase a plaque, please contact Sally Marshall, director of development, at **sally.marshall@nyu.edu**. She will be happy to work with you to name a table in the Alumni Lecture Hall or to name another location in the stunning Meyers building.

We always have lots of exciting events and news to share, so be sure to keep an eye out for our emails. Please update your current contact information by emailing the alumni relations team at **nursing.alumni@nyu.edu**. We are moving toward making our alumni magazine digital, so it is vitally important that we have your email information. Please also share with us any personal or professional updates—we love to hear from you!

The next university-wide NYU Alumni Weekend is October 20-21, 2017. Mark your calendars and join us down at Washington Square.

My term as president comes to an end this summer and I'm proud of the involvement and programs we've had with and for our alumni. I look forward to the Alumni Association continuing to provide a unique forum for our graduates. This fall I will be handing the reins over to our next president, **Monefa Anderson, BS '07, MPA '96**. Please extend your warmest welcome to Monefa and the rest of our board when we reconvene in September.



Penny Manegan Klatell, PhD '75, MA '71
Alumni Association President

**The College wants
to keep in touch with
its former students!**

Please ensure your current email address is on file by emailing **nursing.alumni@nyu.edu**.

CLASS NOTES

1973

C. Alicia Georges MA '73 is the president-elect on the AARP Board of Directors and she will automatically become president of the AARP in June 2018.

Jamesetta Halley-Boyce MA '73 was honored by Seton Hall University at an award ceremony in recognition of her 32 years of service at its College of Nursing.

1975

Lorraine Blake-Reid MA '75 led the Nursing Informatics Division and the hospital-wide interdisciplinary team at SUNY Downstate Medical Center to implement a clinical documentation system, which resulted in improved documentation for federal requirements.

1982

Carol Easley Allen, PhD '82, MA '70 Allen now co-owns a nursing and health education consulting firm, Twin Solutions LLC, after more than 40 years in nursing and higher education administration.

1984

Mary Anne Gallagher MA '84 is director of nursing quality at New York Presbyterian, Weill Cornell Medical Center, and Lower Manhattan Hospital. She also is the author of *301 Careers in Nursing*, published in April.

1993

Lisa Marie Bernardo PhD '93 co-edited the book *Integrating Physical Activity into Cancer Care: An Evidence-based Approach*, published by the Oncology Nursing Society.

1996

Annemarie Dowling-Castronovo MA '96 was appointed to the editorial board of *Urological Nursing*.

2007

Monefa M. Anderson BS '07 is president-elect of the NYU Meyers Alumni Association.

2009

Joe Schomburg BS '09 accepted a new position as senior managerial consultant for perioperative services with Kaiser Permanente-Southern California Regional Offices.

2015

Kelsey Yukov MS '15 recently published an article in *American Nurse Today* entitled "A nurse-driven community education program for older adults."

2016

Barbara Molina MS '16 has a new FNP role at Weill Cornell Medicine in outpatient neurology.

SAVE THE DATE

Alumni Weekend

October 20 – 21, 2017

Washington Square Park Campus



IN MEMORIAM

Jacqueline Rose Hott, PhD '72, MA '53 died peacefully at the age of 91. A former professor and dean at Adelphi University, Rose was a prolific author of books and articles. Right up until the end, she was working six days a week as a sex therapist and psychotherapist.

Paulette Robischon, PhD '70, MA '60, BS '48 passed away on April 17. Attending NYU under the G.I. Bill, she was an Army veteran, a published researcher, and accomplished community health nurse.

MAKING HEADLINES ABROAD

NYU Meyers students recount their time away

"I ABSOLUTELY LOVE IT HERE!"

I went to Independence Square, Labadi beach, and Golden Tulip. It's only been four weeks and I wish I could stay forever!"

Farida Hamis BS '19
Accra

"FROM EXPLORING A NEW CITY

independently to taking electives that I never would have gotten the opportunity to learn about through a global perspective, NYU Sydney has proven to be a perfect fit for me, and I'm excited to explore this opportunity even further!"

Justin Pederson BS '19
Sydney

STUDYING ABROAD

enables students to experience another culture, language, environment, set of customs, and education system. It also fosters academic, emotional, and social growth. We've begun to fundraise for scholarships that will support our students to study and live abroad.

For more information on how to donate, please contact Sally Marshall at **212-992-7525** or **sally.marshall@nyu.edu**.



"IT WAS ALWAYS A DREAM OF MINE

to go to Australia and I never thought I would have the opportunity to study abroad in Sydney. My first week I saw the Sydney Opera House, took a cruise around the Sydney Harbour, and went kayaking.

Since there is no dining hall, I started to cook more and watch what I eat. I also grew up and realized that I had to start taking care of myself. Overall, this is the best experience I have ever had, and if you can, I encourage everybody to study abroad."

Nicole Stomakhin BS '19
Sydney

"TRAVELING ALMOST EVERY WEEKEND

with a stuffed backpack to explore a new European city, culture, and history has challenged me to think more deeply about myself and the world. For the first time in my life I truly feel independent! I never thought I would be a person who would go alone to a museum or historical site, but I have pushed myself to do so and I love it."

Rachel Brunelle BS '19
Prague

"I'VE LEARNED SO MUCH about myself since it's my first time living away from my parents because I'm a commuter! Studying abroad at NYU London has allowed me to fulfill my psychology minor and remain on track with the nursing curriculum. While I love New York City, I know it's going to be so hard to say 'goodbye,' or, as the Brits say, 'cheers!'"

Jasmin Rivera BS '19
London



STUDENTS

NYU Meyers students have rich academic and social experiences—collaborating with the UN, learning about patients' cultural sensitivities, and honing their clinical skills, to name a few. Here is a collection of highlights from this year.

Commencement speaker
Angela Vilasi spoke to her fellow Meyers graduates at the 2017 commencement.

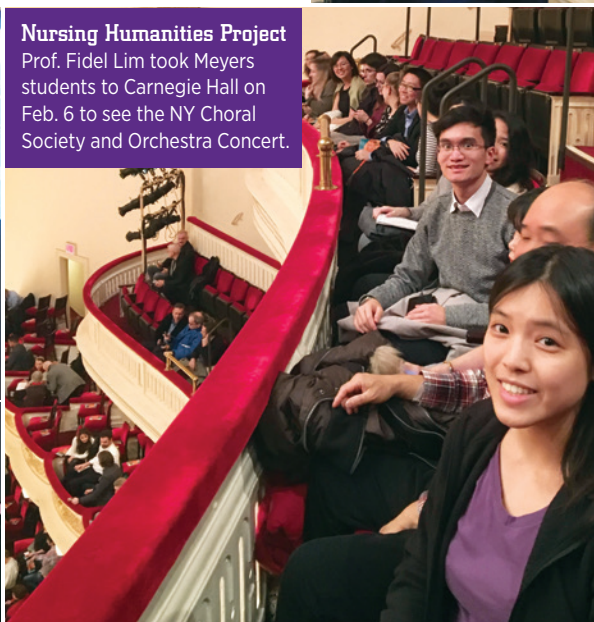


AACN DC Policy Summit
MS students Amelia Muir and Molly Pringle, standing in the US Senate Hart Office Building, attended the AACN Student Policy Summit.



MEN Social
MEN Social with faculty and alumni on Jan. 25

Nursing Humanities Project
Prof. Fidel Lim took Meyers students to Carnegie Hall on Feb. 6 to see the NY Choral Society and Orchestra Concert.



100 days before graduation
Two baccalaureate candidates celebrated at 100 Nights Before Commencement.



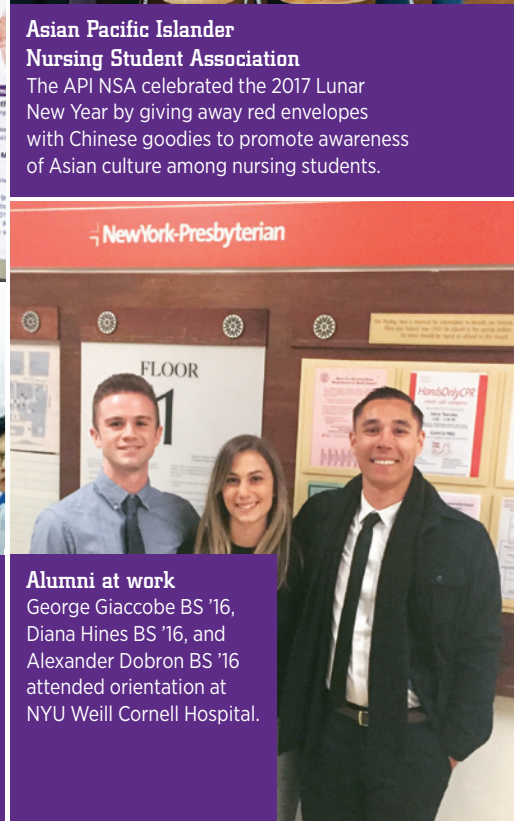
ENRS
PhD students presented posters at ENRS with Meyers faculty.



Asian Pacific Islander Nursing Student Association
The API NSA celebrated the 2017 Lunar New Year by giving away red envelopes with Chinese goodies to promote awareness of Asian culture among nursing students.



Alum abroad
Tim Shi, MS '17, BS '12 conducted seminars at The School of Nursing at TaiShan Medical University and The School of Nursing at SooChow University in China.



Alumni at work
George Giacobbe BS '16, Diana Hines BS '16, and Alexander Dobron BS '16 attended orientation at NYU Weill Cornell Hospital.



IN THE COMMUNITY:

Interdisciplinary care for at-risk children

Recent studies have shown that children in foster care suffer significantly higher emotional and physical health problems. These children are at greater risk for depression, anxiety, behavior problems, asthma, and obesity than children in the general population. To address these needs NYU Meyers has partnered with Forestdale, Inc, a nonprofit organization in Queens, to help improve the healthcare of these vulnerable children. Family, pediatric, and mental health nurse practitioner students rotate year-round with our faculty to engage in clinical practice in this state-of-the-art interdisciplinary clinic.

Faculty and students have been working with Forestdale to provide evidence-based healthcare to foster care youth for more than six years. All 600 patients are seen for primary care by Clinical Assistant Professors **Saribel Quinones** and **Jennifer Nahum**, as well as **Allison Bloom**. Visits to Forestdale's Children's Health Clinic include well child visits, immunizations, developmental screenings, nutritional screening, adolescent care, and anticipatory guidance in an interdisciplinary approach. With so many of these children requiring intensive psychiatric interventions, Clinical Assistant Professor **James Weidel** has joined the team to provide a model of care where mental health is under the umbrella of primary care. ■

IT IS AMAZING TO SEE how the comprehensive interdisciplinary team collaborates together to deliver the best care to these children and families. The familiar faces of the providers help maintain the warm and inviting atmosphere which adds to the continuity of care.

As a nurse practitioner student, Forestdale is the perfect learning environment for clinical experience. From obtaining a detailed medical history with the main focus on social environment to the hands-on physical assessments for every patient, Forestdale's diverse population helps expose students to a large demographic of patients.

Tracy Long MS '17

WORKING AT FORESTDALE exposed us to a new subset of our population: foster children. Because most of us have little exposure to the foster care system, we had no idea what to expect from this clinical experience. For some of the children we saw, Forestdale is not only a healthcare "home," but also a place these children and their families can come to for consistency and routine. Due to my time at Forestdale, I received an education on the intricacies of the foster care system including its successes and shortcomings. As a practitioner who plans to work with children, this experience was frustrating, eye-opening, and invaluable.

Brittany Millman MS '17

Why I Give

Geri LoBiondo-Wood PhD '85



Geri LoBiondo-Wood is professor and coordinator of the PhD in Nursing Program at the University of Texas Health Science Center at Houston, School of Nursing and former director of research and evidence-based practice planning and development at the MD Anderson Cancer Center, Houston, Texas. She received her diploma in nursing at St. Mary's Hospital School of Nursing in Rochester; BS and MS degrees from the University of Rochester; and PhD in Nursing Theory and Research from NYU. A fellow of the AAN, Wood teaches research and evidence-based practice principles to undergraduate, graduate, and doctoral students.

Why did you decide to generously support NYU Meyers and to leave money to NYU in your will? Or, another way to phrase this is: What made NYU Meyers worthy of your generosity?

I support NYU Meyers financially [both now and in my will] because of the fantastic education I received when I was a student in the PhD program. I received mentorship and support from both faculty and fellow students.

What brought you to the nursing profession?

At a young age I was interested in learning how to help people recover from illness. I saw nursing not only as an opportunity to learn how to care for patients and their families but also as a means of contributing to healthcare. I knew that nurses were important to the field of healthcare but at a young age did not know how integral nurses are to healthcare.

What was NYU like when you were here?

We didn't have a gorgeous building like Meyers. Our classes were in Shimkin Hall on several floors and we were part of the Health Division. The doctoral students had a small office where we would drop off our things while we were in class.

Every now and then Martha Rogers would stop by, and I was in awe of her as she made her students think differently. You didn't have to think like her but you had to think. To quote Dr. Rogers "Nursing is a magnificent epic of service to mankind. Its mission is the translation of knowledge into human service. For students of nursing the future is a rich repository of far-flung opportunities... Theirs is a promise of deep satisfaction in a field long dedicated to serving the health needs of people." Her long-ago guidance to this day reinforces for me the importance of developing knowledge that will support our patients and their families.

How has nursing changed since you first entered the profession?

When I entered the profession, nurse practitioners were just beginning to be utilized. There were few doctorally-prepared nurses.

Nurses generally collaborated with social scientists to conduct research. Through education nurses' roles in

Are we already in your will, trust, or other estate plans?

THANK YOU! If you have named NYU Rory Meyers College of Nursing in your will, please let us know because it helps us plan for the future. It also allows us to thank you for your generosity and to honor your loyalty.

If you have already included NYU Rory Meyers College of Nursing in your will, call or email **Sally Marshall**, director of development, and she will add your name so you become a member of the Society of the Torch. The Society of the Torch is a special group of alumni, faculty, and friends of NYU who have recognized the importance of planning their philanthropy by providing for the University and its schools and colleges in their wills and estates. Through bequests in wills, trusts, and other arrangements, these donors have found a satisfying way to leave a meaningful legacy. We are delighted to recognize the generosity of members of the Society of the Torch. Or, if you'd like, your gift may remain anonymous.

Don't have a will?

You're not alone! Now is a great time to start planning and please consider including NYU Meyers. Contact Sally for suggested bequest language and NYU's tax ID for you to share with your attorney.

Have you ever wished you could do more for NYU Meyers?

By including us in your long-term financial plans, you may be able to:

- Create a gift that benefits you and your loved ones
- Provide immediate or tax-deferred tax advantages to yourself and your heirs
- Support future generations of nursing professionals



To learn more about how you can include us in your will,

please contact Sally Marshall at 212-992-7525 or sally.marshall@nyu.edu.

academia and healthcare have expanded. Nurses are in all branches and levels of healthcare and public office. The importance of nursing's contributions were formally supported in the late '80s and early '90s with the authorization of the National Center for Nursing Research, now the National Institute of Nursing Research.

If you had advice for a current or future nurse, what would it be?

Continue your education, whether with a formal degree or continuing education, and never stop being open to learning. Science and healthcare change rapidly.

What were the most memorable moments from your career?

Graduating from NYU with my PhD. I knew I had been given the tools that I could use to develop a career in nursing that would help me to contribute to my profession and instill the principles in students that I had received in my education. Since graduation I have been in academia. My past learning has helped me to continually learn and assists me in translating knowledge that will benefit students, patients, and families. ■

Rory Meyers College of Nursing would like to say **thank you** to the members of the Leadership and Dean's Circles, who generously support us in our commitment to excellence in nursing research, education, and practice. 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 healthcare.*

*Donations as of April 7, 2017

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Meet **Porsha Bryant**, BS '18.

"As an Air Force veteran, I've always had a passion for helping those who need it most. Nursing allows me to make a larger impact on more lives."

Over a lifetime, one nurse can touch thousands of lives. Investing in Porsha's education improves healthcare for all.

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