

THINKING

BIG

BELONGING INNOVATION GLOBAL



## RORY MEYERS COLLEGE OF NURSING

AUTUMN 2019  
VOLUME 18, NUMBER 1

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# THINKING BIG

This issue of *NYU Nursing* explores three of our major strategic initiatives: Belonging, Innovation, and Global. To meet the changing needs of an evolving healthcare system and diverse patient population, we strive to do better by putting them at the forefront of our values here in New York and across the globe.



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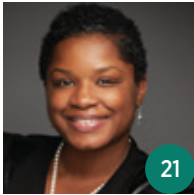
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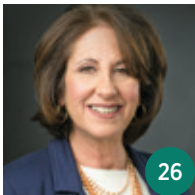
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## Dean's Corner

Dear all,

It's hard to believe we're wrapping up the fall semester already. It has certainly flown by. I'm thrilled to share our many successes with you in the latest *NYU Nursing*.

In particular, I'd like to congratulate our faculty, alumni, and students whose awards and appointments to prestigious associations are worthy of special recognition.

In addition to my appointment as AAN president, the American Academy of Nursing named ten members of the Meyers community as its newest fellows this year — one of the highest recognitions in our profession. We're also thrilled that Prof. **Judi Haber** and **Erin Hartnett** were named Edge Runners for their contributions to oral health as well as **Alicia Georges** MA '77, who was named a Living Legend for her tireless work to increase minority representation in nursing and to advance health equity.

As a first for us at the College, Prof. **Jacquelyn Taylor** was elected to the National Academy of Medicine for her bench-to-community research in gene-environment interaction studies on blood

pressure among African Americans which has provided novel contributions on SDoH and omic underpinnings of hypertension. This is a tremendous honor.

I speak for all of us when I say that I'm so proud of our faculty members, alumni, and students whose hard work and dedication led to these achievements! Research and scholarship continue to be at the forefront of our College's mission and values — and honors like these speak volumes about our impact in the nursing world.

Wishing you and your families a happy holiday season and prosperous 2020!

Best,

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

## THE DEAN'S LIST



The US House passed the bipartisan Title VIII Nursing Workforce Reauthorization Act of 2019, which now sits in the Senate for final passage after clearing committee.



*The Crown's* long-awaited season three is finally streaming on Netflix — with a new Queen.



NYU assigned for its first all-campus first-year common reading *Educated*, by Tara Westover, which led many of us to reflect on how beginning college represents a step into a larger, more public, and more diverse world of ideas, people, and cultures.



Follow me on Twitter @EileenSullivanM for the latest news from the College and in nursing.



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

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 to NYU Rory Meyers College of Nursing.

If you have already included NYU Rory Meyers College of Nursing in your will, call or email **Karen Wenderoff**, director of development, and she will add your name as 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 through their wills and estates. Through bequests in wills, trusts, and other arrangements, these donors have found a satisfying way to leave a meaningful legacy. 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 in your will. Contact Karen for suggested bequest language and NYU's tax ID to share with your attorney.

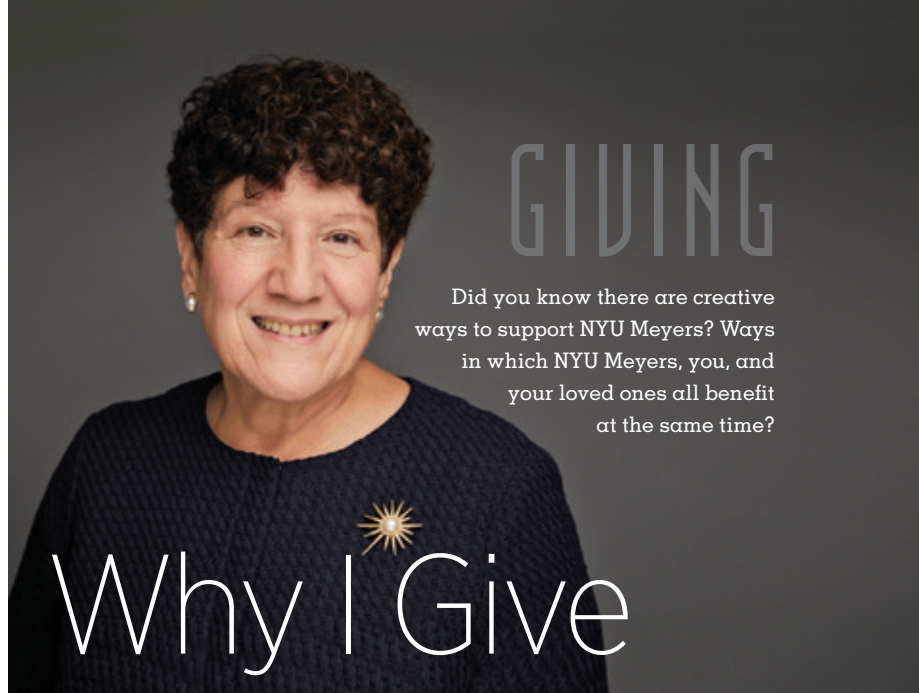
### Have you ever wished you could do more for NYU Meyers?

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;
- Generously support future generations of nursing professionals.



To learn more about this giving opportunity, please contact Karen at **212-992-5924** or **kmw2031@nyu.edu**.



# GIVING

Did you know there are creative ways to support NYU Meyers? Ways in which NYU Meyers, you, and your loved ones all benefit at the same time?

## Why I Give

**BY NADIA SULTANA | CLINICAL ASSISTANT PROF.**

NYU Rory Meyers College of Nursing helped me achieve goals I never thought were possible growing up in Queens, New York. As a first-generation college student attending school in the city on a NY Regents Nursing Scholarship, I loved the magic of walking around NYU's Washington Square campus. Many times I thought, *I wish my parents could afford to send me to NYU.*

I was fortunate to have many opportunities after graduating with my nursing degree. After completing an MBA and becoming a hospital administrator, I had the chance to be an early adopter of technology for healthcare. Then, when I was offered a position at NYU as an adjunct professor in the newly formed nursing informatics master's and advanced certificate program, I could not believe it. I remember teaching my first class... I was at NYU!

I stayed in the role for ten years, then had the privilege of serving as program director for another ten years. As faculty at NYU Meyers, I have had opportunities to achieve personal goals I never thought were possible at a university I never thought I could attend.

Most important, working with and mentoring students has had the biggest impact. For this reason, I have decided

to include NYU Meyers in my estate plans. I love working with our nursing students. Mentoring and guiding them into the next phase of their professional lives has been some of the most fulfilling work of my career.

There is nothing that gives me greater satisfaction than watching students work hard to reach their potential, and it is my hope that through my gift, more students will have opportunities to realize their dreams. My estate will provide scholarships for research related to the use of technology to promote positive patient outcomes. This has been my passion, and what better way to leave a legacy than to provide NYU Meyers students with the opportunity to collaborate and study and to create new knowledge.

I appreciate the way the University manages endowments and scholarships, and I feel confident my legacy will be in good hands. It is my hope that nursing students will use the funds I leave to the University to create innovative processes that will integrate nursing and technology with the caring values that the profession requires. It gives me tremendous satisfaction to know that my legacy will provide future nursing leaders with the tools they need to enhance patient care outcomes. ■

# NEWS

## FACULTY & STAFF ACHIEVEMENTS

**Our faculty and students** regularly attend elite conferences, travel abroad to conduct important research and collaborate with colleagues, and give back to our community. Here is a snapshot of their latest work.

**A** Profs. **Jamesetta Newland** and **Emerson Ea** and Associate Director of Global Affairs **Hongping Tian** visited Changsha Central South University and affiliate hospitals to explore the possibility of adding NP programs.

**B** Prof. **Selena Gilles** attended the ICN conference in Singapore, where she presented two e-posters.

**C** Dean **Sean Clarke** and Prof. **Bei Wu** welcomed Dean **Jing Mao** and a colleague from the Tongji Medical College School of Nursing.

**D** NYU Meyers faculty alongside **Peri Rosenfeld** of NYU Langone Health met with visitors from Hadassah University Hospital in Jerusalem, Israel. They discussed teaching, innovation, and future collaboration.

**E** Prof. **Robin Klar** and PhD student **Lauren Ghazal** attended the NY/NJ ERC Historical Tour. They visited the Lackawanna Coal Mine in Scranton, PA, as part of T42 training grant activities.







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F Participants from Nursing Reimagined: Innovations in Nursing Education, Scholarship and Practice, a week-long conference convened by the Faculty Resource Network at NYU

G Profs. **Nadia Sultana** and **Janet Van Cleave** and accelerated student **Anthony Kostelnak** represented the College as Team ePVA at the NYU Faculty Start-Up Sprint with the goal of determining the next steps in the development of the Electronic Patient Visit Assessment.

H Prof. **Jamesetta Newland** met with colleagues from Lithuania University who are champions for advanced nursing practice working to implement the nurse practitioner role in their country.

I Prof. **Victoria Vaughan Dickson** at the Sigma Congress 2019, where she was inducted into the International Nurse Researcher Hall of Fame. (Photo credit: Photos with Finesse)

J Dean **Eileen Sullivan-Marx** and **Amanda Berg** DNP '23 with deans and nursing students at the AACN Student Policy Summit.

K Prof. **Amy Witkoski Stimpfel** presented a poster at the annual research meeting for AcademyHealth.

L Prof. **Leon Chen** spoke about cardiac point-of-care ultrasound at Memorial Sloan Kettering Cancer Center's annual Critical Care Medicine Symposium.

## FACULTY NOTES

Independence Foundation Prof.

**Joyce Anastasi** was invited by NIH program officials to participate in the HIV-associated Comorbidities and Co-infections working group.

Associate Prof. **Ab Brody** gave the Nessa Coyle Palliative Nursing Leadership Lecture at the Hospice and Palliative Nurses Association's Annual Assembly of Hospice and Palliative Care in March 2019.

Clinical Assistant Prof. **Leon Chen** was an invited course faculty for cardiac point-of-care ultrasound at the Second Interventional Cancer Pain Symposium presented by Memorial Sloan Kettering Cancer Center.

Clinical Prof. **Sally Cohen**, along with Deans **Sean Clarke** and **Audrey Lyndon**, attended the Developing a Nursing Health Services Research Agenda for the 2020s meeting in Bozeman, Montana.

Clinical Prof. **Sally Cohen** received AACN's 2019 Lois Capps Policy Luminary Award.

Clinical Assistant Prof. **Michele Crespo-Fierro** was named Nurse of the Year by the National Association of Hispanic Nurses—New York Chapter.

Assistant Prof. **Daniel David** received a one-year \$40,000 pilot grant from NIH—National Center for Advancing Translational Sciences to investigate the palliative care needs of older adults living in assisted living facilities and their informal caregivers.

Associate Prof. **Maja Djukic** was inducted as a fellow of the American College of Chest Physicians.

Clinical Assistant Prof. **Selena Gilles** was appointed to the National Black Nurses Association Ad Hoc Committee on Substance Misuse.

OHNEP Program Director **Erin Hartnett** was appointed an adjunct associate professor at the School of Nursing and Midwifery at Western Sydney University, where she will work closely with the Centre for Oral Health Outcomes & Research Translation team on implementing interprofessional health programs.

Mathy Mezey Prof. of Geriatric Nursing **Christine Kovner** received the 2019 Excellence in Policy Award from *Nursing Outlook* for "Diversity and education of the nursing workforce 2006–2016."

Clinical Assistant Prof. **Beth Latimer** received the 2019 Rose and George Doval Award for Excellence in Nursing Education from the NYU Rory Meyers College of Nursing.

Clinical Associate Prof. **Fidelindo Lim** received an honorable mention among all Innovation Center articles published in 2018 in the *Nursing Education Perspective*.

Prof. **Audrey Lyndon** was named 2019 Mentor of the Year by the UCSF School of Nursing PhD students.

Clinical Assistant Prof. **Donna McCabe** received the DAISY Award for Extraordinary Faculty.

Clinical Associate Prof. **Larry Slater** received the 2019 Nursing Education Award from the American Nurses Association—New York.

Associate Prof. **Allison Squires** was named the National Academy of Medicine Distinguished Nurse Scholar-in-Residence.

Dean **Eileen Sullivan-Marx** was honored by the United Hospital Fund with a Special Tribute for promoting nursing and improving care.



## Taylor named NYBNA 2019 Nurse Researcher of the Year

Prof. **Jacquelyn Taylor**, the Vernice D. Ferguson Professor in Health Equity, received the 2019 Nurse Researcher of the Year award from the Greater New York Black Nurses Association. The award recognizes Taylor's contributions to the field of nursing research that focus on the interaction of omics and social factors that contribute to health disparities for common chronic conditions among underrepresented minority populations in the United States and abroad. The current NIH-funded R01 research examines the gene-environment and DNAm-environment interactions of perceived racism and discrimination, parenting stress, and maternal mental health on the blood pressure of African American mothers and their young children. ■

Clinical Assistant Prof. **Nadia Sultana** was named a member of the Faculty Advisory Board for the NYU Entrepreneurial Institute.

Associate Prof. **Victoria Vaughan Dickson** delivered a lecture entitled "Mixed Methods Research: Answering the why, the how, and the what's next" at Trinity College in Dublin, where she is a visiting scholar.

Clinical Associate Prof. **Dorothy Wholihan** received the Distinguished Faculty Award at the Meyers 2019 Graduation.

Global Initiatives Director **Ann Williams** was named an honorary professor at the Xiangya Nursing School of Central South University.

Assistant Prof. **Amy Witkoski Stimpfel** was an invited member of an expert panel to create a new nursing workforce standard for the Leapfrog Hospital Survey.

Assistant Prof. **Fay Wright** was an invited speaker at the Memorial Sloan Kettering Nursing Research Forum.





# Eleven inducted into the American Academy of Nursing

by Rachel Harrison | Associate Director, Research Communications

Four NYU Meyers faculty members, seven alumnae, and one doctoral student were among the 231 highly distinguished nurse leaders from around the world selected by the American Academy of Nursing as its newest fellows. The inductees were honored at a ceremony during the Academy's annual policy conference, *Transforming Health, Driving Policy*, which took place Oct. 24–26, 2019, in Washington, DC.

The NYU Meyers faculty selected—who possess expertise in pediatrics, palliative care, global health, quality improvement, and more—were:

**Maja Djukic**, PhD '09, MS '06, associate professor

**Donna M. Hallas**, clinical professor and program director, pediatric nurse practitioner program

**Robin Toft Klar**, clinical assistant professor

**Dorothy Wholihan**, clinical associate professor and program director, advanced practice palliative care specialty sequence.

In addition to Djukic, NYU Meyers celebrates six alumnae selected as fellows:

**Mary Joy Garcia-Dia** MA '02 of NewYork-Presbyterian

**Wilhelmina Manzano**, MA '87, BS '81 of NewYork-Presbyterian

**Arlene Smaldone** MA '75 of Columbia University

**Eleanor Lowndes Stevenson** PhD '11 of Duke University

**Maria L. Vezina** MA '77 of Mount Sinai St. Luke's

**Jennifer Yost**, PhD '09, MA '05 of Villanova University.

We also congratulate PhD student **Aliza Ben-Zacharia** who was inducted as well.

**TOP** left to right: Adjunct Prof. Peri Rosenfeld, Wholihan, Manzano, Sherry Greenberg, Dean Eileen Sullivan-Marx, Djukic, Klar, Hallas, Garcia-Dia, Ben-Zacharia  
**BOTTOM** left to right: Sullivan-Marx with 2019 AAN Living Legend Catherine Alicia Georges MA '73

The Academy currently comprises more than 2,600 nurse leaders in education, management, practice, policy, and research. They have been recognized for their extraordinary commitment to the promotion of public health through evidence and innovation. New fellows are selected based on their impressive contributions to increase access, reduce cost, and improve quality through nursing theory, practice, and science.

"I am proud to welcome this incredible class of leaders to the American Academy of Nursing," said Academy President **Karen Cox**. "Their amazing accomplishments have changed health and healthcare across the country and around the globe. I look forward to celebrating the new fellows at our 2019 policy conference and working with them in the future so that our collective knowledge can impact and influence health policy." ■

## Crespo-Fierro received 2019 NAHN Nurse of the Year

by Rachel Harrison | Associate Director, Research Communications

The National Association of Hispanic Nurses (NAHN) named **Michele Crespo-Fierro**, clinical assistant professor, its 2019 Nurse of the Year. Crespo-Fierro received the award at the NAHN 44th Annual Conference in July.

Crespo-Fierro directs the LEAD Honors Program at NYU Meyers and is the founding faculty advisor for student group Latinos Aspiring To Imagine Nursing Opportunities (LATINOS). She is also the president-elect of the NAHN New York (NAHN-NY) chapter. Her specialty is HIV nursing, and she has published on the care of people living with HIV/AIDS and the importance of nursing

specialization in HIV/AIDS, in addition to developing graduate curricula in HIV care. Her dissertation explored the cultural care needs of Puerto Rican women receiving HIV care from nurse practitioners in New York City.

The NAHN Nurse of the Year Award is given to a nurse who has developed a creative and innovative program, intervention, or strategy to improve the quality of healthcare in the Hispanic community, increase the number of Hispanic nurses, or develop the NAHN organization.

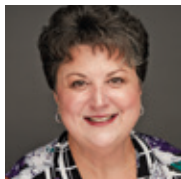
Crespo-Fierro was nominated for the award for her work sponsoring the Jorge Prada Memorial Scholarship at NYU Meyers. The scholarship, which honors the memory of



**Jorge Prada**, a NYU Meyers adjunct clinical faculty member in maternity nursing and past president of NAHN-NY, provides funds for Meyers students to attend nursing conferences and further their professional development. Its first awardee, **Mary Avila** BS '20, attended the NAHN Annual Conference with Crespo-Fierro. ■

## Pettis named Alzheimer's Ambassador to Sen. Schumer

by Rachel Harrison | Associate Director, Research Communications



**Jennifer Pettis**, associate director of program development at NICHE, was named Alzheimer's Ambassador to US Sen. Chuck Schumer.

"There are 5.8 million Americans living with Alzheimer's disease, and that number is expected to grow to 14 million by 2050. In short, Alzheimer's disease is a public health crisis, and the time to act is now," said Pettis. "Not only do we need to find a cure for this devastating disease, but we also need to support those afflicted by it and their caregivers as we work toward a cure. Additionally, we need to ensure that health systems are prepared to provide

person-centered, quality care to individuals living with Alzheimer's."

Alzheimer's Ambassadors are grassroots volunteers for the Alzheimer's Impact Movement — the advocacy arm of the Alzheimer's Association — working to develop and advance policies to overcome Alzheimer's disease through increased investment in research, enhanced care, and improved support. In committing to serve for a renewable one-year term, Alzheimer's Ambassadors are the main point of in-district contact for a specific member of Congress for issues related to dementia and Alzheimer's.

"Importantly, Alzheimer's is not a red or blue issue. Rather, it is a purple issue, with strong bipartisan support aimed at funding Alzheimer's research and programs to support

those living with the disease," added Pettis.

As an Alzheimer's Ambassador, Pettis will attend the annual Alzheimer's Association Advocacy Forum in Washington, DC, as well as several district meetings with Sen. Schumer's office. She will also lead the activities of her local Alzheimer's Congressional Team, a group of highly engaged advocates.

Pettis, an expert on aging and healthcare, has more than 25 years of healthcare experience as a nurse, nurse researcher, educator, and consultant working to improve healthcare for older adults, including providing expertise to Centers for Medicare & Medicaid Services. At NICHE, Pettis oversees the long-term care program, working to develop the nursing workforce for organizations such as nursing homes and assisted living facilities. ■



## Clark-Cutaia and Gilles given NBNA 40 and Under Award

by Rachel Harrison | Associate Director, Research Communications

Clinical Assistant Profs. **Maya Clark-Cutaia** and **Selena Gilles** received 2019 National Black Nurses Association 40 and Under Awards. Clark-Cutaia, Gilles, and 15 other nurses received their awards on July 27 at the NBNA's 47th Annual Institute and Conference in New Orleans.

The award honors and celebrates NBNA members 40 years old and younger who have shown strong leadership and demonstrated excellence and innovation in their practice setting, in their NBNA chapters, and in the communities they serve.

"These energetic, innovative and knowledgeable nurses are ready to take their

rightful place as nurse leaders within NBNA and within the profession of nursing," stated Eric J. Williams, president of NBNA.

Clark-Cutaia, a member of the Southeastern Pennsylvania Area Black Nurses Association, focuses on the increased risk morbidity and mortality that result from end-stage renal disease and hemodialysis renal replacement therapy. People with end-stage renal disease are more likely to suffer from sudden cardiac events, are two to three times more likely to be rehospitalized than the general population, and spend a disproportionately high percentage of Medicare funds. Clark-Cutaia's long-term goal is to improve the quality of

life for those with end-stage renal disease by decreasing the symptom burden.

Gilles, a member of the Greater New York City Black Nurses Association, Inc., began her career as a critical care nurse and later became an adult nurse practitioner in the Department of Neurological Surgery at NewYork-Presbyterian/Weill Cornell Medical Center. She was recently chosen for the National League for Nursing's year-long LEAD program.

The NBNA's mission is "to serve as the voice for Black nurses and diverse populations ensuring equal access to professional development, promoting educational opportunities and improving health." ■

## Ramos awarded NIH grant to use eHealth technology to prevent HIV-related comorbidities in at-risk sexual minority men

by Rachel Harrison | Associate Director, Research Communications



Assistant Prof. **S. Raquel Ramos** received a K01 Mentored Career Development Award from the National Heart, Lung, and Blood

Institute (NHLBI), part of the National Institutes of Health. The five-year \$809,000 award will support training and research on using a virtual environment to prevent HIV-related comorbidities in at-risk sexual minority men.

"It is well documented that persons living with HIV are at higher risk of developing comorbidities at an earlier life stage than those without HIV. By 2030, 78 percent of persons living with HIV will be diagnosed

with cardiovascular disease. Without proper lifestyle and behavior modifications, the prevalence of HIV-related comorbidities will only increase," said Ramos.

The NHLBI grant will fund Ramos' training and development in three areas: cardiovascular disease prevention in sexual minority men, virtual environment theory and design, and advanced research design methods using innovative analytic approaches.

The K01 will also fund a randomized wait-list control feasibility trial with 80 adult sexual minority men living with HIV. Ramos will test the feasibility, acceptability, and preliminary effects of a virtual environment to address prevention of HIV-related cardiovascular disease comorbidities through

behavioral and psychosocial outcomes.

"While this type of technology has been applied effectively in diabetes and other chronic diseases, the ways in which virtual environments can be used to facilitate knowledge and health-promoting behaviors for preventing HIV-related comorbidities in sexual minority men of color has not been studied," said Ramos.

"Historical individual and structural-level barriers, such as perceived racism, sexual orientation discrimination, and healthcare provider discrimination in this area have hindered advancement. By using a virtual environment, we can provide an accessible and anonymous platform to reach underserved and at-risk populations," added Ramos. ■



# Meet our new faculty

**NYU Meyers** is now receiving applications for the following full-time vacancies:

**Tenured/tenure-track**

An open rank (assistant professor or above) faculty member who will contribute to the College’s research and educational strengths with the vision and experience to advance our global mission and a focus on: diversity and health disparities, adult women’s health and/or midwifery, non-communicable diseases, multiple chronic conditions, HIV/AIDS, psychiatric-mental health nursing, aging, health systems/nursing workforce, educational technology, or evaluation research.

**Clinical**

An open rank (clinical assistant professor or above) clinical faculty member with commitment to and expertise in undergraduate nursing education. We seek those qualified to teach courses in maternal-child, psychiatric-mental health, community health, or medical/surgical nursing, with an emphasis on quality, safety, and evidence-based practice. Simulation experience is preferred, and applicants must hold an unencumbered New York State RN license as of start date.

To apply, please visit our website at [nursing.nyu.edu/open-positions](https://nursing.nyu.edu/open-positions).

If you have any questions please email **Nicolas Heller**, HR faculty affairs administrator, at [nh35@nyu.edu](mailto:nh35@nyu.edu).

EOE/AA/Minorities/Females/Vets/Disabled/Sexual Orientation/Gender Identity



**Regina Cardaci**  
Clinical Assistant Professor

Regina Cardaci received her PhD in nursing from the City University of New York Graduate Center in 2014. Her undergraduate nursing education began with a baccalaureate degree from Adelphi University in 1983, and she earned her master’s in Parent-Child Nursing in 1986. Cardaci then received a post-master’s certificate in nurse-midwifery in 1989.

Cardaci has spent the majority of her professional career involved in the care of women across the lifespan, from obstetrics, family planning, gynecology, gynecologic oncology, and reproductive endocrinology. She is also a forensic nurse examiner, providing care to victims of sexual assault and trauma. Much of her professional career has involved caring for vulnerable populations. She has been an active volunteer working with and advocating for this population. Her most recent research involves the sexual functioning of women who have undergone surgery/radiation/chemotherapy for gynecologic cancer.

Prior to joining NYU Meyers, Cardaci was an associate director of women’s health at New York Health & Hospitals. She also maintained her role as a nurse educator. Previously, she was associate professor with tenure at Queensborough Community College of the City University of New York. ■



**Daniel David**  
Assistant Professor

Daniel David received his PhD in nursing from Northeastern University, in Boston, MA.

David’s research investigates older adults and their informal caregivers in the context of serious illness. He is particularly interested in technology-based interventions that improve caregiving, communication, palliative care, and advance care planning. David is the principal investigator of the PC-CRAFT Assisted Living Project (Palliative Care – Connecting Residents and Family through Technology), which uses video technology to support palliative care consultation between providers, residents of assisted living, and residents’ informal caregivers.

Prior to joining NYU Meyers, David was an adjunct assistant professor in the Department of Community Health Systems in the School of Nursing at University of California, San Francisco and a postdoctoral fellow in the VA Quality Scholar Program in the Division of Geriatrics at University of California, San Francisco. ■



**Natalie Garcia**  
Clinical Instructor

Natalie Garcia received an undergraduate degree from Northeastern University in Boston and an MS in nursing education from Long Island University in Brooklyn.

Garcia began her nursing career at New York Presbyterian Weill Cornell Medical Center as a medical-surgical nurse. After two years, she progressed to critical care, working in the pediatric ICU for eight years.

Prior, Garcia was an adjunct instructor at NYU Meyers, teaching pediatric simulation and off-campus clinical. ■



**We are excited to introduce you to the six new faculty members we welcomed this fall.**



**Ashley Graham-Perel**  
Clinical Assistant Professor

Ashley Graham-Perel received a BSN from New York City College of Technology and an MS in nursing education from NYU Meyers. She is currently a doctoral candidate in the Executive Program for Nurses at Teachers College, Columbia University.

Graham-Perel is a certified nurse educator who specializes in medical-surgical nursing. She holds two board certifications in education (certified nurse educator and nursing professional development) and is board certified as an expert in medical-surgical nursing. She has experience in coordinating and directing innovative nurse-driven projects.

Graham-Perel served as a nurse residency program coordinator to develop a certification cohort to facilitate the preparation and completion of staff nurses earning board certifications; initiated an evidence-based practice committee in an acute care setting; and successfully reduced the occurrence of central line-associated bloodstream infections with the development of a collaborative, interdisciplinary team program. She brings with her substantial experience in effectively orienting new graduate registered nurses to their professional roles. Her research interests include diversity and inclusivity in nursing (specifically nursing education) with a focus on the impact on admission, retention, and success rates of diverse nursing students.

Prior to joining the faculty, Graham-Perel was an adjunct instructor at NYU Meyers. She also worked as a clinical nurse educator in a nursing professional development department. ■



**Gia Merlo**  
Clinical Professor & Senior Advisor on Wellness

Gia Merlo earned an MD at Nagarjuna University, Guntur Medical College, and an MBA at Temple University. She is a triple board-certified physician in psychiatry, child & adolescent psychiatry, and lifestyle medicine.

Merlo is currently working with a major academic publisher on her first book on medical professionalism, which is expected to be completed in 2019. She completed a certificate in evidence-based teaching at Johns Hopkins University in 2018 and is a fellow in the master of education (MEd) degree program in Health Professions. In addition, she is a 2017-2019 Master Teacher Fellow at Baylor College of Medicine.

Merlo comes to NYU Meyers after serving as associate dean of health professions and founding director of the Medical Professionalism Program at Rice University since 2014. She provided clinical supervision of the child and adolescent psychiatry fellows at Texas Children's Hospital medical home in Houston, Texas. In addition, she taught medical students, residents, and fellows at Baylor College of Medicine. She was also the director for the Transition to Practice course for child psychiatry fellows and adult psychiatry residents at Baylor College of Medicine. ■



**Princess Villacarlos Philip**  
Clinical Instructor

Princess Villacarlos Philip received a BSN from NYU, an MSN in nursing administration and informatics from Molloy College, and is currently a DNP candidate at Sacred Heart University.

Villacarlos Philip has extensive experience in long-term care and has held numerous administrative positions, including assistant director of nursing. Her broad knowledge of various LTC EMR platforms has enabled her to be an integral part of EMR implementation in multiple facilities. In her most recent role as a nurse consultant, she worked with facilities in the areas of quality improvement, medical record review, policy and procedure development, and staff education.

Prior to her current appointment, Villacarlos Philip was an adjunct clinical instructor at NYU Meyers. She is also a long-term care mentor for the NICHE program. She is a QAPI-certified professional and a member of the American Association of Directors of Nursing. ■



## St. John named Health and Aging Policy fellow



**Cinnamon St. John**, associate director for business operations at the Hartford Institute for Geriatric Nursing, was named a 2019–2020 Health and

skills development, and professional networking opportunities to provide fellows with the experience and skills necessary to help affect policy.

At the Hartford Institute, St. John designs and manages programs that focus on ensuring optimal health and quality of life for older adults through interprofessional and patient education. She is passionate about increasing public awareness of the needs of older adults, the challenges that our society is facing in addressing those needs, and the opportunities we have to improve how we care for our aging population. St. John received an MPA from NYU Wagner Graduate School of Public Service and an MA in International Peace and Security from King's College London. ■

Aging Policy fellow. This prestigious fellowship aims to create leaders who will serve as change agents in health and aging policy to ultimately improve the healthcare of older adults. The year-long fellowship, previously held by Dean **Eileen Sullivan-Marx**, Hartford Institute Executive Director **Tara Cortes**, and Prof. Emerita **Madeline Naegle**, offers a training and enrichment program focused on current policy issues, communication

## NYU Meyers to oversee pilot core of \$53 million Alzheimer's and dementia research incubator

by Meredith Barges | Assistant Editor

Prof. **Ab Brody**, associate director of the Hartford Institute for Geriatric Nursing, is heading the Pilot Core portion of a \$53.4 million clinical trial incubator that will massively expand Alzheimer's research in the United States.

With a major award from the National Institute on Aging and led by Brown University and Hebrew SeniorLife, the nationwide study—or collaboratory—will fund and provide expert assistance for up to 40 pilot trials that will test non-drug, “real-world,” care-based interventions for people living with Alzheimer's and dementia and their caregivers.

“These pilot projects will seed full-scale studies aimed at both improving the quality of life and health outcomes of people with dementia and reducing the immense stress and health effects that caring for this population has on family and professional caregivers,” said Brody.

“It will also foster the expertise and career growth of researchers in Alzheimer's disease and related disorders, enhancing the nation's capacity to conduct clinical research on aging.”

The goal of the NIA Imbedded Pragmatic AD/ADRD Clinical Trials (IMPACT) Collaboratory is to accelerate the testing and adoption of evidence-based interventions within healthcare systems. The Pilot Core will receive roughly \$10.3 million of the estimated \$53.4 million NIA grant over five years. ■

## Hartford Institute received New York Community Trust grant to address behavioral health in primary care

by Rachel Harrison | Associate Director, Research Communications

The Hartford Institute for Geriatric Nursing received a \$285,000 grant from the New York Community Trust to train community-based primary care nurses to identify and treat addiction and other behavioral health conditions for people of all ages.

The program, Nurses Improving Mental Health in the Community, is being implemented to maximize the potential of the nursing workforce as a vital part of the primary care team and to address behavioral health concerns.

“Behavioral health integration into primary care has the support of New York State and this initiative is an important step in preparing

the workforce to provide primary care that addresses both physical and behavioral health,” said Tara Cortes, executive director and clinical professor.

The grant will fund the development of six online learning modules with 15 supplemental case studies to educate nurses working in Federally Qualified Health Centers—community-based healthcare providers that receive federal funding to treat underserved populations—across New York City. Topics will include depression, substance use disorders, trauma, risk screening for behavioral disorders, diversity and inclusion, and social determinants of health. ■

# PhD program adds post-BS entry point

NYU Meyers and the New York State Department of Education have approved a post-BS entry point to the Florence S. Downs PhD program in Nursing Research and Theory Development. The goal of this additional entry point is to meet the needs of innovative, current nurse researchers and to support national initiatives to increase early career entry into doctoral studies.

With the approval of this new entry point, the College has developed an enhanced program of study that allows smooth

progression to a PhD in an advanced and academically challenging curriculum that is relevant, engaging, and linked to both the daily and enduring challenges of research and professional practice. The post-BS-to-PhD curriculum consists of a total of 72 credits: 46 credits from the current PhD curriculum and an additional 26 credits from graduate-level courses across the University, including the Meyers College of Nursing. The degree of flexibility in the focus of those graduate courses allows students

to develop their expertise in chosen fields of study and research interests.

“The post-BS-to-PhD curriculum is a unique option for students to prepare themselves for a future research career,” said Prof. **Allison Vorderstrasse**, who also directs the PhD program. “By encouraging the importance of research development at the undergraduate level, we are investing in a workforce that meets the needs of future patients, families, and health systems, and other research settings.” ■

## PHD STUDENT SPOTLIGHT



**Frankie Hamilton** is a first-year PhD student. He received his first bachelor's degree in human development before pursuing an accelerated bachelor's degree in nursing from SUNY Stony Brook, an MBA from Hofstra University, and an MS in primary care nursing/adult gerontology from CUNY Hunter College. He also joined the Nurse Reserve Corps of the United States Navy two years ago. His research interests include men's health, readmission of patients who suffer from substance abuse disorders, gender roles in the nursing profession, and military nursing.



**Mengyao Hu** is a second-year PhD student. She graduated from Capital Medical University in Beijing, China, with her BSN in nursing in 2017. During her internship at a hospital before graduating, she became interested in geriatric care research when facing a rapidly growing number of elderly patients. Her current research focuses on caregiver support for those who take care of dementia patients in their families.



**Komal P. Murali** is a fourth-year PhD student and a TL1 pre-doctoral research scholar in the Clinical and Translational Science Institute at NYU School of Medicine. She is also a pre-doctoral fellow in the Hartford Institute for Geriatric Nursing and student member of Aliviado. Murali received her BSN in 2008 and MSN in 2011 from the University of Pennsylvania. Her research interests include end-of-life care for seriously ill adults with multiple chronic conditions with a goal of developing targeted palliative care interventions for this population to improve symptoms and quality of life.



# STUDENTS

**Our students** have rich academic and social experiences—collaborating with leading organizations, giving back to the community, and honing their clinical skills, to name a few. Here is a collection of highlights from the fall.



- A** Students **Gavin Arneson** BS '21 and **Sharon Cho** BS '21 visited Machu Picchu, Peru, during their semester away.
- B** NYU Meyers students were recognized for their significant contribution to the University community.
- C** **Stephanie Niu** BS '16 received the 2019 Nursing Excellence Award at Hospital for Special Surgery.
- D** Students, alumni, and faculty conducted heart health education at LaSalle Academy in NYC. They also discussed nursing as a career path for men.
- E** The graduating class of the Hartford Institute for Geriatric Nursing Undergraduate Scholars.
- F** **Noor Cheema** BS '22 volunteered with Dean **Amy Knowles** to welcome the incoming freshmen.
- G** Class of 2019 Graduates
- H** Nursing students gathered at the Passport to Taiwan Festival in May.
- I** First-year students kicked off their first semester with a bus tour of the city.







BY **EDOUANE JULES BS '20**

I was born and raised in Saint-Marc, Haiti, but moved to the United States a few months after the massive earthquake in 2010. Experiencing the devastation, I realized that I wanted to be in medicine. As a victim of the earthquake, I had heard and seen the suffering of my nation. I was sad to see hospitals refuse to treat people or amputate limbs unnecessarily just because there were not enough doctors. My tears would not stop, but they were futile because I could not provide any help. Since that day, I have dedicated myself to medicine due to its power to save lives.

As a biology major in college, I had the opportunity to go to Nicaragua with Global

Medical Brigades and a team of doctors, nurses, and pre-med students to provide healthcare to an underprivileged community. I saw how nurses were able to guide patients on the path to health, from triage to discharge. They had the flexibility and time to focus more deeply on individual patients than doctors. My experiences at NYU Meyers, and the privilege that I have had to contribute to patients' lives during clinical, have reaffirmed that a career in nursing will offer me the greatest satisfaction.

I moved from Florida to New York City to study at NYU, which was challenging, but also a chance to grow. It was hard to adapt to a



new city. It took courage, determination, and passion to be successful in nursing school. My advice for nursing students would be to learn how to manage their time and prioritize their studies. I would encourage them as soon as possible to find the best way to learn and study. I would also encourage them to avoid procrastination and remember to make friends. Nursing school is challenging and the workload can be overwhelming, but with dedication and hard work, success is at hand. ■

## Baez rises from Langone janitor to ICU nurse

by Dulcy Israel | Associate Editor, *New York University Alumni Magazine*

When **Frank Baez BS '19** talks about his life partner, it's with unmistakable love and undying loyalty. "I'm married to NYU," says Baez, who began working as a nurse at NYU Langone Health's Cardiothoracic ICU Unit last August. But his relationship with the medical institution stretches back to 2006, when he was 17 and joined the housekeeping staff at NYU Langone Tisch Hospital.

Baez and his two siblings had emigrated from the Dominican Republic two years earlier to reunite with their mother and grandfather in Brooklyn. Over the next several years, Baez not only worked his way up at the hospital to patient transporter, then unit clerk, but he also mastered English, graduated from Sheepshead Bay High School, and earned an associate degree from the Borough of Manhattan Community College, then a bachelor's from Hunter.

Although the idea of nursing had long lingered in the back of his mind, a single event brought it to the fore. "There was a patient who coded," remembers Baez, "and I saw how a nurse [stood at the head of the bed] and advocated for the patient." She enlisted Baez's aid, asking him to deliver some critical lab work. "Just being able to help, but at the same time observe and take in all that information and all that action, transformed my thinking and told me I need to be like her. I need to become a nurse," he recalls.

He was encouraged by colleagues, including Kimberly Volpe, the senior director of nursing at Langone Orthopedic Hospital, who offered to write a letter of recommendation. When—while on the job—he learned that he'd been accepted into Meyers College of Nursing, he was "ecstatic" and hit every floor from top to lobby to share the good news. "If you are in an organization where you're coming from the bottom, as I did, and you move up one step at a time, and that organization supports you in that growth, you will stay with them for a very long time," he says. Once he has accumulated more experience as a nurse, Baez plans to pursue a master's degree in an adult care nurse practitioner program at Meyers (he has already been accepted) and eventually follow that up with a PhD. "This is the right place for me," Baez says. "I wouldn't change a thing. I would do it again a hundred times. A thousand more times." ■

First appeared in the *New York University Alumni Magazine*



Photo: Kate Lord

**MEET ASHLEY MOTT STUDENT AFFAIRS OFFICER**

by Nicole Marsh

As a former pre-nursing major, Student Affairs Officer **Ashley Mott** knows how hard it is to be a nursing student. “I wanted to be able to support Meyers students’ success, because I understand how hard it can be to make that nursing dream come true.”

That’s how Mott made her choice to start working at NYU Meyers. With all of her extended family in Ireland, first-generation college student Mott realized that she wanted an opportunity to grow in higher education. She recognized that she also wanted to find a place that offered more of a community for students and employees.

“My experience at Meyers has been wonderful,” she said. “I worked for two years as the administrative aide for the Office of Student

Affairs and Admissions, then in July I was promoted to my current role. I feel very lucky to work in this office and am happy I get to be a part of a team that supports our students.”

Mott describes her role as both “rewarding” and a lot of hard work. But she is no stranger to hard work: she has a four-year-old daughter named Sophia. She knows how to get through the tough, stressful moments in life, finding the key to persevering having confidence and believing in yourself.

“It’s kind of ridiculous, but I always find myself saying ‘I’m not worried about it.’ I say it when I’m working on a stressful project as a reminder that I will get it done and to just have faith in myself.”

Mott loves showing support for students

and all of their hard work by helping student organizations plan and host events. She has attended many, including ice cream socials hosted by the Undergraduate Nursing Student Organization and the Black Student Nursing Association.

“Nursing is stressful, so I’m happy that these organizations host fun events that allow students to have some downtime from their very busy schedules.”

With her behind-the-scenes knowledge, Mott recommends that students make sure they take full advantage of the vast number of opportunities NYU Meyers offers for respite, such as convivial student organization events, walk-in advising, and faculty office hours. ■

**MEET TANISHA JOHNSON-CAMPBELL ASSISTANT DEAN FOR ADVISING, ACADEMIC SERVICES & BELONGING**

by Meredith Barges | Assistant Editor

After working and studying at NYU for more than 15 years, **Tanisha Johnson-Campbell** is a Violet tried and true. When you add that she is a native New Yorker with an MBA, you know she enjoys fast-paced and innovative environments. “NYU is a very special place. You get a top-notch education here and the city’s vibe is downright magical.”

Johnson-Campbell first joined Meyers eight years ago as associate director of the undergraduate program, left for a role at SPS, and then re-joined the College to work more closely with students. In her role as assistant dean for advising, academic services and belonging, she helps shape the overall student experience at Meyers. She also teaches a first-year seminar and advisees.

“I enjoy hearing from students, not only

when they have a problem or need additional guidance, but also when they are doing well! Our students are doing amazing things, for the nursing profession, across the university, and around the world. As administrators, we don’t always hear about it.”

It wasn’t until business school, when Johnson-Campbell took a position as a part-time administrator, that she realized higher education was her calling. Now it is both her work and was the focus of her research as a NYU PhD student. She studied underrepresented students in higher education and how administrators can shape programs and schools to improve all aspects of their academic experience.

“I know firsthand what it’s like to feel like to be ‘other’ while in school, especially for those



with a vested interest in academic success.” This is why NYU’s mission of “belonging” is so important to her. Tapping into valuing each individual, the experiences they bring, and their voice in the conversation naturally became part of her work at Meyers.

Ever looking upward, Johnson-Campbell also gives great career advice: “Remain focused on your overall goals, but don’t be close minded. You never know where your path will lead!” ■



## MEET ASSISTANT PROF. **ANN-MARGARET DUNN NAVARRA**

by Druanne Dillon | Contributing Writer

With an award from the National Institute of Nursing Research, Prof. **Ann-Margaret Dunn Navarra** spent the last four years testing an intervention to help African American and Latinx young people with HIV take their medications and stay in care. These adolescents and young adults are at a higher risk of dropping out of care compared to their adult counterparts, with lifelong consequences.

Over the four-year study, HIV-infected peer health coaches were trained to connect with other HIV-infected young people in the study via remote videoconferencing on their study-funded smartphones. Using this technology, participants could connect to support from the

privacy of their own home, which helped minimize barriers, such as stigma and travel to an HIV clinic.

Results showed that the approach was “feasible and acceptable” and participants were very satisfied. They had high attendance rates, unlike in other studies. After the intervention, participants observed very promising differences in self-reported adherence and HIV viral load.

Navarra is now using the pilot data to apply for a second grant from the National Institutes of Health, to expand this study and show how this work aligns with clinical practice.

### What did you want to be when you grew up? What informed your trajectory?

From a young age, I knew I wanted to pursue a career that would help people, but I wasn't clear on the details. When I was 15, I served as a junior volunteer at Calvary Hospital in the Bronx. This certainly helped to inform my choice to become a nurse. My role included transferring patients in wheelchairs back and forth to recreational activities. These patients were all terminally ill, some with just days to live. Yet I distinctly remember not being sad or afraid. I just wanted to help. Interacting with very sick patients in a healthcare facility came naturally to me.

My parents, Theresa and Joseph Dunn, also informed my trajectory. My mother was an extremely nonjudgmental and kind woman who taught me about welcoming differences, not just tolerating them. My father has taught me the importance of perseverance, resilience, and humor by the way he lives his life. He is one of my biggest fans.



# “To the many people living with HIV, we are fighting this battle with you!”

## FEATURE

### How did you get into Pediatric HIV treatment and prevention combined?

I trained first as a pediatric nurse, then later as a board-certified pediatric nurse practitioner (PNP). Pediatric HIV treatment was not part of my original plan. It seemed to find me.

While completing one of my final courses for my advanced practice role as a PNP, a classmate told me about an open position at Weill Cornell Medical Center (now New York Presbyterian Hospital) providing care for the uninfected siblings of HIV-infected children. (This was 1992, at the peak of AIDS-related mortality, when there was essentially no effective treatment.)

My initial patient load were HIV-exposed, uninfected children and siblings of HIV patients. However, my first HIV mentor and collaborator, Dr. Joseph S. Cervia, provided the training and support I needed to become an advanced practice HIV provider, which I maintained for 15 years, until I began full-time doctoral studies at Columbia in 2002.

### What made you go back and get your PhD?

There were many experiences that influenced my choice. I yearned to influence patient outcomes on a much broader scope. I felt a deep calling to gain the training and education for an expanded role. I believed that my many years of clinical practice would serve as a solid foundation for this.

My frustration with funding cuts, and decreased patient access to care and needed services, also motivated me. Some of the most important healthcare decisions for my patients were being made by individuals who knew little about HIV or even healthcare.

Also, I was in practice with the advent of effective antiretroviral treatment. I thought all of our problems were over! Yet, watching so many children, adolescents, and parents struggle horribly with daily medication adherence was the defining moment for my current program of HIV research.

### How do you develop your studies?

My research ideas come from several sources. First, I listen to the real experts— young people living with HIV. Second, I review the evidence to learn where the gaps in science are and what needs to be done to improve health outcomes. Third, I attend scientific meetings and collaborate with other scientists, to gain their input.

Finally, I also maintain collaborative partnerships with healthcare providers, because clinicians need to be part of the equation. They are in the trenches day in, day out. The long-term sustainability of our research depends on how well the interventions fit into clinical practice. This is an important question to answer earlier, rather than later, when testing a new intervention, approach, etc.

### What are the stumbling blocks for youth adherence to antiretroviral treatments?

There are many barriers to young people taking their antiretroviral treatments. The HIV medications themselves serve as a reminder of being HIV-infected, and this is hard for any young person. Stigma, disclosure concerns, nonacceptance of the disease, substance use, low self-efficacy, and untreated mental health issues are just some of the stumbling blocks. These challenges don't typically occur in isolation. They are often part of a high-risk adherence behavior profile. Going forward, adherence interventions need to move beyond education to address these barriers.

### Your chosen work seems like an uphill battle. What keeps you going?

Yes—I have chosen work that is challenging but so very rewarding. My passion to help young people take their HIV medicines and stay in care is fueled by being a firsthand witness to what HIV looks like without effective treatments.

HIV transmission, morbidity, and mortality are preventable with treatment and good adherence. But this is a real challenge for all patients, no matter what the disease is. It is just harder with HIV because of stigma,

disclosure concerns, trauma, and discrimination, to name a few.

Medication adherence is a really complex behavior and may differ a bit for each patient. Though there has been much progress, we still have a ways to go with adolescents and young adults. These challenges keep me determined to help improve outcomes for young people with HIV.

### Do you still practice (and teach and do research)?

I do not currently practice yet genuinely miss it! I maintain my licenses, but at this point do not have enough time in my week, given the demands of a full-time research career and a family.

Teaching and mentoring are also important to me. I believe it is essential to prepare the next generation of scholars and scientists. I am a first-generation college graduate, which certainly offers a lot of hope for others. It's amazing how transformative education is!

### What else would you like people to know about your work?

The many challenges inherent in this work will not cause me to change course. We all have our work passion. This has been mine since 1992, long before I was funded for it.

I would like to give a shout-out to my fellow nurses, who have been on the forefront of the HIV epidemic for decades. Nurses were among the earliest pioneers in caring for HIV-infected infants, children, adolescents, adults, and families. Whether at bedside, in outpatient clinics, making home visits, or later conducting nursing research, we have been there through it all. And to the many people living with HIV, we are fighting this battle with you!

I absolutely could not do this work without my faith and the grace of God and the incredible support of my husband, Joseph Navarra, and daughter, Theresa. After a long day, coming home to them both really makes the difference. My family is a gift, and I don't take it for granted. ■

# Humanizing the student-teacher experience in large classes



by Fidelindo Lim | Clinical Assistant Prof.

**E**nrollment in nursing is steadily increasing. As a result, faculty are now teaching in auditoriums, not just traditional classrooms.

Teaching classes with more than 100 students is becoming more commonplace. While this might seem like a bonanza for the nursing shortage, it is a challenge for the faculty. Engaging 100 students emotionally in a lecture that has a lot more PowerPoint slides than there are minutes in an hour is a considerable feat. In a crowd, students can vanish into the woodwork and opportunities for human connection are diminished. Distractions (incessant texting, anyone?), shorter attention spans, and spatial and psychological distance can make teaching large classes an anonymous enterprise, wanting in human connectedness.

Teaching large classes requires a different skill set. I get the impression that students expect a flawless celebrity “performance” from their teachers, delivered à la TED Talk. They also regard faculty as being competent in the relational aspects of education. And rightfully so, given that learning is social. Being social requires maintaining meaningful eye contact, a daunting task in a crowd. Emotional synchrony between teacher and students within a given space is essential to education. This is easier to achieve in smaller company. A recent report from the Aspen Institute National Commission on Social,

Emotional, and Academic Development, “From a Nation at Risk to a Nation at Hope,” strongly emphasizes social, emotional, and academic learning as the essence of education itself. Their key message: students learn better when the faculty genuinely care about them and are empathetic toward them.

## Small steps to connect

Emotional connectedness is possible even when teaching large classes. I usually arrive 30 minutes before class and play background classical music to ennoble the forthcoming lecture. Though I have no randomized controlled trial to prove its effect, I inwardly know that calming music does just that — calm people. And calm people learn better and are more apt to be empathic.

Building relationships requires proximity. I ditch the podium and walk along the aisles, in order to be near the students. Addressing someone within arm’s reach is more of a conversation and less a calling out. Of course, there are students who will always be terrified of being put on the spot. To troubleshoot this, I interrupt the soporific parade of slides by asking students every so often to “turn to the person behind you, introduce yourself, and explain [for example, a rationale for nursing intervention].” Suddenly, the room is abuzz with conversation. This simple activity breaks the monotony of dispassionate lecturing and kindles human bonds.

## Engagement has a name and it is in the eye of the beholder

Years ago, I read an article on the experiences of buskers. A musician explained how he sought out eye contact with a person in the crowd, to be able to anchor himself, not to play to someone, but to play for someone. Teaching is akin to a performing art, like singing in a recital. A reciprocated attentive glance creates an invisible thread of connectedness. One must not simply teach to an audience but teach with the audience. Some students are incredulous when they learn I know their name. While it is true that I can remember many of my students’ names, I don’t know everyone’s name. But I make an attempt to do so. To call a student by their preferred name honors their individuality and lays the foundation for building a relationship.

## We don’t learn by the syllabus alone

The student council once named me Best Storyteller. Not exactly the Nobel Prize, but I was delighted by the distinction. Mind you, not everyone likes to hear personal narratives. I think they make some uncomfortable. However, to teach with authenticity, I distill my life experiences and contextualize them into all that has scientific currency. Experience can turn knowledge into wisdom. The sharing of narratives, both personal and borrowed, humanizes the teaching of large classes and validates our common humanity. ■

# Independent study sets undergrads apart as future change agents



by Sandy Cayo | Clinical Assistant Prof.

**N**YU Meyers continues to explore educational innovations and discoveries that truly set its students apart as future change agents in the field of nursing. In the undergraduate program, senior nursing students have the opportunity to take an independent study course with a faculty member that allows them to focus on an area that they have an interest in or desire to explore in a more rigorous way.

Students who pursue an independent study are encouraged to seek out topics that have gaps in current practice and utilize the PICO format to help bridge those gaps through evidence-based findings. The independent study is also often an avenue for exploring topics related to diversity, inclusion, equity, and belonging.

Last year, **Kaitlin Wheeler** BS '19 worked with me to complete a three-credit independent study on transgender pregnancy and birth. Despite an increase in population and visibility, transgender individuals in the United States still face stigma, bias and discrimination, and significant barriers to accessing healthcare. Specifically, healthcare barriers exist related to transgender men, individuals who are assigned female at birth but identify as male, seeking gynecological and obstetric care. Because many transgender men retain their original

reproductive organs, they have the ability to experience pregnancy and childbirth.

As cultural acceptance of the transgender community grows, and parts of the United States and the larger world become safer for and more accepting of transgender individuals, an increase in the number of transgender men who choose to become pregnant is likely. Additionally, some transgender men become pregnant unintentionally; despite being amenorrhoeic from testosterone use, a body with female reproductive organs may still be able to achieve pregnancy. In either case, the result is a population of individuals who require perinatal care — an area of medicine, which currently falls under the category “women’s health” — who are not women.

Pregnancy and childbirth are already highly delicate experiences in a person’s life. For transgender individuals, experiences that involve body parts that they do not identify with, like reproductive organs, could result in additional psychological stress or even trauma. Because of this, special care must be taken to ensure a safe and positive patient experience for this population. It is essential that medical professionals engage this population with purpose and compassion so as to avoid causing undue harm. It is our role as nurses and medical professionals to educate, advocate, and conduct research on this topic.

Wheeler presented a poster on her independent study this summer at the European Transcultural Nursing Association Conference, in Prague, Czech Republic. This global experience allowed her to explore her context from a global lens while offering recommendations for curricular updates to include these vital topics. This shows how the combination of independent study and global dissemination empowers students to step beyond the classroom, while advocating for groups that have historically been discriminated against or treated poorly.

I am proud to help mentor students like Wheeler through the independent study process. For me, it remains a crucial mechanism for fostering creativity, intellectual curiosity, independence, and empathy in future nurses. As a faculty member in such a large academic program it is important to connect with our students on an individual level at every point in their academic journey. My role is to help to promote autonomous, holistic, and passionate providers who will become change agents in healthcare improvement. ■





# Design thinking: Are you ready for the future of nursing?

by Emerson Ea & Mary Jo Vetter | Clinical Associate Profs.

Our current healthcare system is complex, fragile, and constantly changing. This requires nurses to become problem solvers, discovering ways to better execute their responsibilities to deliver safe and effective patient care. While innovation has become a primary focus in healthcare over the last several years, nursing curricula have been slow to integrate new approaches that will prepare nurses with the competencies and confidence they need to lead and contribute meaningfully to innovation.

In an effort to address this educational gap, NYU Meyers received a grant from the Rita & Alex Hillman Foundation to integrate “design thinking” into its undergraduate curriculum, beginning in fall 2018. *Design thinking* is a design methodology that supports creative problem-solving and optimistic thinking — and can help empower future nurses and leaders to drive innovations in healthcare.

A key component of the project is educating the educators. To achieve this, we held a mini summit convening design thinking “champions” (undergraduate faculty identified to lead this initiative at NYU Meyers) and experts from across NYU. Attendees found ways to integrate design thinking into their teaching, including its five phases — *Empathize, Define, Ideate, Prototype, and Test*.

To ensure that all undergraduate students were introduced to these concepts, design thinking was woven into select mandatory undergraduate courses over four semesters. Students in the Professional Nursing course were the first to benefit: they learned how to design a professional identity and personal life that are productive, constantly evolving, and filled with possibility. Some students also completed online exercises based on the book *Designing Your Life: How to Build a Well-Lived, Joyful Life*, to clarify and strengthen their past, present, and future personal and professional goals. To introduce students to career possibilities in nursing and provide them with ideas on how they can “design” their professional lives, alumni who practice in different areas of nursing — in both traditional and nontraditional roles — visited classrooms as guest speakers.

These inaugural activities gave students the foundation to understand the professional and ethical comportment expected of a nurse as a clinical and innovation leader in a health-care system.

For the second nursing sequence, students explored design thinking concepts in the Translating Evidence into Clinical Practice course. To leverage existing course activities and ensure continuity and consistency of concepts, faculty redesigned the PICOT

(Problem-Intervention-Comparison-Outcomes-Time-frame) project to add a “*How Might We?*” component that would simulate design thinking’s *Ideate* phase.

With the goal of encouraging brainstorming and divergent and convergent thinking, students identified a clinical issue or problem then developed questions and ideas to address it. Faculty and invited nurse researchers and clinicians provided examples during class of how these concepts relate to the scientific method and evidence-based practice processes. At the end of the semester, students gave presentations on their PICOT and “*How Might We?*” projects and findings.

For the third nursing sequence, students in the Contemporary Issues course worked in teams to apply the full design thinking process to address a nursing or healthcare issue. They completed the *Empathy* and *Define* processes mostly online via NYU Classes, then for the *Ideate, Prototype* and *Test* phases, they participated in a one-day mini hackathon organized by course faculty, experts, and mentors.

The hackathon generated more than 800 ideas! It also gave students the opportunity to work in teams in an environment that encouraged and welcomed creativity in addressing multiple nursing and health issues. Students then presented the outcomes of their work via



## Nurse leaders to bring change projects back to Ghana

by Meredith Barges | Assistant Editor

In November, 11 Ghanaian nurse leaders attended leadership training in New York City as part of the Ghana Nurse Leaders Program. This program, launched as a partnership between NYU Meyers and the University of Ghana School of Nursing and Midwifery and the Ghana Health Services in 2013, develops a corps of nurses who can improve health system management and clinical practice in Ghana by leading change.

Now in its second phase, the program is focused on a change project that will address identified health priorities in 10 regions in Ghana and empower nurses and midwives from those regions to be agents of change in improving nursing and midwifery practice.

The nurses spent a week attending intensive design thinking and change project planning sessions with NYU Meyers faculty and directors. They also visited NYU Langone Health,

the NYU Meyers Simulation Center, and Bobst Library — and made trips to the First Corinthian Baptist Church in Harlem and the Henry Street Tenement on the Lower East Side.

“The lessons learned here were about quality improvement and I’m going to bring these processes back with me to Ghana,” said participant **Naomi Odoku**, principle nursing officer and emergency nurse from the Tarkwa Municipal Hospital in the Western Region. “I’ve also learned how nurses are being given the chance, the power, the authority to manage the wards on their own. They are given budgets, they are managing procurement, they have to make things happen, and that is something I am taking back home to empower my nurses in my hospital.”

After facing a severe shortage of nurses and midwives amounting to a national health crisis ten years ago, the Ghanaian government

has massively scaled up training of nurses and midwives, now more than doubling their numbers. It is also working to improve the quality of nursing education with help from global partners like NYU Meyers.

The program is coordinated in Ghana by **Lydia Aziato**, dean of the University of School of Nursing and Midwifery, and **Eva Mensah**, director of nursing and midwifery services at the Ghana Health Service.

“The Ghana Nurse Leaders program is life-transforming for the change leaders,” said Aziato. “They are able to work on a project that is relevant for their regions and the Ghanaian health system.”

The program is part of a greater university-wide initiative, The Ghana WINS! Project, funded by Banco Santander, which builds on the collaborative relationship between NYU and the University of Ghana. ■

*continued from previous page*

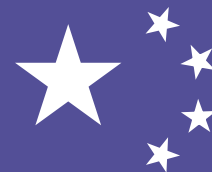
poster and podium presentations, which the Meyers community and special outside guests were invited to attend. Students were also challenged as part of two major courses with a clinical component to apply design thinking concepts to clinical practice and to collaborate with students from other disciplines to address pressing nursing and healthcare issues.

More exciting projects are in the works. This

fall semester, students in the Community Health Nursing course will work with students from other NYU schools, including the College of Global Public Health and the Silver School of Social Work, to use design thinking to address the social determinants of health in the community. Students in the Leadership and Management course will also use design thinking to address a quality improvement

issue identified in their clinical practicum.

As a pioneer in this educational innovation, Meyers will graduate its first cohort of students with design thinking mindset in fall 2019. Employers look forward to hiring these nurses, who possess competencies to solve complex problems and propel healthcare innovation forward. Are you ready for the future of nursing? ■



# Developing collaborative circles in China

by Hongping Tian | Associate Director, Global Initiatives  
and Meredith Barges | Assistant Editor

**T**here are many factors that can lead to a successful collaboration. For NYU Meyers and Central South University Xiangya School of Nursing, it began in 1995 with a hand raised in the back of a lecture room at Xiangya Hospital, in south central China.

It was in that classroom 24 years ago that **Ann Williams**, now director of global initiatives at NYU Meyers, delivered a lecture introducing clinicians to HIV/AIDS at a time when China already had an epidemic at hand from unsafe blood collection practice, but refused to acknowledge the problem.

Williams asked attendees whether they had seen HIV/AIDS patients in their practices. “Oh, we don’t have that problem,” was the uniform answer.

Then, a young nurse in the back of the room raised her hand. It was Wang Honghong, now professor of nursing at Xiangya School of Nursing, who was then a clinical nurse in the hospital.

At the time, in addition to being a clinical nurse, Wang was pursuing a master’s degree, completing some of her studies in Thailand. She explained that she had seen HIV/AIDS patients in Thailand and believed she had also seen patients at Xiangya who came in with similar clinical symptoms. She told the classroom that she suspected that they had had AIDS.

After that initial meeting a mentorship developed between Williams and Wang, which has grown over the past quarter century into a professional relationship and friendship, encompassing joint scientific publications and research projects, including an NIH-funded research project on adherence.

## Growing a school-to-school collaboration

Dean **Eileen Sullivan-Marx** heard this story for the first time in a conference room at Xiangya School of Nursing in September 2019, at an important meeting with **Williams**, Senior Research Scientist **Lloyd Goldsamt**, and Associate Director of Global Affairs **Hongping Tian** from NYU Meyers and Party Secretary **Li Tao**, Associate Dean **Li Lezhi**, and others from Xiangya School of Nursing.

There, the two schools signed a memorandum of understanding to strengthen global nursing education and research through collaborations on training, research, and student exchanges.

In November 2018, a similar agreement was signed with Fudan School of Nursing, in Shanghai, which NYU Meyers has ties to through both the Sino-US Nursing Forum and Prof. **Bei Wu**, dean’s professor in global health and director, global health & aging research, who previously taught there.

Possible areas for collaboration include supporting doctorate-level research by hosting one or two PhD students from reciprocal institutions for six to 12 months to conduct dissertation research; developing a network connecting NYU Meyers faculty with Xiangya and Fudan faculty working with those students; and taking turns hosting both an annual research conference and collaborative research development workshop, to enable researchers to share their ideas and develop plans for future collaboration.

## Piloting a nurse practitioner program in China

A plan to pilot one of China’s first nurse practitioner programs is now under discussion between NYU Meyers and Xiangya School of Nursing and its three affiliated hospitals.

While the nurse practitioner title does not yet exist in China, there is a growing interest among nurses and policy makers there to develop the role, in part as a way to help address China’s growing aging population and associated health needs.

If implemented successfully, the pilot program would have far-reaching impacts, with the potential to serve as a model for the rest of the Hunan province and China as a whole. It would also be a great opportunity for NYU Meyers faculty working with Xiangya to develop shared scholarship on nurse practitioner training and for Meyers students to be involved in research and clinical experiences.

## Clinical nursing simulation comes to Xiangya

Another area ripe for collaboration is simulation in nursing education and clinical nursing training. While simulation has been a focus at NYU Meyers for quite some time, it has been used very limitedly so far at Xiangya School of Nursing and its affiliated hospitals. Most simulation resources and expertise have been directed at physicians and medical students.

Recognizing like NYU Meyers that simulation is the future of nursing training, Xiangya is eager to bring it into their classrooms.

In March 2019, **Natalya Pasklinsky**, executive director of simulation learning at NYU Meyers, visited Xiangya. Then in September, a group of nursing leaders from Xiangya School of Nursing and affiliated hospitals came to the United States to visit the NYU Meyers Clinical Simulation Learning Center, before completing a week-long Certificate in Simulation at Drexel University.

As NYU Meyers pursues these new programs, an overarching goal is to develop an institutional mechanism and structure that supports more collaborations between NYU Meyers faculty and students and their Chinese counterparts. ■





# The changing face of nursing

by Victoria Consalvo DNP '22, Prof. Robin Toft Klar, and Gregory Wolownik DNP '22

**N**ursing as a profession belongs to the larger healthcare provider universe, but it was not always that way. Before accredited nursing schools opened in the 1800s, nurses observed people and places in their own communities and “nursed” those needing care to regain health. They based their care on a holistic approach that saw not just disease, but whole individuals and whole communities.

Today, the field of nursing continues to evolve as our understanding of related health and wellness sciences evolves, helping us to meet healthcare challenges in our own communities, and the larger global community, through collaboration and innovation.

## Nurses know their communities

In 1893, Lillian Wald, the first “public health nurse,” established residence in the Lower East Side of New York City to provide care to the poor and immigrant populations living in the area. At the time, these disenfranchised groups were held to blame for their own poverty and disease. But Wald understood that wellness and health is more than the absence of disease. It is multidimensional—incorporating physical, mental, spiritual, and environmental well-being.

Wald knew that without being a part of the community, she would not be able to understand the struggles and unique challenges that residents faced. By belonging to the community, Wald, and later other public health nurses, helped to identify needed jobs and education and provide a safety net for disadvantaged residents.

By living in and serving diverse communities, nurses are in a prime position to address the social, economic, and environmental factors that improve and impede overall wellness. The diversity of nurses also allows for a better

understanding of the resources and struggles of different communities.

After World War II, with the increased focus on hospital-based nursing, many nurses lost these perspectives. Then, in 1979, the US government, through the Centers for Disease Control and Prevention (CDC), started publishing Healthy People guidelines every 10 years, to address health promotion and disease prevention. The most recent, “Healthy People 2020,” includes thirteen new topics, like the social determinants of health.

Evidence evaluated by the CDC shows that only 10–20% of an individual’s overall health is impacted by access to healthcare and quality of services. This supports the imperative that all healthcare providers should be knowledgeable of the social determinants of health. It also informs the assessment questions, diagnostics, and plans of care developed by care teams.

## Collaboration as strength

Many of our current healthcare endeavors require not only a holistic approach to succeed but also a collaborative one. The Interprofessional Education Collaborative (IPEC), created in 2009, is a great example. Its objective is to maximize health outcomes through outreach and integration across disciplines and services. Utilizing a training approach, it established educational methodologies for students to both acquire and practice interprofessional learning.

NYU Meyers’ Teaching Oral-Systemic Health (TOSH) program, which uses an IPEC model, has as one of its outcomes highlighting the value of each healthcare discipline to the overall wellness of populations. The initiative integrates students and faculty from the medical, nursing, pharmacy, and dental schools to generate tools for improved oral health assessment in addition to educating the community on the importance of oral health.

With nursing as a driving force in matching ideals with practice, nurses play a vital role in promoting interprofessional collaboration as a standard of practice. In doing so, we maximize quality and offer more opportunities for those in marginalized populations to receive optimal care. Collaboration rewards our patients with a care approach that moves healthcare systems from a place of fragmentation to a position of strength.

## Bringing the world closer to universal health coverage

At the 74th session of the UN General Assembly in September, the focus was on achieving the UN’s 17 Sustainable Development Goals, which include attaining universal health coverage by 2030. Several side sessions emphasized the importance of nursing and midwifery in reaching that goal.

While primary care nurse practitioners make up approximately 87% of all nurse practitioners, only 14.5% of practicing physicians specialize in primary care. Experts cited statistics showing that universal health coverage cannot be attained without more providers in primary care. Nurse practitioners need to have full practice authority in every state and region in order to better address the social determinants of health.

As NYU Rory Meyers College of Nursing develops its next strategic plan, it is critical to recognize the important opportunities in nursing—including that nurses belong to the larger communities in which they live, work, and play. Nurses are at the leading edge of developing innovative ways to bring contextually appropriate primary and specialty care to individuals and populations around the globe. They represent the largest healthcare profession with the greatest potential to reduce healthcare disparities and actualize universal health coverage. ■



## MEET CLINICAL ASSISTANT PROF. & MIDWIFERY PROGRAM DIRECTOR **SUSAN ALTMAN**

### Why did you decide to enter the nursing profession and how did you enter midwifery?

Growing up, I always wanted to be a nurse. After my first child was born, I was inspired to become Lamaze-certified to teach childbirth classes. At a national Lamaze childbirth conference, I came across a table in the exhibit area where the American College of Nurse-Midwives was working to recruit nurses to become midwives. After I kept migrating over to the table, a friend of mine looked at me and said, “Why don’t you just become a midwife? That’s obviously what you want to do.” I had never thought about it like that, but it was true! I got home and I said, “Alright, how do I become a midwife?” In those years, midwives were required to have a nursing degree, so I went to nursing school specifically so I could go to midwifery school. After graduating, I practiced as a labor and delivery nurse for 8–9 months, which turned out to be an interesting foundational experience, but I knew I wanted to be a midwife.

### What has your experience been like at NYU Meyers?

As NYU Meyers faculty, I have had many opportunities to look more closely at midwifery as it is practiced both nationally and globally. These experiences have transformed my thinking on how women and families labor and birth.

I was fortunate to visit an Indian Health Service hospital in Chinle, Arizona, and learn firsthand about how women and families there connect conventional western health-care with Navajo spiritual ways. They have a native healer on staff at the hospital. While I was there, she was called to help augment a slow labor with a native ritual... it worked! No Pitocin needed. We were watching the monitor, and all of a sudden the contractions were increasing. The mother had been there with little progress all day. My work at NYU has also allowed me, through a grant, to help Liberian midwifery educators revise their national midwifery curriculum and create continuing education modules and simulations, at their request, on the topic of normal physiological birth—which is at the heart of midwifery.

### The WHO named 2020 the Year of the Midwife. Why is that so important? What do you hope it inspires?

According to the World Health Organization, nurses and midwives account for more than half of the global health workforce. Yet despite their incredible numbers worldwide, we still need more to reach the UN Sustainable Development Goals! The worldwide celebration of these two professions — nursing and midwifery — is an enormous opportunity to showcase the invaluable impact that they have on healthcare throughout the world. It will also help to educate people about these professions, as many really do not know what

being a nurse or midwife entails. My hope is that this designation inspires nations all over the world to improve and standardize nursing and midwifery educational curricula and address nurse and midwife staffing shortages globally, which can then lead to the way to healthcare for all.

### Why would you encourage a prospective nurse to become a midwife?

I think that midwifery is the best profession in the world! For those prospective nurses and nurses who realize that they truly do have the “calling” to become a midwife, and understand the lifestyle that it brings, I wholeheartedly encourage them to embrace it as a career and I am happy to support them along the way. Changing my career from physical therapy to midwifery 22 years ago was one of the best professional decisions I have ever made and I have never regretted it.

### Is there a particular memory that you look back on fondly over your career?

I have taken care of thousands of women and their families and attended well over a thousand births. I have educated many hundreds of midwifery students in both the classroom and by the bedside and I look back on my career more than fondly. The most memorable birth, however, was when I was able to “catch” my twin grandsons. That is a feeling that just could never be duplicated! ■



# Herbs, Nutraceuticals & Supplements®: A seed for unlimited innovation

by Anna M. Pakhomova BS '19

One reason I applied to NYU Meyers, after comparing nursing schools, was to take an elective called *Herbs, Nutraceuticals & Supplements®*. Even while stepping into the western medical field, I was cautious to maintain a sense of the bigger picture—that health means different things to different people. This concern was confirmed in my coursework, as learning often focused on the inpatient hospital setting. A hospital can feel like a huge machine, too large to see a beginning or end, where the nurse is one short stop in the course of an individual's health. It is often easy to forget that this system is based on dogma—one belief set among many. By taking the elective, I intended to acquire a

more holistic sense of the patient and open my mind to different cultural, historical, and personal perceptions of health.

While one can feel like they are operating at a deficit in the hospital setting, perhaps due to resource, time, or staff constraints, this class offered an almost indulgent avenue for practicing and understanding healthcare. The course analyzed the unique benefits and challenges to self-initiated medicine in terms of health, safety, and communication through a western medical lens. While lectures approached alternative systems of medicine from a rigorous evidence-based viewpoint, there was a strong tactile component, including the study of exotic herbs and treatments, such as Manuka honey, teas, and turmeric chips.

A great example of this learning environment was our herbal therapies class, where we prepared, tinkered, and titrated herbal concoctions, making a sports liniment and lavender hand salve. It offered an inventive perspective on nursing. As much of the career seems task-oriented, one can take for granted the expertise nurses acquire that applies to a larger scope of practice. The course utilized the body of knowledge from our requisite classes to inspire enterprise in medicine. I recall Prof. **Joyce Anastasi** saying, “*We have the tools and knowledge necessary for unlimited innovation.*” While the class expanded my grasp of what health means to the patient, it also planted a seed of for my entrepreneurial potential in healthcare. ■



There are several steps involved in making herbal products. Here, students strain raw herbs and an oil-herbal decoction through a cheesecloth into a large vessel.



Students measure and pour calibrating formulas into light-resistant containers for herbal throat spray.



Students pour a decocted herbal formulation into containers. This liquid contains beeswax, which will serve as a hardener for a skin salve.



# CELEBRATIONS

**NYU Meyers** regularly holds panel discussions, gatherings, and celebrations for current and former students. Here are some highlights.



## Psychological trauma: Assessment, treatment, and resources

April 10, 2019

- A** Alumni and guests attending the panel discussion.
- B** Left to right: **Danielle Conklin**, DNP '18, MS '15, BS '13, and **Kate Wheeler**, PhD '86, MA '78
- C** Left to right: **Kaye-De-Ann Rattray**, MS '16, BS '07; **Wheeler**; **Conklin**; **Cheryl Kennedy**; **Richardeanea Theodore** MA '76
- D** A networking reception followed the panel discussion.



## Nursing administration networking reception and journal discussion

April 17, 2019

- E** Left to right: **Dewi Deveaux** MS '10; **Lenny Gorelik** MS '10; **Epifania Quimson** MS '10; **Gina McManua** MS '10; **Lina Tan** MS '10
- F** Left to right: **Nathifa Fearon**, MS '08, BS '05; **Jessica Steinberg**, MS '08, BS '05
- G** Left to right: **Steven Tyler** MS '15; **Hyasmeens Saintilus** MS '15; **Nicole Messina** MS '15; **Anna Distad** MS '15
- H** Alumni, students, and faculty



## Aging lecture: Well-being in late-stage dementia

May 1, 2019

- I** Left to right: Prof. **Judi Haber**, PhD '84, MA '67; Prof. **Chenjuan Ma**; Prof. **Yzette Lanier**; **Ann Kolanowski** PhD '89
- J** Left to right: **Kolanowski**, presenter; **Norman Volk**, dean's council vice chair; Dean **Eileen Sullivan-Marx**; Dr. **Jeremiah Barondess**, dean's council member
- K** Left to right: Prof. **Ab Brody**; Prof. **Tara Cortes**, PhD '76, MA '71; Prof. Emerita **Mathy Mezey**; **Sullivan-Marx**; Prof. **Bei Wu**
- L** **Sullivan-Marx** with students







## DNP networking reception and career conversation

May 14, 2019

**A** Left to right: **Clarissa Michalak** DNP '18; **Joan Miravite** DNP '19; **Karina Santibanez**, DNP '18, MS '13; **Maria Thompson** DNP '19; **Shani Irby**, DNP '18, MS '10, BS '07; Prof. **Mary Jo Vetter**; **Juhyun Kim** DNP '18; **Sandra Leon**, DNP '18, MS '11

**B** Left to right: **Lydia Weber**, DNP '17, MS '09; **Kimberly Sureau**, DNP '15, MS '05; Prof. **Beth Latimer**, DNP '11, MA '93; **Beverly Smith**, DNP '11, ADCRT '02, MA '87

**C** Alumni, students and faculty

## Graduation luncheon

May 20, 2019

**D** Left to right: Prof. **Emerson Ea**; Prof. **Michele Crespo-Fierro** BS '90; Asst. Dean **Tanisha Johnson-Campbell**; Prof. **Selena Gilles**

**E** Left to right: Prof. **Caroline Dorsen**, PhD '14, BS '97; **Marilyn Sommers** MA '76; Prof. **Dorothy Wholihan**

**F** Mother and daughter alumni: **Eileen DiFrisco** PhD '85 and **Catherine DiFrisco** MS '19

## Jonas leadership and scholarship reception

June 4, 2019

**G** Left to right: **Conklin**; **Wanda Montalvo**, exec. dir. Jonas Nursing; Prof. **Mary Jo Vetter**; **Kristen Weaver**, PhD '17, ADCRT '12

**H** Left to right: **Wu**; **Frank Baez** BS '19; Prof. **Jamesetta Newland**; **Sullivan-Marx**

**I** Profs. **Donna Hallas** and **Susan Altman**



# CELEBRATIONS



## The power of nursing: Your voice in policy

June 19, 2019

**A** Left to right: **Clodina Babson** BS '97;  
**Lynn Calet**, MA '87, BS '81

**B** Left to right: **Reynaldo Rivera** ADCRT '97;  
**Noreen Brennan**, PhD '13, MA '96; **Yan Huang**,  
MS '12, BS '08

**C** First row: **Adam Hadas** BS '17; **Jamesetta  
Halley-Boyce** MA '73; **Elizabeth Duthie**,  
PhD '06, MA '84; Second row: **Ab Brody**;  
**Larry Slater**; **Brennan**; **Mattia Gilmartin**;  
**Richardeanea Theodore** MA '76



## Summer social

July 17, 2019

**D** Left to right: **Frances Dixon** BS '18; **Diana  
Draguscic** BS '18; **Mary Ragaglia** BS '18

**E** Left to right: **Dejane Velasquez** BS '19;  
**Casey Zhao** BS '19; **Sheila Soriano** BS '19

**F** Alumni, students, and faculty

**G** Left to right: **Cathy D'Amico** PhD '07;  
**Ann Marie Mauro** PhD '98; **Ellen Lyons**

**H** Left to right: **Mary Ann Gallagher** MA '84;  
**Ellen Arigorat** MS '18; **Joyce Wright**;  
**Mauro**; **Mary Fortier** MA '85







## State of the College address

September 24, 2019

**A** Left to right: **Carl Kirton**, PA '96, MA '92; **Kimberly Glassman**, PHD '07, MA '87; **Monefa Anderson**, MPA '96 (Wagner), BS '07; **D'Amico**

**B** Profs. **Mary Brennan** and **Cynthia Sculco**

**C** Dean's council member **Margaret McClure** and Prof. **Eloise Cathcart**

**D** Dean **Eileen Sullivan-Marx** addressed a full room.

## Are you interested in becoming a FAAN?

September 25, 2019

**E** Left to right: **Kirstie Toussaint** MS '11, **Maria Vezina** MA '77, **Mary Anne Gallagher** MA '84

**F** Left to right: **Cathcart**, **Sean Clarke**, **Vezina**

**G** Left to right: **Janet Griffin**, **Anna Distad** MS '15, **Renee Sanchez** MS '13, **Cathcart**, **Sarah Gerber**, **Nicole Kirchoffer** MS '18, **Carrie Gerber** MS '13, **Steven Tyler** MS '15

## Ice cream social and recent alumni panel

October 3, 2019

**H** Left to right: **Hannah Choi** BS '19, **Goldie Choi** BS '14, **Christa DiMaria** BS '17, **Stephanie Niu** BS '16, **Amber Kuo** BS '19

## Career pathways in nursing informatics

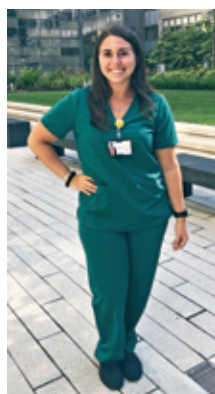
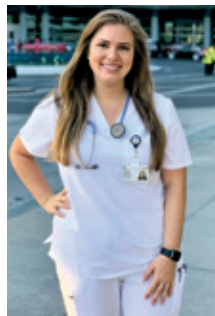
October 16, 2019

**I** Left to right: **Ellen Arigorat** MS '18, **Kathleen Begonia** MS '14, **Rose Dooley Stancil** MS '06

**J** **Nadia Sultana**, the former informatics program director, was presented with flowers and a plaque by students and alumni.



# ALUMNI | GRADS ON THE JOB





# ALUMNI

## Greetings from the Alumni Association President

Dear alumni,

Since becoming president of the Meyers Alumni Association two years ago, I have been thrilled to watch the alumni community grow and thrive. We have hosted new intellectual and social programs, launched the Alumni Speaker Series, which brought 67 alumni back to campus to speak with undergraduates, and watched the Nursing Alumni Mentoring Network triple in size.

Our goal is to increase the ways in which we interact and build closer relationships with our alumni. Board members serve as advocates for the Meyers alumni community and work to provide an infrastructure that facilitates meaningful relationships between the college and its alumni.

You might be interested to know just what our Meyers Alumni Association Board does. We meet four times a year to plan programs and discuss ways we can further cultivate participation in the life and growth of the College. We sponsor professional and educational events, receptions, and social events for informal socializing and networking, as well as attend student club activities. Board members oversee the nomination process for the Rising Star and Distinguished Alumni Awards. They also serve as student mentors and speak at student and alumni programs.

We are always looking for dynamic, diverse, and enthusiastic alumni who want to make a difference at Meyers. If you want more information about joining the board, please contact [nursing.alumni@nyu.edu](mailto:nursing.alumni@nyu.edu).

Sincerely,

Monefa M. Anderson  
BS '07, MPA '96 (WAG)

### Welcome to the new Alumni Association board members

**Noreen B. Brennan**, PhD '13, MA '96  
**Mary A. Anne Gallagher** MA '84  
**Minjae Kim** MS '17  
**Sharon Wexler**, PhD '07, MA '85

### Calling Nursing Administration Alumni!

A group of six alumni and Prof.

**Eloise Cathcart** created the Nursing Administration Alumni Advisory Council.

The goal of this alumni network is to preserve and extend excellent nursing leadership and executive practice within NYU Meyers community and beyond.

They plan quarterly events to provide networking and professional development opportunities. For more information, contact [nursing.alumni@nyu.edu](mailto:nursing.alumni@nyu.edu).

### Alumni Speaker Series

Are you an enthusiastic alum who would like to share your professional experience with Meyers students? We are currently in search of individuals who work in a wide range of specialties at all levels to participate in panel discussions, individual speaking opportunities, class lectures, and more. Contact [nursing.alumni@nyu.edu](mailto:nursing.alumni@nyu.edu) to sign up.



Standing from left: **Jamesetta A. Halley-Boyce** MA '73; **Richardana Theodore** MA '76; **Cyrell Preposi**; **Mary Ann Gallagher** MA '84; **Marianne Roncoli** PhD '73; **Noreen Brennan**, PhD '13, MA '96; **Minjae Kim** MS '17; **Sharon Wexler**, MA '85, PhD '07. Seated: **Adam Hadas** BS '17; **Catherine D'Amico** PhD '07; **Monefa Anderson**, BS '07, MPA '96 (WAG)

### SAVE THE DATES!

#### January TBD, 2020

Winter mixer

#### February 5, 2020

CNO panel: Leadership principles

#### February 26, 2020

Estelle Osborne Legacy Celebration

#### April 17, 2020

Midwifery 25th Anniversary Reception

#### April 23, 2020

An evening with Ann Burgess:  
Forensic nursing and sexual assault



# ALUMNI

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](mailto:nursing.alumni@nyu.edu).

## CLASS NOTES

### 1960s

**Mary J Giuffra** MA '68, PhD '73 is in private practice as a CNS psychotherapist, specializing in developmental and situational trauma of individuals and couples.

### 1980s

**Suzanne Vick** BS '81 is the associate director of risk management at Elmhurst Hospital.

### 1990s

**Leo-Felix M Jurado** MA '91 was named chairperson of the Department of Nursing at William Paterson University of New Jersey and executive director of the Philippine Nurses Association of America.

### 2000s

**Dora H Castillo** MA '02 co-authored an article on a nurse-led oral care initiative for the *Journal of Nursing Care Quality*.

**Mary Joy Garcia Dia** MA '02 was selected as a Fellow of the American Academy of Nursing.

**Cynthia Jacelon** PhD '01 was named interim dean of the College of Nursing at the University of Massachusetts Amherst.

**Colleen McDevitt** BS '09 works at Rush University Medical Group.

**Charlene Monroe** BS '04 celebrated her 15th year anniversary as a registered nurse.

**Billy Rosa** BS '09 became a fellow at the American Association of Nurse Practitioners and guest edited a special issue of *Nursing Outlook* focused on the UN Sustainable Development Goals.

**Erika Surinach** BS '05 was promoted to pediatric nurse manager for NYP Queens.

**Zayna Young-Perkins** BS '00 earned an MBA.

### 2010s

**Jandra Baez** BS '18 is working as a labor and delivery nurse.

**Rose Christine Campomanes** MS '18 is the new director of occupational health service for Brookdale University Hospital and Medical Center.

**Candice Cantore** BS '19 started an RN position at Mt. Sinai South Nassau on a medical-surgical floor.

**Erica Chang** BS '10 is working at UCSF Orthopedic Institute.

**Tiffany D Folks** MS '18 began a year-long nurse practitioner fellowship in the Cardiovascular and Critical Care program at Boston Children's Hospital.

**Jacqueline Heslin** BS '11 won a Johns Hopkins Medicine Clinical Award for Innovations in Clinical Care and for reducing readmissions to Bayview Infectious Diseases by >35% during my tenure as RN case manager of the OPAT program.

**Arlyn Lleras** BS '19 started a new RN position at New York- Presbyterian geriatric med-surg unit.

**Kelly Maby** BS '19 is an emergency department nurse fellow at Northwell Manhasset.

**Christina Maroone** ADCRT '19 welcomed a son in September.

**Selena McCormick** (formerly Gillespie) BS '16 started a new position as a pediatric forensic nurse. She is certified as a sexual assault nurse examiner by the Texas Office of the Attorney General.

**Joan Miravite** DNP '19 was awarded the 2019 Nurse Practitioner of the Year by the Nurse Practitioner Association of Long Island. She was appointed assistant professor of neurology at Icahn School of Medicine at Mount Sinai.

**Scarlett Murphy** BS '19 started working in a critical care unit at Lenox Hill Hospital and was named a First Team Academic All-American by the National Fastpitch Coaches Association.

**Evelyn Ovalle** BS '18 started working in the emergency department at NYU Langone Brooklyn.

**Michelle Rivkin** MS '15 was named director of quality management at the Kessler Institute for Rehabilitation.

**Loretta Wedemeyer** BS '15 works in neuroscience and trauma ICU.

**Kaitlin Wheeler** and **Amina Lawrence** BS '19 jointly presented their study project on transgender non-binary pregnancy and childbirth, at the Eastern Transcultural Nursing Association in Prague, Czechoslovakia.



### April 27 – May 1

Join nursing and healthcare thought leaders for four days of presentations, discussions, and networking.

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**MARIA A. GRAY MA '00**

by Nicole Marsh



**B**orn to Irish immigrants, **Maria A. Gray** MA '00, the eldest of four children, was the first in her family to go to college. Her mother had dreams to become a nurse but was unable to see them to fruition. Inspired by that, from an early age, Gray knew she wanted to do something in research or nursing.

She saw the first signs of her future passion for nursing while on a family trip to Ireland. There over Halloween, she decided to wear a nurse costume: "I kept checking my brother's heart with my play nurse stethoscope." A school guidance counselor noticed her talents working with people and encouraged her to pursue a career in nursing, and Gray never looked back.

Gray began her career in nursing with a BSN from Georgetown University in 1989. She describes herself as an "eclectic" person with a penchant for traveling and trying out new things. In her free time, she enjoys Irish step-dancing: "I've been doing it for about a year now. I'm doing a hard shoe and soft shoe." She explored travel nursing,

camp nursing, and corporate nursing. But one thing has always remained constant: her dedication to caring for people. "I have always been a very altruistic person. I have always wanted to give back."

Gray decided to go to NYU Meyers after hearing about a friend's experience getting her NP. "She was pleased she could work full-time and take classes." Gray decided to go to NYU Meyers because "from a nursing education perspective, NYU has a very solid program. It has a very good reputation."

While getting her degree, she worked in the ICU at Sloan Kettering and developed a passion for critical care. "Even before I graduated from NYU, I was offered a position in critical care." She got her master's in nursing education because, at the time, she had thought she wanted to run a heart failure clinic. "The NYU Meyers program in nursing education is very specific in different ways of educating adult learners."

Gray thinks back on her experience at the College fondly. "I loved the campus. You felt a presence when you were on the street. You definitely feel a difference when you walk on campus. You feel something special."

Gray has found her education at NYU Meyers prepared her well for her current career in the corporate world. In 2005, after nursing at well-known, prestigious teaching hospitals in New York City, including Columbia Presbyterian, Lenox Hill, Memorial Sloan Kettering, and New York Methodist, she took a position at Medivance, Inc. During her seven years at the company, she developed an extensive knowledge of patient temperature management. She directed the clinical education division and assisted during Bard Medical's acquisition.

Gray has also worked for several startups throughout her nursing career.

**"I loved the campus. You felt a presence when you were on the street. You definitely feel a difference when you walk on campus. You feel something special."**

Her corporate experience includes Hill-Rom, Clear Catheter Systems, BHR Pharmaceuticals, Johnson & Johnson, and NeurOptics.

Gray is now vice president for clinical and field operations at Attune Medical, where she develops training programs for clinical users. As soon as she started her position, she felt a strong desire to emphasize her nursing background and more specifically, nursing itself, thinking it best for the success of the company. "All my staff are nurses, and they go out and sell our device and educate the public about our device."

Gray describes the device her company sells as "super interesting." Known as the esophageal cooling device and developed by an ER doctor, she explains, "It can cool or warm the body through the esophagus. It is being used in big burn centers around the country. It can warm trauma patients who are actually really cold."

Gray has always thought one of her ultimate goals is teaching. "I have even thought about going back and getting my PhD so I can teach. I do feel like [NYU Meyers] was the right program for me, and it helped me to get to where I am today." ■

# GIVING

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