

NYU NURSING

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4

Robert Wood Johnson Foundation Gives Meaning to Mentoring

12

Oral Health Clerkship Shows Nursing, Dental, and Medical Students the Others' Perspectives

16

Developing Human Resources for Health Around the Globe

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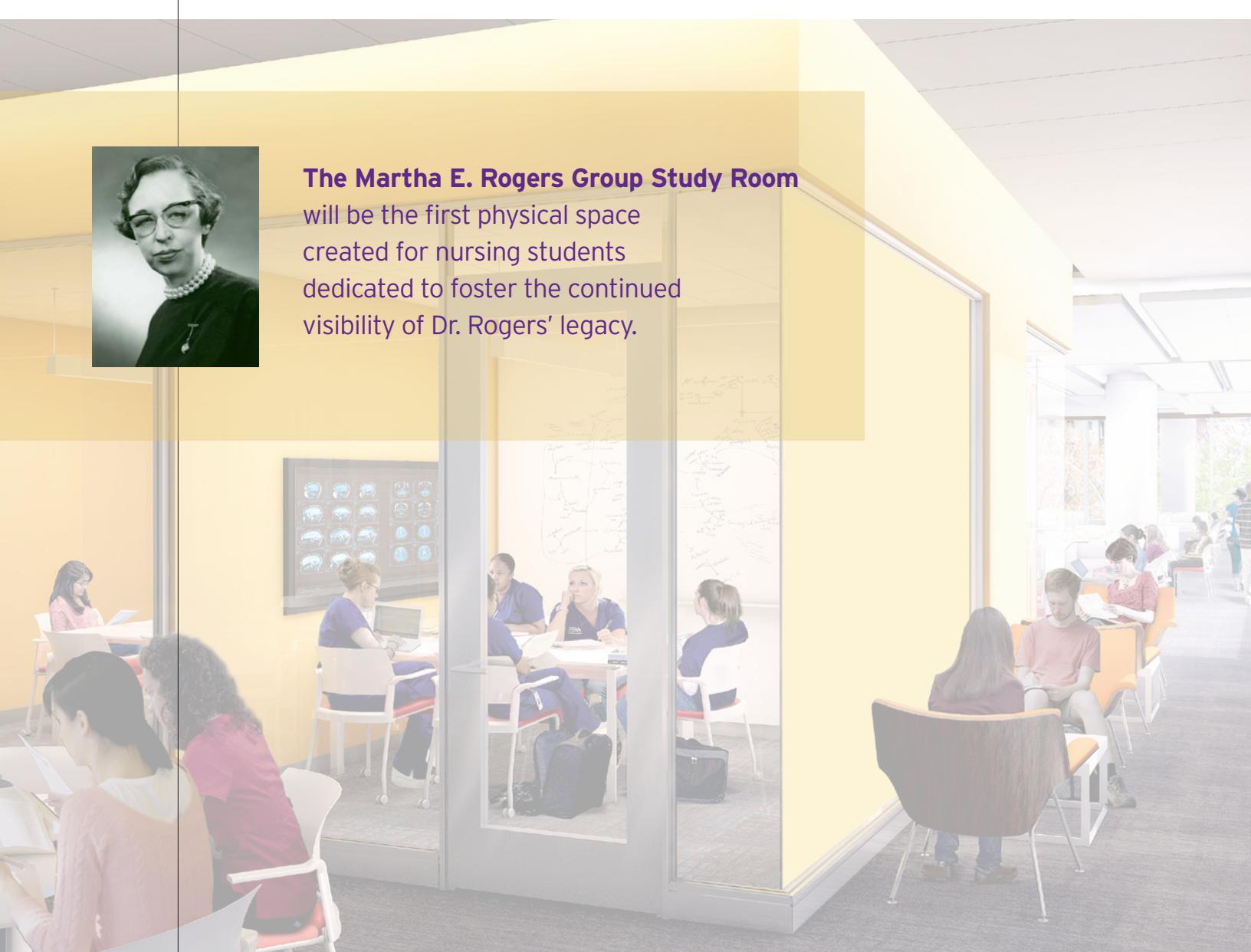
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2 Greetings from the Dean

**3 Educational Technology
Takes Center Stage in College
of Nursing Building**



**4 RWJF New Careers in Nursing
Gives Meaning to Mentoring**

**7 College of Nursing Wins "Military
Friendly" Status**

8 Remembering Diane McGivern

**9 The Center for Drug Use and HIV
Research Expands and Diversifies**

**12 Oral Health Clerkship Shows
Nursing, Dental, and Medical
Students the Others' Perspectives**



**14 The Hartford Institute Maps the
Future for Older-Adult Care**



**16 Developing Human Resources
for Health Around the Globe**



**18 Rudin Foundation Scholarships:
Easing the Way for Top Nursing
Students**

19 Student Profile: Regina Alexander

20 Celebrations



22 College and Faculty News



31 Alumna Profile: Beverly Bonaparte

32 Alumna Profile: Lizanne Fontaine

**34 Greetings from Donna McCabe,
Alumni Association President**

35 Alumni News and Achievements

39 Why I Give: Joseph Narus

40 Dean's Circle

GREETINGS FROM DEAN EILEEN SULLIVAN-MARX

Dear Friends,

With every edition of this magazine, I look forward to reading it from cover to cover looking for a common thread that ties the issue together. This time, it was a quote from our new Undergraduate Nursing Student Organization President Regina Alexander, BS '15 (whom you will meet on page 19), that stuck with me. Looking ahead to the start of her nursing career, this remarkable young nursing student noted that her goal was to "make a difference and shape this profession. For that, average isn't good enough." And there it was—there was the thread. When people describe us, they use words like *excellence, innovation, outstanding, leadership, world-class*. They do not say that we are average. We are not. We're NYU College of Nursing!

Ours is a community of talented, distinguished nurses and leaders for whom

average has never been adequate. A desire to do more, learn more, and achieve more in nursing education, research, and practice has long been the driving force behind everything we do. And look at how far the College has come since nursing was introduced at NYU more than 80 years ago. This impressive progress is the direct result of our unwavering commitment to be the best and to push our profession ever forward in new and exciting directions. Together, we have transformed practice, made incredible contributions to nursing science, and helped solidify nursing's central role in health care delivery, all while building a reputation for academic distinction that attracts outstanding faculty and students eager to be part of our rich tradition of excellence and innovation.

The innumerable contributions of our students, faculty, staff, friends, and alumni are what keep us strong. We are blessed to count so many people making important contributions to society through their work as part of the NYUCN community. On the pages that follow, you will be introduced to some of them—remarkable leaders like Beverly Bonaparte, PhD '77, MA '73, RN, ANP, FAAN, who is helping meet the critical demand for qualified nurses in the Caribbean through her deanship at St. George's University in Grenada, West Indies. Then there is Lizzanne Fontaine, BS '01, JD '80 (Law), whose work with Care for the Homeless is helping to improve the health of New York's indigent population. And, of course, there are incredible students like Regina Alexander, who, thanks to her enthusiasm and passion for nursing, is someone I expect to see gracing the pages of this magazine for many years to come.

Sadly, this year we lost a beloved member of our NYUCN family—someone whose contributions to the College were countless and significant. Diane O. McGivern, PhD '72, MA '64, RN, FAAN (see our tribute on page 8), was a valued

friend and colleague to many of us at the College. She was a uniquely skilled leader and consummate professional whom I had the privilege to know for many years. Her passion for nursing and her vision for the future of nursing at NYU were instrumental in the creation of this College.

Today, NYUCN enters a time of unparalleled opportunity—one I know Diane would be thrilled to witness. For many, the most anticipated manifestation of this exciting time is our amazing new building at 433 First Avenue. Since I arrived at NYUCN, I have talked excitedly about how wonderful it will be "when we are in our new building." Now we are just weeks away, and I am eager to share with you all the fabulous things we are doing "now that we are IN our new building!" Already, our new home has distinguished itself among other NYU buildings for its rich and innovative use of educational technologies—important advances that will support an increasingly tech-savvy student body in a field of study where technological advances are constantly improving patient care. You can explore on page 3 how 433 First Avenue takes full advantage of the latest technologies.

When it comes to highlighting how far from average NYUCN is, this issue is filled with examples! Every faculty publication, every alumni achievement, every donor who so generously supports our mission, and every opportunity we are given to collaborate with our colleagues from other disciplines is testament to what a unique and special place this is! As you read the rest of *NYU Nursing Magazine*, I hope you are as proud as I am to be a part of this community—where excellence and exceptionalism are our "average."



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



Educational Technology

TAKES CENTER STAGE IN COLLEGE OF NURSING BUILDING TO OPEN IN JANUARY

When the College of Nursing moves into its new space in January 2015, students will find themselves surrounded by a level of technology scarcely imaginable just 20 years ago, designed to facilitate learning and collaboration at all stages of education and research.

LOWER COMMONS

If fab labs sound like excellent family pets, think again. Short for fabrication laboratories, they're among the many exciting features of the building, located on the Lower Commons. These laboratories will serve as an incubator for creating new health care technologies.

"Fabrication labs are used increasingly in 'maker' and do-it-yourself (DIY) communities to enable people to come up with technology solutions to challenges," says Associate Professor Winslow Burleson, the College's first engineer to join the faculty. Burleson notes that nurses are uniquely positioned to develop health care technologies, especially in resource-poor settings.

The fab lab will enable nurses to create prototypes for new health care equipment, says Burleson, such as a device improvised in Rwanda by NYUCN nurse Vicky Albit—a bubble CPAP made from available supplies, to provide positive airway pressure to expand premature babies' lungs. The labs also could be used to develop tailored, affordable devices for parent-child teaching, similar to the simulator that Associate Professor Susan Sullivan-Bolyai uses to teach parents to care for their children with diabetes. That high-tech manikin can simulate a seizure so that parents can practice their response, but its cost of up to \$26,000 limits its availability.

These labs are just the start. Each floor of the new, 11-story building, shared with NYU College of Dentistry and Polytechnic School of Engineering, contains previously unforeseen technological advances designed to make the most of a new building under construction.

The building's Lower Commons features two 160-seat Smart Classrooms, a conference room, and a 30-seat classroom. What is most notable about these classrooms—and all of the class and conference rooms throughout the building—is that each one will be outfitted with Crestron® technology to coordinate room scheduling, lecture recording, video conferencing, lights, and computers. With the push of a button, faculty will be able to videotape all of their lectures.

"Students love lecture-capture because they can re-watch any class or view classes they missed," says David Resto, NYUCN director of technology and client services. Lectures can also be rewound at any point, and software will sync lectures with

continued on page 38



First-floor classroom:
With the push of a button, faculty will be able to video-record all of their lectures, which can be synced to their visual presentations.



RWJF NEW CAREERS IN NURSING GIVES MEANING TO MENTORING

Veronica Cepin's grandmother left her family's dairy farm in the Dominican Republic in 1973 to work in a nail polish factory in New York. She sent home U.S. dollars to pay for her children's education, and as a result, Veronica's mother was able to build a career as a lab technologist and to raise Veronica — a 2013 graduate of the College of Nursing — in the Bronx.

Veronica earned her first bachelor's degree in English and political science

from Hunter College and then worked for a foster-care agency in the Bronx. Her hope was to help the community in which she grew up, but it wasn't long before an overwhelming workload and the heartbreak of working with abused children led her to think about her next steps.

"I saw that nursing was the perfect marriage of what I loved about health care and social work. I could still serve my population, but in a different way," she says.

Once she was admitted to the College of Nursing, Veronica was also accepted to the Robert Wood Johnson Foundation (RWJF) New Careers in Nursing (NCIN) program, which provided scholarship

Above (from left) New Careers in Nursing Project Director Ann Marie Mauro reviews electrocardiograph rhythms with NCIN scholars Tess Cabrera, Luis Sanchez-Vera, Danielle Spencer, Veronica Cepin, and Sheyla Reyes.

funds, connected her with an influential mentor, and laid the groundwork for her first nursing job, at Lincoln Hospital, in early 2014.

RWJF established NCIN to help students like Veronica, whose swift entry into nursing will help increase the diversity of the profession to better match the U.S. patient population. In addition to bringing under-represented groups into nursing, the program is intended to help alleviate the national nursing shortage and increase the proportion of nurses with bachelor's degrees to 80% by 2020.

The foundation has invested \$450,000 in College of Nursing scholarships, supporting 45 recipients over five years. In all, the NCIN program has served more than 3,500 nursing students at 130 schools of nursing nationwide.

Recognizing that students from under-represented groups may shoulder considerable burdens, NCIN provides not only \$10,000 scholarships but an intensive leadership and mentoring program to help them thrive in nursing school and



Dr. Saribel Quinones
and Veronica Cepin



Dr. Kellie Bryant
and Luis Sanchez-Vera



Veronica Cabrera
and Dr. Wendy Budin



Justin O'Leary
and Dr. Larry Slater

beyond. Participants begin their College of Nursing studies with a two-day immersion program that helps prepare them for the rigor of the accelerated program. Then, throughout their time at NYUCN, they are mentored by both faculty members and upper-class students and attend leadership seminars.

Students are matched with their faculty mentors at a “speed-dating”-style event, in which they have short conversations with each faculty participant. **Ann Marie Mauro, PhD '98, RN, CNL, CNE**, the NCIN project director, recruits mentors who are good listeners and excellent role models, and who share interests with the students, with a particular focus on those who are members of ethnic minorities or are male.

Veronica Cepin connected instantly with Clinical Assistant Professor **Saribel Quinones DNP, PNP-BC**, a pediatric nurse practitioner who is Latina and shares Veronica’s history of working with children who have been abused.

Veronica met regularly over four semesters with Quinones, who helped her prioritize her work obligations, develop strategies to keep from feeling overwhelmed, and ultimately land her first nursing job in the Bronx.

“Having someone listen to me always left me feeling so much better and that I could manage everything I was doing,” Veronica says.

“Mentoring is a great way to help students who come from diverse backgrounds get through a very rigorous program,” says Quinones. When Quinones undertook a research project about child discipline without physical force, Veronica asked to help and ended

up translating documents into English from Spanish.

Veronica and Quinones checked in with each other several times a week, says Quinones, who plans to continue mentoring Veronica well beyond her first job and into graduate studies.

Now working in the emergency department at Lincoln Hospital—the busiest hospital in New York City, where 60 to 65% of patients speak Spanish—Veronica sees firsthand that sharing a language and culture with patients not only puts them at ease but can be lifesaving.

“The difference between chest ‘pain’ and ‘pressure’ can be the difference between gastroesophageal reflux and myocardial infarction,” she says.

In the emergency room, Veronica says, she feels well prepared and relishes every challenge. But sometimes when she forgets to take a lunch break, she hears Ann Marie Mauro telling the NCIN students that they need to take care of themselves.

Quinones believes that it is imperative for Latinos to overcome challenges they may face and take their place in the nursing profession, because they are the least represented group in nursing, relative to the population. According to the National Sample Survey of Registered Nurses, 15% of Americans are Latino, compared with merely 4% of nurses.

“Everywhere I’ve worked I’ve been a valuable resource because I speak Spanish and connect with Hispanic patients,” Quinones says. “Cultural connection is extremely important in health care. In addition, we must motivate Latino nurses to further their careers and continue to the master’s and

doctoral levels. Latino nurse leaders are essential in improving the health of all Hispanics in every community.”

REMEMBERING WHAT IT MEANS TO BE A STUDENT

Like Veronica, **Luis Sanchez-Vera, BS '13**, put his Spanish skills to work on his first day working at NYU Langone Medical Center. An older Dominican woman with diabetes was having a foot amputated for a diabetic ulcer. In conversing with her, Luis realized that, despite having received extensive information, she did not understand that diabetes had led to her amputation.

“You can see the need for a diverse nurse workforce in the field,” says Luis, a double minority as one of about four males out of 20 nurses on his floor. Although interpreters are available, he says, some patients hold back information about pain or lack of understanding of why they’re in the hospital.

Raised in Hubbard, Oregon, by immigrants from Oaxaca, Mexico, Luis became interested in science while observing his father, a migrant farm worker, planting crops such as cherries, rhubarb, and squash. Like many immigrant children, he was introduced to the health care system while serving as the translator when his grandparents went to the doctor.

In 2012, with a bachelor’s degree in health sciences and public health from Portland State University, Luis applied for the NCIN scholarship upon his acceptance to the College of Nursing. He had no idea of the impact it would have on his success.

“If it weren’t for the program, I wouldn’t have connected with so many faculty members and the dean. It also exposed me to

continued on next page

research and helped me grasp the holistic picture of nursing."

The most important part of the RWJF program for Luis was being mentored by **Kellie Bryant, DNP, WHNP-BC**, director of simulation learning and clinical assistant professor. He and Bryant organized a strict meeting schedule, where they discussed his work progress, study habits, future jobs, and work-life balance. As he neared graduation, she helped prepare him for the practical and emotional challenges of his first job, and she continues to check in with him monthly.

Like Veronica, Luis says that his biggest problem was taking breaks. "Dr. Bryant told me it was ok to take them," he says.

For Bryant's part, being a mentor reminds her of what it is like to be a student: "You forget how difficult it is, and it's made me more understanding of how I can improve the experience of students in the simulation center. I think I've enjoyed it as much as Luis has," she says.

INSPIRING A NEW GENERATION OF RESEARCHERS

Maritess "Tess" Cabrera, BS '13, was paired with **Wendy Budin, PhD '96, RN-BC, FAAN**, director of nursing research at NYULMC and an adjunct professor at the College of Nursing. Now, working at Alta Bates Comprehensive Cancer Center, an outpatient infusion facility in Berkeley, California, Tess finds that her exposure to nursing research by Budin influences her every day.

"Dr. Budin is a successful woman and an inspiration," Tess says. "She also works in a role I'd never seen—the research side of nursing—and opened my eyes to the different ways to be a leader."

Budin, who is president of the Eastern Nursing Research Society, hosted the NCIN scholars at the society's 2013 and 2014 conferences in Boston and Philadelphia. Students were invited to be room monitors during the conferences, allowing them to see groundbreaking research presented and meet leaders in the field, including many NYU faculty.

"Once you know what qualities make great leaders, you can see it in yourself. Volunteering is leadership, and I don't know if I would have done that without the RWJF leadership seminar. My life is completely different than it would have been without RWJF."

— JUSTIN O'LEARY

"Being a mentor with the New Careers in Nursing program provided me with an opportunity to inspire future nurse researchers," Budin says. "The experience took me out of my usual day-to-day work and reminded me of how young students perceive nursing research. It was refreshing to see the level of enthusiasm Tess expressed for becoming involved in nursing research."

Before coming to NYUCN, Tess, a Bay Area native, had volunteered in a San Francisco hospital, on a cardiac step-down unit, where her mother is a nurse. Tess hadn't planned to follow in her mother's footsteps until she witnessed the wide range of roles that nurse leaders played, and she came to NYU with the intent to go on to graduate studies.

"What I gained by working with Dr. Budin was to really understand the story of how she got to where she is," Tess says.

Now caring for patients who have cancer, Tess says that the mentoring she received from Budin helps her reflect on the bigger picture of her patients' needs. "I think about all the aspects of their care, including what research has been done about their medications or how our facility could serve them even better," she says.

For **Justin O'Leary '15**, being mentored by Clinical Assistant Professor **Larry Slater, PhD, RN-BC, CCRN**, was a perfect way to pursue his interest in HIV and public health. Justin, a 25-year-old Long Islander with a BS in integrative neuroscience and an MA in biology, had worked for the Nassau County Department of Health in communicable-disease control.

For his master's degree project, Justin studied HIV and the risk to health care workers, and he envisioned working in the area of hospital infection control. Slater had written his dissertation on HIV and the aging population. "He really gets where I am aiming to go," Justin says.

As a master's student, Justin was used to working closely with faculty, so the prospect of having a mentor going into the nursing program was very appealing. Slater was a sounding board. When Justin wasn't sure whether he could handle critical care—"I'm not the best with blood," he says—Slater pushed him to take advantage of every opportunity in the hospital.

When Justin shared with Slater his interest in becoming a volunteer NYU Health Leader—an ambassador and health educator for the student health center—Slater investigated the program and agreed that it would be a good fit.

"Justin's diligence in pursuing activities to further his experience and education led him to a number of opportunities of which I was unaware. My knowing of these resources will be useful in the future for my students who want similar experiences," says Slater.

NCIN scholars receive mentoring not only from faculty but from students who entered the program a year before they did. Each NCIN generation mentors the next, and, according to Justin, "Student mentors set a high bar for their incoming peers."

Mauro says that the NCIN program is a shining example of the mutual benefit of mentoring: "We can see the obvious benefits for our students, but our faculty and more advanced student mentors also get tremendous satisfaction from seeing the growth and development of future nurses." ■

"MILITARY FRIENDLY" STATUS

Adapts Curriculum to Focus on Veterans



On the chilly first weekend of April 2014, **Latoya Duncanson '15** was trying to keep warm in a U.S. Army tent in a field outside of Boston, with seven other women soldiers, when the tent's generator-powered lights went off. Latoya, a 26-year-old specialist in the Army Reserve and College of Nursing student, had brought her hefty Fundamentals of Nursing and med-surg textbooks to a weekend weapons-training event so that she could study at night for a nursing exam the following Monday. When the generator stalled in the gusting wind, Latoya found her study plans blown aside as well.

"It can be rough to coordinate nursing with military duties, but it is possible," says Latoya, who passed the test.

As awareness grows of the health care needs of veterans and military families, the College of Nursing is working on several fronts to make sure its students are well prepared to care for this community and to show its support for those who currently serve. It is taking its lead from the "Have You Ever Served in the Military?" campaign, launched by the American Academy of Nursing (AAN) to increase nurses' and other health professionals' awareness of veterans' unique needs.

The College of Nursing is bolstering its outreach to current and prospective military students, according to **Rachelle Sussman Rumph, PhD**, assistant dean of advising and academic services, who is

the College's designated point person to work with veteran students and those who currently serve. Rumph has boosted the College's efforts to make sure that nursing students benefit from special resources and services for military personnel that are offered through the NYU Wasserman Center for Career Development, Student Resource Center, Wellness Center, and Registrar's Office.

The Wasserman Center, for example, has hosted events that connect military personnel with corporations for career mentoring. And, in the Registrar's Office, a staff member is available to help students process their G.I. bill and Yellow Ribbon scholarship benefits. Additionally, the first Johnson & Johnson scholarship dedicated to veterans studying at the College of Nursing was awarded in 2013.

"We want to support our current students as well as bridge educational opportunities between nursing and the military—whether they enlist, work as civilian employees, or are caring for patients who are active military or veterans," Rumph says.

Collectively, this embracing of military students has won the College "Military Friendly" status from Victory Media, a company that guides educational institutions and businesses in helping veterans transition to careers. Starting in 2015, NYUCN will be able to use the Military Friendly brand in its promotional materials, and Victory Media in turn will provide materials to help the College better meet the needs of military students.

"I would say that it is totally possible to be in the Army Reserves and go to nursing school at the same time," says Latoya, who not only attends monthly training exercises but also works part time as a lab technician at Medgar Evers College, where she earned her first bachelor's degree.

When a weekend advanced-training exercise recently conflicted with her nursing obligations, Rumph was able to communicate with Latoya's unit leader and get her excused from the training.

Latoya says that she committed herself to the armed service out of a sense of duty to the United States, which had welcomed her mother, an immigrant from Jamaica. She also enjoyed following a different path from her peers—one that included learning to drive a truck while at basic training in Oklahoma. Once she graduates

continued on page 11

CARING FOR VETERANS

Advice from Dr. Dorothy Wholihan*

- Recognize veterans' service to their country. Ask them about it and thank them for it.
- Learn about the specific physical and mental health issues facing veterans, such as PTSD, illnesses related to Agent Orange used in Vietnam, and new symptoms faced by Iraq and Afghanistan soldiers.
- Recognize that one's military background is a form of cultural diversity, because the military has a culture of its own. That culture can be carried over into the way patients deal with stress and illness.
- Understand that returning veterans lose the support systems and coping systems that they may have developed in difficult military situations and may find it difficult to deal with stressors at home without those same support systems.

* Coordinator, NYUCN Advanced Practice Nursing Certificate Program in Palliative Care

Led NYU Nursing Through Transformative Period

The College of Nursing is celebrating the life of **Diane O. McGivern, PhD '72, MA '64, RN, FAAN**, an iconic leader in nursing who as head of NYU Division of Nursing from 1987 to 2002 transformed the school into the leading academic institution it is today.

“Much of where we are today—standing strong as a top-ranked and highly respected college of nursing—is thanks to Diane’s vision and tireless advocacy,” said Dean Eileen Sullivan-Marx. “The lasting, positive influence that she had on this College and on each of us who had the privilege to work with her cannot be overstated. Among the many remarkable leaders we count among our distinguished NYUCN family, Diane truly stood out and will be greatly missed.”

McGivern is credited with bringing to the College of Nursing its clinical prominence, making the leap from a program well known for its theoretical focus to one that is also known for its innovations in palliative care, geriatrics, promotion of advanced practice nursing, faculty practice models, and connections to the community.

Originally from Cleveland, McGivern, together with her husband Bernard (Bud) McGivern, DDS, an oral surgeon, and daughter, Ryan, made their home in Todt Hill, Staten Island, in a house that was designated a New York City landmark. After earning her bachelor’s degree at St. John’s College in Cleveland, she attended NYU for her master’s and doctoral degrees in nursing.

McGivern taught at Hunter College during the mid-1960s before coming to NYU in 1968. She was recruited four years later to chair the Lehman College Department of Nursing. Then, in 1977, she became an associate professor and associate dean of the University of Pennsylvania School of Nursing. She returned to NYU in 1987 as the Erline Perkins McGriff professor and head of the Division of Nursing.

Professor Madeline Naegle, PhD '80, MA '67, notes that McGivern was very well known for her excellence in developing the primary care and community health emphases within the College’s undergraduate programs. She established strong links with community agencies, building a vast network of naturally occurring retirement communities, substance-abuse treatment centers, and home care agencies where nursing students today have clinical experiences. With Drs. Erline McGriff and Pat Hurley, PhD '78, MA '76, she secured the College’s first million-dollar grant, which was for AIDS education.

“Diane was very articulate about nursing education and got the NYU community to understand our profession,” says Naegle, who taught with McGivern at Lehman College, NYU, and Penn. “In addition, she began our international activities and was a remarkable professional who helped many faculty establish their careers.”

“Diane changed the way our school was perceived by the larger nursing and health care communities. But more than that, she did it with grace and elegance. When I came to NYU, it was an exceptional moment to join the dynamic energy that she brought,” says former dean Terry Fulmer, who was recruited by McGivern.

McGivern is also remembered by Gloria Chandler Ramsey, MA '87, BS '83, as a generous mentor who saw the potential in others and championed nurses who hadn’t received the recognition they deserved. Ramsey worked with McGivern in 1992 to create the Estelle Osborne award, which recognizes alumni of color who have made significant contributions to nursing.

“She wanted NYU to be a place where under-recognized black nurses have a place to gather and celebrate nursing,” Ramsey says.

McGivern received numerous honors and held many appointments in the



nursing community, but one of her chief accomplishments was to be the first nurse elected to the New York Board of Regents, which she served as vice chancellor from 1998 to 2001. As a regent, McGivern got to know Jim Tallon, the president of the United Hospital Fund and a state health care leader who was presented with the Diane O. McGivern Legislative and Policy Award from NYUCN in 2014.

“Diane used her leadership role on the Board of Regents to focus broad attention on nursing education and health care,” Tallon says. “We shared decades of collaboration and I was especially honored to receive an award in her name.”

McGivern’s emphasis on advanced practice nursing was the impetus for the College to develop, under the leadership of Associate Dean Judith Haber, PhD '84, MA '67, a set of first-ever advanced practice specialty nursing programs, including palliative care and holistic nursing, as well as nursing informatics. Her classic textbook, coedited with Dr. Mathy Mezey, *Nurses, Nurse Practitioners: Evolution to Advanced Practice*, now in its fifth edition, is still widely used.

“I credit Diane with transforming the nursing program,” Haber says. “She had the vision to anticipate educational and practice trends, and in so doing transformed nursing at NYU into an academic leader at both the baccalaureate and master’s levels.”

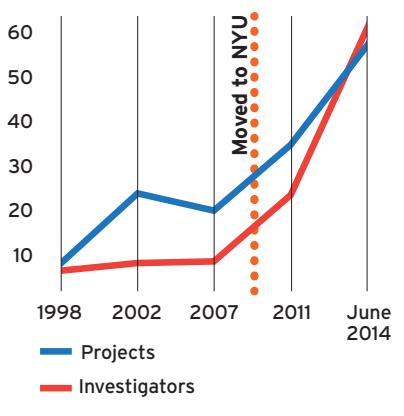
Those who knew McGivern sound a common refrain: Her exceptional poise and engaging manner helped her accomplish a great deal in nursing.

“Her elegance and graceful dignity will be missed by all of us,” Ramsey says. ■

The Center for Drug Use and HIV Research

Expands and Diversifies

The Growth of CDUHR



The number of CDUHR-affiliated investigators has grown tenfold, while the number of CDUHR-affiliated projects has more than quadrupled since the center began in 1998.

Among the research projects under way are a study of prescription opioid users' risk of hepatitis C virus and a study that uses peer intervention to reach vulnerable individuals who are living with HIV but don't yet know it.

EVEN BEFORE the Center for Drug Use and HIV Research (CDUHR) came into being in 1998, the researchers who founded it had already helped to change the course of HIV/AIDS in New York City and beyond.

"People who came together to form the center were already showing how needle-exchange and drug-treatment programs were critical to reducing HIV," says **Sherry Deren, PhD**, director of the center, which relocated to NYU College of Nursing in April 2009. "When they began working together in the 1980s, it was estimated that over 50% of injection drug users (IDUs) in New York City were HIV positive. Now the rate is approximately 12%."

Researchers affiliated with the center are also based at Mount Sinai Beth Israel, the National Development and Research Institutes, Inc. (NDRI), and John Jay College of Criminal Justice. Deren's colleague Don Des Jarlais, PhD, based at Mount Sinai Beth Israel, showed that a reduction in HIV among injection drug users was directly related to the availability of clean syringes. "It's one of the success stories in HIV—the significant reduction in HIV prevalence among IDUs in New York, which had the largest such epidemic in the world," Deren says.

The center's location at NYU dovetailed with the College's expansion of its focus on both infectious and chronic diseases. As CDUHR celebrates its fifth anniversary at the College—and 17th year overall—priorities and tactics have shifted. Two new areas of research are taking center stage: the dramatic increase

in prescription painkiller addiction (often leading to heroin addiction) and the need for hepatitis C prevention and treatment.

"We're always looking for the next frontier because the epidemic continues to change," Deren says.

Leveraging resources that NYU has to offer, the center has doubled in size and now has more than 60 affiliated investigators, including those from NYU Steinhardt, Silver School of Social Work, and the School of Medicine. In 2013 Deren received a \$6.7 million five-year renewal grant from the National Institute on Drug Abuse, with a particular focus on translating research into practice. One way that the center translates its investigators' findings is through fact sheets that can be easily used by health care workers to care for people who are HIV or HCV positive.

At the College, CDUHR has engaged faculty from a variety of disciplines, such as **Tara Cortes, PhD '76, MA '71, RN**, director of the Hartford Institute for Geriatric Nursing, who is building a webinar on aging and HIV, and **Madeline Naegle, PhD '80, MA '67, PMHCNS-BC, FAAN**, a mental health/addictions educator and researcher. Other College faculty affiliated with the center include **Michele Shedlin, PhD**, a medical anthropologist; **Shelia Strauss, PhD**, a biostatistician; and **Holly Hagan, PhD, RN**, an epidemiologist.

"When you're studying HIV, you need transdisciplinary expertise," says Deren. "There are socio-behavioral, cultural, biomedical, and structural issues to address."

REACHING YOUNG NONMEDICAL PRESCRIPTION-OPIOID USERS



Pedro Mateu-Gelabert, PhD, a CDUHR sociologist based at NDRI, is turning his attention to hepatitis C virus (HCV), an illness whose transmission is a major

public health challenge. His current work targets those who use prescription opioids for nonmedical reasons—a population of increasing concern because of their vulnerability to overdose, transition to heroin use, and both HIV and HCV infection.

Mateu-Gelabert and his colleagues anticipated an explosion in heroin use associated with prescription opioid use, because heroin relieves the cravings associated with prescription painkiller withdrawal and is less expensive and easier to access than pills. With a winning proposal to the National Institute on Drug Abuse, they are conducting a five-year R01 study to ascertain the sexual and injection risk of HIV and HCV infection associated with prescription opioid use. The study builds on Mateu-Gelabert's earlier qualitative findings that people as young as teenagers were in fact moving from prescription opioids to heroin.

continued on next page

Mateu-Gelabert's compassion for these drug users drives him to spread the message that opioid-substitution therapy, such as methadone and buprenorphine, and other treatment methods are available. "Otherwise, they go to their own peers, who tell them to try heroin as a way to cope with their increasingly demanding opioid dependence," he says.

He notes that older IDUs have as high as a 60% rate of hepatitis C, and younger users may know little about HIV and HCV risk associated with injection drugs. Moreover, Hepatitis C is much easier to contract than HIV. It can be transmitted not only through needles but through shared drug cookers or water used to clean syringes, and it survives outside the body for much longer than HIV. For those who have transitioned to injection, Mateu-Gelabert says, there must be education and harm-reduction services to reduce their risk and stop the cycle of transmission that has occurred in older populations.

In the first, qualitative phase of the study, his team interviewed 46 prescription opioid and heroin users identified through drug-treatment programs, needle-exchange services, and participant referrals from all five boroughs of New York City to better understand their drug-use trajectories. In the second phase of the study, they will expand to 600 young-adult nonmedical users of prescription opioids to ascertain how many of them have transitioned from pills to heroin and whether they are HIV or HCV positive.

One of the biggest challenges for service providers, Mateu-Gelabert says, is that many of the newer heroin users are young, middle class, and more likely than in the past to be white. They don't see themselves as "junkies" and don't seek social services that are used by "street" users.

"Young people take these pills reactively thinking they're medicine and they're legal, so they must be safe," Mateu-Gelabert says. "There's been a huge increase in availability of these drugs in households and on the streets."

MARYA GWADZ SEEKS THOSE WITH UNDIAGNOSED HIV



Reaching people who have HIV but are unaware of their infection and getting them into HIV care is the goal of research under way by **Marya**

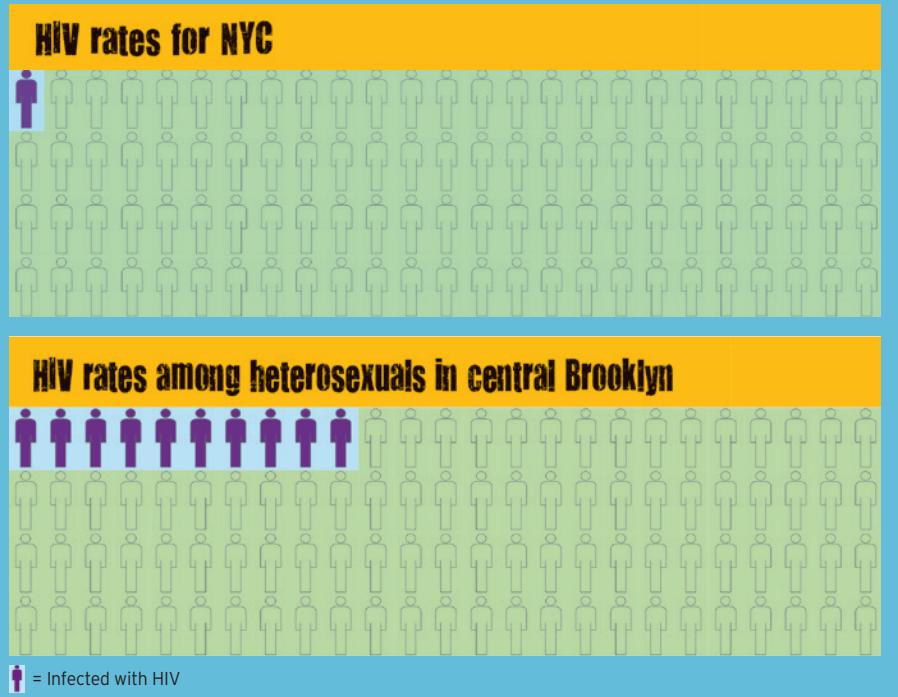
Gwadz, PhD, based at the College of Nursing. Gwadz has spent several years developing methods to increase HIV testing among individuals at high risk — a goal that is aligned with the National HIV/AIDS Strategy. It is estimated that half of new HIV infections are transmitted by people who are unaware that they have HIV.

"It is difficult to locate people with undiagnosed HIV infection," says Gwadz. "There are important reasons why the undiagnosed are, in fact, undiagnosed. What CDUHR brings to this effort is a real understanding of vulnerable populations, particularly substance-using populations. These are the forgotten and misunderstood in our society."

Gwadz's newest study of 3,000 heterosexuals at high risk for HIV was inspired by the National HIV Behavioral Surveillance (NHBS) Study, run for a number of years by CDUHR researcher Holly Hagan, PhD, to determine the incidence and prevalence of HIV in 21 cities among various vulnerable populations. NHBS data have shown that where one lives, even more than one's behavior, places individuals at risk for HIV. In areas with high poverty, the HIV-transmission risk skyrockets, even if a person has very few sexual partners. Building on this knowledge, Gwadz located her study in central Brooklyn, an area with some of the highest rates of HIV infection.

Gwadz's five-year study, begun in 2012 and funded by the National Institute on Drug Abuse, capitalizes on the power of peers to reach those with undiagnosed HIV, whom researchers might not find or engage in other settings. Participants are recruited in "waves" at two local field sites, where they receive a sophisticated and individually tailored orientation to the study to build their motivation for

HIV RATES PER HUNDRED PEOPLE IN NEW YORK CITY AND CENTRAL BROOKLYN



Source: Brooklyn Community Action Project



Dr. Marya Gwadz and colleagues from the Brooklyn Community Action Project produced a video with community members talking to their peers about HIV testing. The video is shown to study participants to highlight a range of common concerns about HIV testing and to prompt discussion about overcoming barriers.

HIV testing. Participants are also trained to educate their peers about the need for HIV testing and are given recruitment coupons to share with their friends. When friends bring in the coupons, the original study subject is compensated, and so on, as community members reach deeper into their networks than researchers could alone. In a second session, participants receive HIV counseling and are offered a rapid HIV test.

The study is still under way, but preliminary findings are promising: about 6% of the participants have been HIV-infected,

many of them newly diagnosed. Those who test positive receive a confidential confirmatory test and six months of guidance to high-quality services by a compassionate HIV expert. Gwadz reports that participants virtually always maintain contact and accept referrals to care.

“It is tough out there,” Gwadz says. “Eighty percent of our participants are unemployed, and 60% have been incarcerated. It is hard for them to make a living. HIV infection is not necessarily a priority when you have such serious competing issues. Still, getting diagnosed early gives someone a huge health advantage, and we are here to help those who are diagnosed.”

Gwadz is also testing two additional methods for reaching the undiagnosed. In one case, some 400 participants in

the same Brooklyn neighborhoods are being recruited off the streets and offered instant, confidential HIV counseling and testing on a mobile van. A third component is aimed at those who have little trust of the health care system and thus ensures such total anonymity that participants do not even need to give their names to be tested for HIV. Using creative messaging strategies, Gwadz and her team are seeking to engage 500 people for anonymous testing. If people test positive, staff will work to enroll them in an innovative, confidential research phase and navigate them to HIV care.

“At the end of the study,” Gwadz says, “we’ll know which of the three methods is most efficacious and most cost effective, and the optimal program or programs can be implemented nationally.” ■

College of Nursing Wins “Military Friendly” Status

continued from page 7

from the College of Nursing, she will go on active duty as a nurse and expects to be deployed overseas.

CARING FOR PATIENTS WHO HAVE SERVED IN THE MILITARY

Recognizing that those who have served in the armed forces often have unmet health care needs, the College is shaping its curriculum to ensure that future nurses are equipped to give them excellent care.

“Historically, nurses haven’t been taught specifically about veterans,” says **Dorothy Wholihan, DNP, ANP-BC, GNP-BC, ACHPN**, coordinator of the College’s Advanced

Practice Nursing Certificate Program in Palliative Care, who has spent her career working in veterans’ care. “These patients may have had traumatic experiences that are hidden from view. The culture of a combat zone, which says that you have to keep going despite your discomfort, is sometimes carried into civilian life.”

Uncovering a military history during the patient-assessment process is critical, Wholihan says, because there may be services available of which veterans are unaware. Not all veterans seek care at Veterans’ Administration facilities, so they are present in all health care contexts.

“Many military personnel are at risk for PTSD and occupational health exposures, and their families or significant others may be at risk for adjustment issues and other coping problems,” says **Ann Marie Mauro, PhD ’98, RN, CNL, CNE**, who is working with College faculty to integrate into nursing courses the AAN’s patient-assessment tool for identifying the needs of veterans.

Latoya is acutely aware of these risks, and yet she looks forward to putting her skills to work overseas as an army nurse. “I love what I’m learning in nursing school, especially emergency nursing and pre-op work,” she says. “I can’t wait to go.” ■

Oral Health Clerkship

SHOWS NURSING, DENTAL, AND MEDICAL STUDENTS THE OTHERS' PERSPECTIVES



SIMONE TEODORO (center), a family nurse practitioner student, reviews a dental patient's chart while dental student Allison Fisch, dental resident Malay Mathur (seated), and medical student Ravi Vaswani (standing) look on.

Until recently, oral health warranted little attention in most nursing and medical curricula. Times have changed, thanks to growing awareness of the importance of oral health in overall systemic health—and to the realization that primary care clinicians play an important role in preventing oral health problems early on.

The College of Nursing has a strong interprofessional focus—which, added to its alliance with NYU College of Dentistry—has led to a number of

boundary-stretching initiatives to build collaboration and understanding across the health care professions.

During spring and summer 2014, 20 NYU family nurse practitioner (FNP) students participated in an interprofessional pediatric oral health clerkship with their dental and medical student colleagues. The experience was part of the College's three-year Teaching Oral-Systemic Health (TOSH) program, funded by the U.S. Human Resources and Services Administration to help address the

significant unmet oral health care needs of millions of children nationwide.

As in prior collaborative learning opportunities, the objective was twofold: to teach specific oral health care competencies and at the same time to promote teamwork and mutual understanding of each profession's primary care role.

"Historically, physicians and nurse practitioners have looked at the back of throat but ignore the teeth, gums, and tongue," says **Erin Hartnett, DNP '11, APRN-BC, CPNP**, TOSH program director. The goal of the clerkship is to teach primary care providers to perform oral assessment, recognize abnormalities and oral-systemic connections, educate patients and families in oral health promotion and prevention of problems, and refer to a dentist when needed.

"Oral health is an essential part of training that's not usually available at nursing or medical school," says **Malay Mathur, DDM**, a second-year pediatric dentistry resident at NYU College of Dentistry, who led one of the clerkship teams. "Nurses and physicians should know how to recognize cavities and the condition of the tongue and mucosa, so that they can make a referral if necessary."

Mathur notes that nurse practitioners and physicians must educate parents about preventing cavities through good nutrition and oral hygiene practices and inform them about the importance of bringing their infants to the dentist by their first birthday.

During the half-day clerkships, teams of FNP, dental, and medical students each worked with a pediatric dental resident in the Bellevue pediatric dental clinic. Team members collaborated in reviewing patients' charts and taking their histories; conducting head, neck, and oral examinations; applying fluoride varnish; and providing anticipatory guidance to the parents.

The student teams identified a number of lesions and cavities, and students saw clearly the need to talk to families about tooth brushing and about the risks of sugary drinks and candy. One child needed to be referred to an orthodontist.

NYU College of Nursing has changed the traditional HEENT exam, which covers the head, eyes, ears, nose, and throat, to HEENOT, so students cannot forget the oral cavity. This past spring, the College also brought together its 100 NP preceptors for a daylong intensive workshop to enhance their oral health knowledge and assessment skills.

Simone Teodoro, MBA, BS, RN, a second-year FNP student, left the clerkship feeling confident about her ability to identify cavities. She says that she had not learned anything about oral health before coming to NYU, and was thrilled to have this opportunity.

"In just the five years since I became a nurse, there's been growing awareness of the role of oral health in nursing," Teodoro says. "You can see its importance

health. We had a patient with asthma, and she was able to advise the patient that she should rinse her mouth after using the inhaler, because the medication residue can lead to problems in the mouth."

Vaswani was surprised by the similarity of approaches among the three

professions, in terms of taking a history and conducting an oral exam. "Each discipline brings a different perspective on how to approach the patient. When I communicate with dentists or nurses in the future, I'll know what is important to them in terms of caring for the patient." ■

IN THE BELLEVUE PEDIATRIC DENTAL CLINIC, student team members took patients' histories; conducted head, neck, and oral examinations; applied fluoride varnish; and provided anticipatory guidance to parents.



"Each discipline brings a different perspective on how to approach the patient."

— RAVI VASWANI

in chronic illnesses. If we can determine when a patient needs to see the dentist, we can really help that person."

Ravi Vaswani, the third-year medical student who teamed with Mathur, Teodoro, and dental student **Allison Fisch**, says, "Working with Simone, the FNP student, helped me see some of the practical aspects of oral and systemic

THE HARTFORD INSTITUTE **MAPS THE FUTURE FOR OLDER-ADULT CARE**

"A STAGGERING 10,000 people turn 65 each day in the United States, but the Medicare and Social Security systems were established at a time when few people lived even a decade after they began receiving these benefits," says **Tara Cortes, PhD '76, MA '71, RN, FAAN**, executive director of the Hartford Institute for Geriatric Nursing (HIGN) at NYU College of Nursing. "The older population has vastly increased over the last few decades, and neither health care education nor policy has kept up."

Today, frail older adults with multiple chronic health conditions are the target of a number of efforts to better coordinate patient care and rein in costs. At the center of several of these initiatives is Cortes, who is harnessing HIGN's 16 years of learning and her own expertise to build both federal policy and individual nurses' ability to improve older-adult health care.



Dr. Tara Cortes

shaping policy

A large percentage of the Centers for Medicare and Medicaid (CMS) budget is consumed by people who are eligible for both Medicare and Medicaid—generally older adults and those with disabilities. These patients—called "dual eligibles"—represent 21% of Medicare beneficiaries but consume 36% of Medicare costs. Similarly, they constitute 15% of Medicaid enrollees but 39% of the program's costs. Therefore, finding ways to keep these patients healthy is a top priority for U.S. health policy.

As a Health & Aging Policy Fellow of the American Political Science Association during 2013–14, Cortes advised the Medicare-Medicaid Coordination Office at CMS on health care for dual-eligibles. She is continuing to work with the agency on an initiative to extend the innovative Program of All-Inclusive Care for the Elderly (PACE)—which coordinates older-adult primary and specialty care in dozens of communities—to other dual-eligible populations, such as those under age 55 with developmental and cognitive disabilities.

PACE funding was included in President Obama's 2015 budget, but has not moved to Congress. Cortes and her CMS colleagues continue to hold hearings to gain momentum to implement such a program.

Cortes is also working with health care providers and New York state legislators on a demonstration project that tests other ways to care for the dual-eligible population, such as a long-term managed-care plan that promotes patient-centered care from interdisciplinary teams, using an integrated payment system. The success of the plan will hinge, in part, on the willingness of providers to opt into this insurance program, and Cortes is working with the Medicare Rights Center and Community Catalyst to educate providers and win their support.

and practice

One in five Medicare patients is readmitted to the hospital within a month of discharge—at a significant cost to the individual and the health care system. The Affordable Care Act incentivizes hospitals to decrease this rate by penalizing them for readmissions. Cortes is overseeing three large programs, each involving a different practice model to keep older people healthy and out of the hospital, with a total of \$3.6 million in funding from the U.S. Human Resources and Services Administration (HRSA).

The first project, funded with a \$1.2 million HRSA grant, is the development of an advanced certificate program at the College of Nursing to increase the competence of adult nurse practitioners (NPs) to care for frail older adults with multiple chronic conditions. (See the following page.)

An additional \$900,000 HRSA grant to Cortes is targeted toward helping primary care providers, including NPs, physicians, and physician assistants, improve their older-adult primary care skills through an online course. This novel 13-module curriculum addresses issues such as the physical exam, cancer screening, care of dementia patients, and managing pain. More than 600 nurses and other caregivers have taken the course, which is hosted on the Hartford Institute for Geriatric Nursing website (hartfordign.org).

A third program, with \$1.5 million in HRSA funding, called Collaborative, Coordinated Care, brings together teams of NYU social work and NP students with Touro College pharmacy students to reduce the complexity of older patients' medication regimens—one of the chief reasons for hospital readmission. The NYU nursing and social work student teams are working with their professional counterparts at the Visiting Nurse Service of New York, and evaluators from both institutions and CMS are tracking the results for the patients seen by these teams.



NEW GERIATRIC CERTIFICATION PROGRAM PREPARES NPS TO CARE FOR OLDER ADULTS

In early July 2014, in a small office on the third floor of NYU School of Medicine's high-tech New York City SIM Center, **Gloria Nimo, NP**, discusses a patient on the telephone with "Dr. Smith," the patient's physician. Nimo has been caring for 89-year-old "Mrs. Cook," who came to the hospital with atrial fibrillation. The physician says that Mrs. Cook's vital signs are now under control, so there is no medical reason not to discharge her, and besides, the hospital makes her patient anxious.

Nimo respectfully disagrees. "Yes, she's anxious here," Nimo says, "but she's at high risk of readmission. Her eyesight is poor, and starting on coumadin could increase her risk of falls. I'd prefer to have her meet with a social worker first thing in the morning, to arrange for a home-safety assessment before Mrs. Cook goes home."

Dr. Smith is actually an actor, who is sitting in the office next to Nimo's, as part of an educational simulation exercise being observed by medical and nursing preceptors. The event is part of a one-week clinical intensive interprofessional experience, in which NPs enrolled in the College's new post-master's certificate program in geriatrics learn together with primary care internal medicine residents at NYU School of Medicine. Nimo is one of the first NPs to enroll in the certificate program, designed, in part, to help them prepare to take the new, combined Adult/Gerontology Primary Care NP certification exam.

Until recently, adult and geriatric NP educational programs were separate. As

a result, there are approximately 25,000 adult NPs but only 4,000 geriatric NPs in the workforce. Before the certifications were joined, adult NPs did not learn in depth how to care for frail geriatric patients, even though their adult patients could range upward to 80 and older, says Cortes. With the number of older adults increasing rapidly, NPs are seeing more older, complex patients in their practices. Cortes helped develop the new geriatric NP certification program, which eventually will have the capacity to enroll up to 20 or more students.

A central part of the certification program is its interprofessional focus. During the weeklong joint learning experience, the NPs and medical residents take classes and have a variety of clinical sessions together. For one afternoon, the nurses and residents rotate through simulated older-adult patient scenarios and then receive feedback from faculty, such as **Sherry Greenberg, PhD, RN, GNP-BC**, of the College of Nursing and **Jennifer Adams, MD**, of the School of Medicine.

"It's good to get the perspective of both nurses and physicians," says medical resident **Matthew Augustine, MD**. "For example, in medical school, a discussion of cognitive disorders is heavily scientific. Nurses focus more on symptoms and patients' lifestyle."

Greenberg notes that it is important to understand what each discipline brings to the table, especially when one is working with older people. The interprofessional exercise is intended to increase collaboration and communication between health care disciplines in the workforce—particularly in the transition of older patients

ABOVE LEFT Medical resident Matthew Augustine interviews his patient, "Rosa Sanchez," played by actor Susan McBrien, during a summer interprofessional simulation exercise with geriatric nurse practitioner students.

ABOVE RIGHT Gloria Nimo, NP, receives feedback from Dr. Sherry Greenberg of NYU College of Nursing and Dr. Jennifer Adams of the School of Medicine as part of the interprofessional simulation exercise in older-adult care.

between hospital, nursing home, and primary care—where continuity of care has been found to break down.

"Fairly straightforward advances in communication among health care professionals can lead to large improvements in patient outcomes," Cortes says.

Back at the SIM Center, Augustine, the medical resident, interviewed "Mrs. Rosa Sanchez," played by an actor. Sanchez is embarrassed by her bladder-control problems, which Augustine diagnoses as urge incontinence after taking the patient's history.

"Getting a good history from the patient or the caregiver is very important," Greenberg says. "Changes in cognition, function, or eating habits in an older person are often cues for acute illness such as pneumonia or a urinary tract infection." She adds, "If someone says, 'My mother seems very confused and is not acting normal,' the first thing I would do is check for a urinary tract infection, electrolyte imbalance, a change in the thyroid, or medication-related issue."

Making sure that the nursing workforce is prepared to understand these important factors in older-adult care—to meet the demands of an aging population—is a central aim of the College's new Advanced Practice Nursing: Geriatrics Program. ■

DEVELOPING HUMAN RESOURCES FOR HEALTH AROUND THE GLOBE

THE SHORTAGE OF SOME 7.2 MILLION HEALTH PROFESSIONALS—NURSES, DOCTORS, LABORATORY TECHNICIANS, AND OTHERS— IS A MAJOR BARRIER TO IMPROVING HEALTH AROUND THE WORLD, ACCORDING TO THE WORLD HEALTH ORGANIZATION. THE COLLEGE OF NURSING IS INVOLVED IN PROGRAMS TO IMPROVE HEALTH-WORKER TRAINING ON THREE CONTINENTS.



Mexico

National Nursing Workforce Pilot Study

In 2013, Assistant Professor **Allison Squires** piloted the Spanish translation of the International Hospitals Outcomes Survey in six Mexican sites. The survey has been used throughout Europe to identify the strengths and weaknesses of the nursing work environment, patient safety, and labor market trends. Squires' colleagues at the National Institute for Cardiology in Mexico City found much useful data, for example identifying a strong culture of collaboration among nurses and

physicians and a large degree of nurse autonomy. The survey also revealed the need for a better staff-recognition program, and Squires has helped the institute's nursing management leadership team utilize the data to address their organizational weaknesses.

NICHE Translated

In 2013, the National Geriatrics Institute of Mexico approached NYUCN to adapt the groundbreaking NICHE (Nurses Improving Care for Health-System Elders) program into Spanish and bring it to Mexico. The collaboration extends the mandate of the WHO Collaborating Center for Geriatric Nursing Education, based at NYUCN, to develop health professional competencies in Latin America and the Caribbean.

NICHE provides curricula and tools that help more than 550 U.S. hospitals and health care organizations make system-wide changes to improve care of older adults.

"We're not only translating NICHE linguistically but culturally and contextually, to capture the socioeconomic diversity of Mexico, especially in public hospitals, where most older patients go," says **Barbara Bricoli**, NICHE executive director, who is working with Squires, **Linda Bub**, NICHE's director of education and program development, and the geriatrics institute to develop the extensive NICHE materials for the Mexican setting and to pilot the Spanish platform in Mexican hospitals.



MEXICO

Barbara Bricoli, executive director of NICHE (second from right) and Assistant Professor Allison Squires (right) meet at the National Ministry of Health Hospital in Mexico City with Dr. Flor Maria de Guadalupe Ávila Fematt (second from left), director of teaching and dissemination for the National Institute of Geriatrics, and her nurse colleagues.

Latin America and the Caribbean

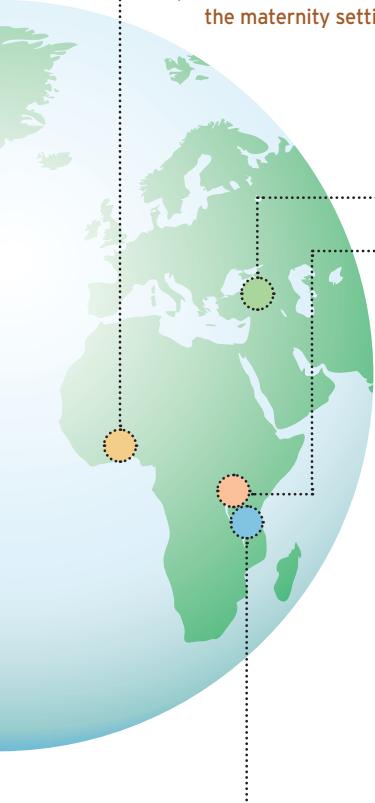
Professor **Madeline Naegle, PhD '80, MA '67**, and NYUCN faculty **Allison Squires, Mattia Gilmartin, and Michele Sheddlin** are putting the finishing touches on a resource guide for healthy aging and the care of older adults that will help to standardize geriatric nursing competencies across Latin America. The project is taking place at the College through its role as a WHO Collaborating Center for Geriatric Nursing Education.

A set of 25 competencies was established in three areas: health promotion of the aging, common health problems of older adults, and home- and community-based care. Within each area, the guide offers links to Spanish evidence-based resources for patient care, available through the Pan American Health Organization (PAHO) website. Topics include depression, dementia, falls, and nutrition.

"These competencies were developed in consultation with our partners in Latin America, but they can be used by any health professional who wants to continue his or her education," Naegle says.

Brazil

Professor **Madeline Naegle** is working with the School of Nursing at Federal University of Minas Gerais Belo Horizonte to increase education on healthy aging and geriatric care for nurses. Naegle, director of the WHO Collaborating Center in Geriatric Nursing Education at the College of Nursing, and NYUCN faculty members **Wendy Budin, PhD '96, and Christine Kovner, PhD '85**, have consulted to the Brazilian university on research development and geriatric nursing, and faculty there have already begun to integrate geriatric content into a master's degree program.



RWANDA

Nursing students and midwives in Kigali take turns presenting evidence-based solutions to common problems encountered in the maternity setting.



Tanzania

The Sengerema and Shinyanga hospitals in rural Tanzania have made great strides in recent years in addressing HIV/AIDS, malaria, and infant mortality. But in a setting where one baby is delivered every hour of the day, reducing maternal mortality has been harder to achieve.

To help bolster the emergency obstetrics expertise of hospital staff, the Touch Foundation, which supports both hospitals, awarded the College a \$100,000 grant to conduct maternal-child education in Tanzania.

Principal Investigator **Allison Squires** is working with **Melissa Martelly**, a doctoral student who worked with NYUCN in Rwanda, faculty member **Wendy Budin** and incoming PhD student **Mimi Niles** to provide the trainings—the first of which took place in Sangerema in August.

Rwanda

In August 2014, the College of Nursing sent its third cohort of 12 nurse faculty to work with the groundbreaking Human Resources for Health program in Rwanda. The seven-year project is part of a dramatic shift in health care in Rwanda, where life expectancy rose from 48 years in 2000 to 63 in 2011. The NYU nurses are paired with nurse managers and educators in hospitals and colleges in several locations. With funding from the U.S. government, the project involves faculty from 17 U.S. universities and is beginning to have a clear impact on nursing practice.

NYUCN faculty mentors at the University Teaching Hospital of Kigali (photo above), including **Kim Fawcett**, **Christine Daneau**, and **Rosie Borey**, helped to develop a one-day basic life support training that, in the first four months, was presented to 157 nursing students and nurses.

NYUCN faculty member **Rondi Anderson** launched a new teaching model at two hospitals in Kigali, in which nursing students and midwives take turns presenting to one another on evidence-based solutions to common problems encountered in the maternity setting. Their topics include skin-to-skin contact, upright positions, postpartum hemorrhage, newborn resuscitation, and breastfeeding.

At the Military Hospital in Kigali, faculty members **Kathryn Norgang** and **Josette Niyokindi** observed that patients were experiencing complications after Foley catheter insertion. They worked with the emergency department manager to set up a skills-review station addressing evidence-based catheter use, monitoring, and removal.

Ghana

Year Two of the Ghana Wins! Nurse Leaders Program is under way, and **Mattia Gilmartin**, senior research scientist and director of the Center for Continuing Education, and **Yvonne Wesley, PhD '00**, adjunct associate professor, have presented their leadership-training course in both Accra, Ghana, and at NYU in June and September 2014 to the second wave of 11 nurse participants. Participants include many seasoned mid-level nurse managers from rural areas.

An initiative of the Madrid-based Mujeres por Africa Foundation and NYU in collaboration with Ghana-based partners and sponsored by Banco Santander, Ghana Wins! is developing the leadership abilities of Ghanaian nurses to make changes to improve patient care in the organizations where they work.

"The first group now see themselves as leaders," says Gilmartin, noting that they are beginning to mentor the second cohort of participants.

Mavis Torgbor and Bernice Mensah

Mavis Torgbor and **Bernice Mensah**, who manage the medical-surgical units at Korle-Bu Hospital in Accra, have transformed how the nurses conduct patient charting, with forms enabling nurses to standardize patient records.

At Ridge Hospital in Accra, **Rita Amonoo-Neizer** has shifted her hospital toward primary nursing—a model in which one nurse is assigned to one patient and is responsible for all of his or her care, instead of dividing small aspects of care among several nurses. On the one unit where Amonoo-Neizer piloted this method, nurses and patients alike were more satisfied with the care provided.

GHANA

At the Regional Hospital in Bolgatanga, where running water is not always available, nurse managers (from left) Sheila Nigre, Catherine Ayoka, and Florence Atoyon Solomon implemented a system of buckets and alcohol rub and educated the nursing staff on how to use them, improving hand-washing by 45%.



Easing the Way for Top Nursing Students

Each year at the College of Nursing scholarship awards reception, it is hard to overlook the large contingent of Rudin scholars—or their enthusiasm toward their future careers.

“I am always amazed when I go to the scholarship event to see what these new nurses are doing with their education,” says **Beth Rudin DeWoody**, whose family foundations have endowed scholarship support for College of Nursing students since 2002. “The old concept of a nurse is out the window.”

The Louis and Rachel Rudin Foundation supports 70 traditional and accelerated undergraduate nursing students each semester with grants of \$2,000 to \$2,500. It is one of the largest scholarship funds at the College and the most competitive. To earn the scholarship, students must demonstrate a combination of financial need and academic excellence, with priority given to New York City residents.

“Nursing students are the neediest students at NYU in general, and within the nursing student population, there is a

particular need among accelerated, second baccalaureate-degree students who have exhausted loans and scholarships while obtaining their first degrees,” says **James Pace, PhD, MDiv, ANP-BC, FAANP, FAAN**, assistant dean of the undergraduate program. “The Rudin Foundation’s generosity makes a tremendous difference for our students.”

The foundation supports the Rudin Scholars program and two smaller scholarship funds to help the College of Nursing increase the supply of highly educated nurses in New York City and throughout the country. Students who maintain at least a 3.0 grade point average during their first semester at the College may apply, and much weight is placed on a required essay about the impact that each applicant hopes to have on the nursing profession.

Through the Urban Healthcare Project, the foundation helps seven students complete summer internships in which they work with underserved populations, such as those struggling with homelessness or substance abuse, in New York City. This program, says DeWoody, is especially important for students who come from outside of urban areas, to help them understand some of the challenges facing New York health care workers and patients.

Through the Multimedia Technology in Nursing Project, up to six students a year receive funding to study nursing informatics, an ever-growing area of importance in today’s health care system.

The foundation, which has donated approximately \$4.6 million to NYU College of Nursing, instituted the scholarships at a time when the severity of the nursing shortage was first recognized. The education of doctors and nurses was a very important cause to DeWoody’s great grandfather, Louis, she says. The family is a significant donor to many New York City institutions,



Beth Rudin DeWoody



Mark Bodden

from schools and hospitals to the arts and municipal causes, such as parks. The Rudins were the original supporters of the New York City Marathon, and the winning trophy is named for Sam Rudin.

“My grandmother, May, was very involved with St. Vincent’s Hospital in Greenwich Village and always felt that nurses were underappreciated, underfunded, and seen merely as assistants to doctors. She thought that their education was very important,” DeWoody says, adding that her grandmother was able to witness the beginning of the profession’s transformation before she died in 1993. “Nurses have become highly trained health care providers, PhDs, and specialists. May would have been thrilled.”

In addition to being president of the three Rudin family foundations, Beth Rudin DeWoody is a trustee of the Whitney Museum of American Art, Brooklyn Academy of Music, Creative Time, and other arts organizations. She also serves as an executive vice president of Rudin Management Company, her family’s real estate corporation.

Assisting DeWoody in carrying out the philanthropic goals of the foundation is Mark Bodden, vice president and program director, who plays an instrumental role in supporting the College of Nursing, often meeting with Rudin Scholars and attending many of the College’s events. “Mark is incredible to work with,” says Pace. “He truly understands how these important scholarships affect the education of our future professional workforce.”

DeWoody notes that in her grandparents’ generation, foundations tended to make their decisions based on personal relationships. Now, she says, “It’s changed from ‘who you know’ to what is really happening in a program. And the College of Nursing really does an excellent job.” ■



Khristine Arrieta, BS '14, from Valencia, California, was a three-time recipient of the Louis and Rachel Rudin Foundation Nursing Scholarship.

While at NYUCN, Khristine volunteered

for the Hospital for Joint Diseases, with children who have neuromuscular diseases. She recently began working for New York-Presbyterian/Weill Cornell Medical Center as a staff nurse.

Khristine says, “These scholarships helped my family and me tremendously. It felt good to know that someone believed in me and encouraged me to pursue my career in nursing.”

Running on Energy to the Nursing Finish Line

When NYU College of Nursing Dean Eileen Sullivan-Marx talks about why people choose to become nurses, she will often mention “the moment”—an event or experience when they realized that nursing was what they were meant to do.

For **Regina Alexander, BS '15**, that moment came at a young age and a time of tremendous loss and sadness for her family.

“My niece, Akina Christianna Lynch, was just one year old when she was diagnosed with leukemia. She was so young and it happened so quickly. I hadn’t even had the chance to meet her and she was gone. We were devastated. Watching what my family went through with Akina’s passing, I knew that I wanted to make a difference in the lives of others who were coping with serious health situations. Out of all the possible options, the one that resonated with me was nursing.”

Regina—an upbeat, poised Brooklyn native—not only knows where she is going but is making the most of the journey. She quickly caught the attention of College administrators by seeking out and seizing learning opportunities within and beyond the College. Her captivating enthusiasm toward reaching her dream of nursing culminates this fall when she returns to campus as president of the Undergraduate Nursing Student Organization for 2014–15.

In 2010, with her junior year in high school drawing to a close, Regina was accepted to the Exploring Nursing as a Career (EnAct) program at the University of Michigan. The two-week residential experience exposes students—mostly from underrepresented groups within nursing—to the profession. Regina and her EnAct counterparts were taught by U of M Nursing faculty and got a good sense of what a nurse’s day was like. For Regina, the program left no doubt that nursing was for her.

After crossing the East River from her home in Brooklyn to Greenwich Village in August 2011, and beginning her journey as a baccalaureate student, Regina immediately became involved in the Collegiate Science and Technology Entry Program (CSTEP), a New York state program that increases educational access to a variety of professions, including nursing. Most students find their way to CSTEP through the financial aid it offers, but Regina, whose tuition was covered through her mother’s employer, was attracted to the mentoring, tutoring, and academic counseling offered through the program—and quickly dispatched her application.

“There was such rich programming, all right there to help us excel as students. There was no way I could not be a part of that!” Regina says.

Amy Knowles, NYUCN assistant dean for student affairs and admissions, observes, “It is nothing short of awe-inspiring when you meet a student such as Regina, who has the presence of mind to see that she is here for a finite period of time and absorbs nearly every opportunity the College can offer her. She is also one who gives back, as is clear from her upcoming role as UNSO president.”

For undergraduates, nursing coursework does not begin until junior year, but Regina could not wait that long and spent the summer of 2013 as an intern in the NYU Langone Medical Center Health Careers Opportunity Program (HCOP), where she shadowed nurses—an experience she describes as a “real eye-opener.”

“I learned that nurses don’t always let on just how much they do,” she says. “They do it all, and it was so inspiring for me to have the chance to shadow them on the floor and be part of their workday.”

Paradoxically, after watching real nurses interact with real patients, Regina found her first day in the Clinical Simulation Learning Center “absolutely terrifying.” Her nerves



“I want to make a difference and shape this profession.”

got the better of her, and she knocked over a large container of water. She credits Clinical Associate Professor Larry Slater with helping her regain her composure.

“I panicked, but Professor Slater just looked at me and asked what I’d do if this happened at home. I said I’d clean up the mess and he said, ‘Do the same thing here.’”

Regina spent the past summer in NYULMC’s highly competitive Summer Student Nurse Extern program, which attracts applicants from all over the country. As with everything she does, she made the most of the experience and excelled.

“It was another amazing chance to apply what I had learned in class and then go beyond what I learned. I could not have been more excited,” she says.

Regina knows that her education will afford her many appealing choices, but she says, laughing, “Choices are bad for me because I want to do everything!” One choice she has already made is to return to NYUCN to pursue a specialized master’s degree and go further with nursing.

“I don’t want to be average. Anyone can go through college, graduate and be average,” she says smiling. “I want to create my legacy. I want to make a difference and shape this profession. For that, average isn’t good enough.” ■



Celebrations

23rd Annual Estelle Osborne Recognition Ceremony

February 26, 2014

A Alumnae Blanche Jordan, MA '50, BS '45 (seated), and Eleanor Peterson (right), MA '73, with Leadership Institute for Black Nurses pioneer mentor Harriet Brathwaite.

B Dean Eileen Sullivan-Marx with Estelle Osborne Award recipient Beverly Bonaparte, MA '50, BS '45, and Cerilene Small, BS '14, vice president of the NYUCN Black Student Nurses Association.

Hillman Alumni Nursing Network Winter Roundtable

February 27, 2014

C Ahrin Mishan, executive director of The Rita & Alex Hillman Foundation, interviews featured speaker Dr. Ruth Lubic, a pioneer in maternal-child health who has championed improved labor and delivery care for low-income women.

D A student asks Dr. Lubic a question at the roundtable.

Alumni Lecture Hall Campaign Celebration

March 3, 2014

E Dean Eileen Sullivan-Marx (right-center) celebrates with Alumni Association Board members, from left, Sumers Beverage, MS '12; Melissa Lowden Marrero, BS '07; Pam Galehouse, PhD '03, MA '69; Ann Marie Mauro, PhD '98; and Maja Djukic, PhD '09, MS '06.

F Evelyn Gioiella, PhD '77, MA '63, speaks about utilizing the Alumni Lecture Hall to teach the next generation of nursing leaders.

Board of Advisors Dinner

March 13, 2014

G James Tallon, president of the United Hospital Fund, accepts the Diane O. McGivern Legislative and Policy Award.

H Guests enjoy the Board of Advisors dinner honoring James Tallon. From left: Sally Rogers, senior vice president of the United Hospital Fund; Eileen Gould; and David Gould, senior advisor for the United Hospital Fund.



Annual Student Awards Reception

March 27, 2014

Students and guests watch the awards presentation.

Dean Eileen Sullivan-Marx presents Diana Mason, PhD '87, with the Rose and George Doval Award for Excellence in Nursing.

6th Annual Norman and Alicia Volk Lecture in Geriatric Nursing

April 23, 2014

Lecture sponsors Alicia Volk (left) and Norman Volk (right) with 2014 keynote presenter Diane Meier, director of the Center to Advance Palliative Care at the Icahn School of Medicine at Mount Sinai Medical Center (second from right), and Tara Cortes, PhD '76, MA '71, executive director of the Hartford Institute for Geriatric Nursing at NYUCN.

NYU College of Nursing alumni and donors listen to the 2014 Volk Lecture.

Alumni Association Recent Grad and Seniors Career Workshop

April 25, 2014

NYUCN Alumni Association Board President Donna McCabe, MA '02, moderates a panel of recruiters: Dan Suarez of the Gannett Healthcare Group, Jackie VanPelt of Healthfirst, and Kathleen Lieu of the Visiting Nurse Service of New York.

Cheryl Mazlen of the NYU Wasserman Center for Career Development (right) reviews the resume of recent graduate and NYUCN Board of Advisors member Rachel Eakley, BS '14.

Dean's Circle Reception

June 3, 2014

From left, Dean Eileen Sullivan-Marx with Dean's Circle members Maggie McClure and Joan Wilson, '69.

Susan and Craig Schoon (Steinhardt PhD '74) (center), parents of Sara Schoon, BS '13, with visiting students from the National Student Nurses' Association.

College News

Piemonte Is Hall of Fame Inductee



Bob Piemonte, EdD, RN, CAE, FAAN, an NYUCN Board of Advisors member and long-time supporter, was inducted into the American Nurses Association Hall of Fame

on June 12, 2014, at the organization's annual convention in Washington, DC. Piemonte, a former executive director of the National Student Nurses Association (NSNA) and of the New Jersey State Nurses Association, was honored for his scholarship and dedication to developing nurse leaders. As the NSNA director from 1985 to 1996, Piemonte championed nursing education, particularly ensuring that nursing students have opportunities to receive mentoring, and he doubled NSNA's membership to 40,000. He was named in 2008 as a "living legend" by the American Academy of Nursing. ■

News from CDUHR



Danielle Ompad, PhD, was named the deputy director of the Center for Drug Use and HIV Research (CDUHR) at the College. She is a clinical associate professor of global public health in the NYU Global Institute of Public Health. Since the start of 2014, CDUHR has welcomed four new affiliated investigators from NYU: **Lloyd Goldsamt, PhD**, NYU College of Nursing; **Benjamin Han, MD, PhD**, NYU Medical Center; **Michael Lindsey, PhD, MSW, MPH**, NYU Silver School of Social Work; and **Gary Yu, DrPH**, NYU College of Nursing. ■

Alumni Launch New York City Chapter of the American Assembly for Men in Nursing

Several College of Nursing alumni have established the New York City chapter of the American Assembly for Men in



Nursing. The group held its inaugural educational event—a talk on best practices in men's health—on April 19, 2014. From left, **Fidel Lim, DNP, MA '96**, NYUCN clinical instructor; **Anthony DelaCruz, MS '10, BS '01**, clinical research nurse practitioner in the Ambulatory Genitourinary Department of Memorial Sloan-Kettering Cancer Center (MSKCC); and **Timothy Shi, BS '12**, a staff nurse in the leukemia unit of MSKCC. ■

Chyun Inducted into Nurse Researcher Hall of Fame

Deborah Chyun, PhD, RN, FAHA, FAAN, professor and executive associate dean, was one of 25 nurse researchers inducted into the Sigma Theta Tau International Honor Society of Nursing International Nurse Researcher Hall of Fame for their research, which has impacted the nursing profession and the people it serves. The honor was conferred at STTI's 25th International Nursing Research Congress in Hong Kong on July 26, 2014. Drs. Emerson Ea (below left) and Fidel Lim (right) were also in attendance and celebrated Dr. Chyun's achievement with her.



In Memoriam

Ursula Springer



The College is mourning the loss of **Ursula Springer, PhD, FAAN**, owner and president of Springer Publishing Company, who died on March 30, 2014. Springer was a legend in the nursing community as a supporter, educator, and dear friend to many at NYUCN.

Born in Berlin, Springer came to the United States as a girl and earned a PhD in comparative education at Teachers College, Columbia University. Just eight years after her marriage to Bernard Springer, he passed away and she took the helm of the medical publishing company he had founded.

Under her leadership, Springer became the leading publisher of nursing textbooks and journals, particularly in the areas of geriatric nursing and research. Springer continues to publish the classic textbook *Nurses, Nurse Practitioners: Evolution to Advanced Practice*, now in its fifth edition and edited by Dean Eileen Sullivan-Marx.

"Ursula was a woman of great intellect. She was adventurous and an extraordinarily generous person who was committed to advancing the scholarship of the nursing profession through Springer Publishing Company," says Dr. Judith Haber, who holds the Ursula Springer Leadership Endowed Chair.

Springer established the chair at the College in 2004 in recognition of leadership in the nursing profession nationally, internationally, and at NYU. She had worked closely for many years with former dean Dr. Terry Fulmer, Dr. Mathy Mezey, and other College of Nursing faculty, encouraging them to publish their research in her journals and textbooks.

"It has been my honor to hold the Ursula Springer chair at NYU," says Haber. "She was a pioneering spirit whose brilliance and intellectual ardor will be greatly missed." ■

President's Service Awards Presented

Two nursing student organizations received the President's Service Award from NYU president **John Sexton** on April 22, 2014. The awards, presented to the Asian Pacific Islander Nursing Student Association (top) and the

Undergraduate Nursing Student Organization (below), recognize the distinguished achievements of NYU undergraduate, graduate, and professional students and student organizations. ■



Leaders of the Asian Pacific Islander Nursing Student Association accept the President's Service Award from NYU president John Sexton: from left, Khristine Arrieta, BS '04; Stephanie Niu '15; Naomi Negita, BS '14; and Goldie Choi, BS '14.



Undergraduate Nursing Student Organization leaders accept their award: from left, Haja Humu Fofana, Nordia Morrison, Khristine Arrieta, and Alyssa Relos, all May 2014 graduates.

Faculty News

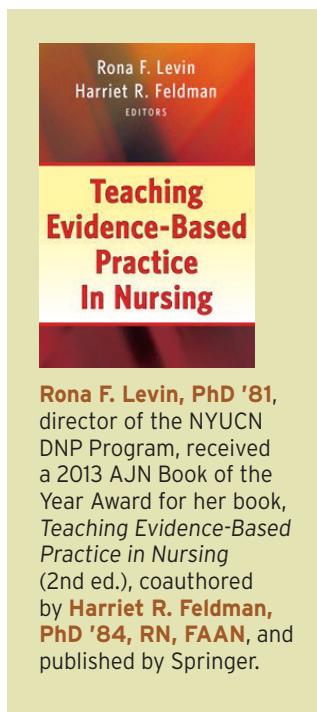
Marilyn DeLuca, PhD WAG '00, MPhil WAG '95, MA '76, RN, adjunct professor in the College of Nursing and School of Medicine, has been appointed to the consultation team of the Global Health Workforce Alliance, which is developing a Global Strategy on Human Resources for Health that looks beyond 2015 and toward universal health coverage. DeLuca is a member of the Technical Work Group focused on workforce data and measurement of impact. The consultation process will lead to strategic papers and a draft resolution to be acted on by 194 United Nations/World Health Organization member states at the 2016 World Health Assembly.

DeLuca, along with nurse and midwifery leaders attending the Third Global Forum on Human Resources for Health in Recife, Brazil, in November 2013, developed a Commitment on HRH on behalf the International Council of Nurses and International Confederation of Midwives that was submitted to the workforce alliance and the WHO.

An article by **Maja Djukic, PhD '09, RN**, assistant professor, and her colleagues was the lead story featured in the AONE Enews Update on July 25, 2014. The article, published in July in *Research in Nursing & Health*, revealed that nurses' physical work environment is related, indirectly, to higher job satisfaction. The physical environment affected whether nurses could complete tasks without interruptions, communicate easily with other nurses and physicians, and/or do their jobs efficiently. RNs who gave their environments

higher ratings were also more likely to report better workgroup cohesion, nurse-physician relations, workload, and other factors associated with job satisfaction. The RN Work Project is a nationwide, 10-year longitudinal survey of RNs begun in 2006 at the College of Nursing.

Ann-Margaret Dunn-Navarra, PhD, CPNP-PC, assistant professor, was awarded the University Research Challenge Fund Provost Award of \$15,000 for the project Engaging and Supporting Youth to Promote Adherence Success.



Fidel Lim, DNP, MA '96, RN, received the Baccalaureate Faculty Excellence Award from the College of Nursing.

Ann Marie Mauro, PhD '98, RN, CNL, CNE, clinical associate professor, was appointed to the American Nurses Association Nursing Scope and Standards Advisory Group. She was also a semifinalist for the highly competitive Robert Wood Johnson Foundation Executive Nurse Fellows program. Under Mauro's leadership, the College has been awarded a final grant of \$100,000 in the Robert Wood Johnson Foundation New Careers in Nursing Program.

Jamesetta Newland, PhD, FNP-BC, FAANP, DPNAP, clinical associate professor, was confirmed as the official representative for the American Nurses Association to the American Medical Association CPT Health Care Professionals Advisory Committee for a two-year term. CPT stands for current procedural terminology codes, which are used for billing by health care providers.

James Pace, PhD, MDiv, ANP-BC, FAANP, FAAN, associate dean of the undergraduate program, was selected as a fellow of the American Association of Colleges of Nursing Leadership for Academic Nursing Program and was elected chair of the Planned Giving Committee of the Hospice and Palliative Nursing Foundation for 2014–16. He was also named a content expert panel member for Advanced Public Health Nursing: Faith Community Nursing within the American Nurses Credentialing Center.

Joseph Palamar, PhD, MPH, was promoted to adjunct assistant professor at the College of Nursing.

Michele Sheldin, PhD, professor, who has been a visiting professor in the College of Dentistry of the University of Szeged, Hungary, was granted the honor of University Professorship in June 2014, in recognition of her contributions to research and teaching in the colleges of dentistry, medicine, and nursing.

Larry Z. Slater, PhD, RN-BC, CCRN, clinical assistant professor, was appointed to the board of directors for ANA-New York, serving out the remainder of a term that began last September. He was a founding member of this chapter.

Allison Squires, PhD, RN, will be inducted as a fellow of the New York Academy of Medicine in fall 2014. She also has been named a fellow with the Migration Policy Institute in Washington, DC, and is the first health care professional to serve in this capacity. In this one-year fellowship, Squires will collaborate with policy analysts to see how migration can be used to improve health care systems and the nursing workforce across five countries in the Americas. She was awarded a \$100,000 grant from the Touch Foundation to develop sustainable health-worker capacity-building interventions to improve maternal-child health outcomes in northern Tanzania.

Janet Van Cleave, PhD, RN, ACNP-CS, AOCNP, assistant professor, and her colleagues were awarded the highly competitive *Cancer Nursing* 2014 Annual Research Award for the article "Symptom Distress in Older Adults Following Cancer Surgery" (vol. 36, pages 292–300). ■

Welcome

New Faculty and Research Scientists



Susan Altman, DNP, CNM, clinical assistant professor* and coordinator of the College's nurse-midwifery master's program, received her DNP in 2009 from Stony Brook University, where she has been an adjunct clinical instructor since 2011. Altman's clinical research focuses on factors affecting midwifery utilization. She has worked at Beth Israel Medical Center, Bellevue Birthing Center and Hospital, and Stony Brook Midwifery Practice. Altman is a board member of the National Perinatal Association and is vice president of Long Island Midwives, Inc.



Susan Apold, PhD, RN, ANP-BC, FAAN, FAANP, clinical professor, comes to NYU from Concordia College, where she served as dean of the Division of Health and Human Services and, previously, was the founding dean of the Division of Nursing and Health Studies. Apold, who holds a PhD from Adelphi University, studies advocacy for the delivery of quality, cost-effective, and

accessible health care. She has been active in policy development and legislative and regulatory reform at both the state and national levels, providing testimony to Congress and to medical groups about the role of nurse practitioners in health care. She is a Robert Wood Johnson Foundation Executive Nurse Fellow (2013-16).



Michele Crespo-Fierro, MS/MPH, BS '90, RN, AACRN, clinical instructor, was previously an instructor and adjunct instructor at NYUCN and serves as faculty advisor to NYUCN's Latinos Aspiring to Imagine Nursing Opportunities (LATINOS) student group. She is a PhD candidate at CUNY Graduate Center, where her dissertation focuses on cultural-care needs of Puerto Rican women receiving care from nurse practitioners. With nearly 25 years of clinical experience, Crespo-Fierro has published articles related to adherence and care management in HIV/AIDS, certification in HIV/AIDS nursing, and support for breastfeeding among homeless populations. She is working with faculty on a National Institutes of Health study on computerized Spanish-language counseling.

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Two New Faculty Enhance College's Interprofessional Perspective

Engineering



Winslow Burleson, PhD, MSE, associate professor, is the first engineer to join the College of Nursing faculty. He comes from Arizona State University's School of Computing, Informatics, & Decision Systems Engineering, where he has taught human-computer interaction for seven years. Burleson earned his master's degree in mechanical engineering product design from Stanford University and his PhD in media arts and sciences from the MIT Media Lab, where he worked with the Affecting Computing group, which advances computer recognition and modeling of human expression to personalize adaptive feedback and support.

Burleson is a "social inventor" whose research focuses on health and educational technologies, informatics, design, simulation, and innovation. He will work closely with researchers at the College to develop and integrate technology into health and educational systems and will help faculty think more broadly about how to advance innovation and work across professions.

Burleson is the director of the interdisciplinary Inventors' Workshops Network, which provides practical and conceptual support to foster expertise and innovation. He was a co-principal investigator on the Hubble Space Telescope and launched National Geographic's Skunk Works

initiatives, advancing oceanographic and rain-forest exploration technologies. He serves on the editorial boards of several top transdisciplinary journals and in 2013 received a Google Faculty Research Award.

Psychology



Yzette Lanier, PhD, assistant professor*, received her doctorate in developmental psychology and neuropsychology from Howard University. Her research addresses the development of African American youth and young adults, particularly with regard to family- and community-related risk factors that affect psychosocial and sexual health. This work stems from her doctoral dissertation examining black middle school students' perceptions of stress within the family, school, and community and the individual and combined effects of this stress on psychosocial outcomes.

Lanier was a postdoctoral fellow at both the Centers for Disease Control and Prevention Division of HIV/AIDS Prevention and at the University of Pennsylvania School of Nursing Center for Health Equity Research and Center for Global Women's Health. She is also a visiting scholar at the Yale University Center for Interdisciplinary Research on AIDS. ■



Lloyd A. Goldsamt, PhD, senior research scientist, is a psychologist engaged in research, evaluation, teaching, and clinical care. He comes to the College of Nursing from the National Development and Research Institutes, Inc., and is affiliated with the Center for Drug Use and HIV Research at NYUCN. Goldsamt earned his doctoral degree at SUNY Stony Brook and has been an adjunct professor in the Department of Applied Psychology at NYU since 1999. He has conducted extensive research on HIV risk among injection drug users, youth, and men who have sex with men, and has much experience as an evaluator of criminal-justice, education, substance-abuse, and HIV-prevention programs.



Selena Ann Gilles, DNP, CCRN, clinical assistant professor of nursing and adult nurse practitioner, has worked in the medical intensive care unit and as an outpatient provider in the Department of Neurological Surgery at NewYork-Presbyterian Hospital. Gilles has served as a preceptor for master's degree students at the College of Nursing and elsewhere and has been an adjunct clinical instructor at NYUCN since 2010. Her research is focused on childhood obesity among African American children, with an emphasis on educational interventions for families that aim to decrease the epidemic.



Stacen Keating, PhD, RN, clinical assistant professor, comes to NYUCN from The College of New Jersey. She earned a PhD from the University of Pennsylvania School of Nursing. With a two-year Hartford Fellowship, Keating studied how professionals from multiple disciplines engage in geriatric health care research. She has taught undergraduates and graduate students, and her research interests include the contributions of hospital nurses to patient outcomes, nursing care intensity, the consumption of nursing care by older-adult patients with similar diagnoses, and education of nurses using simulation.



Janet Standard, DNP '11, NPP, APRN-BC, clinical assistant professor*, earned a DNP with a focus on psychiatric clinical leadership from NYUCN in 2011, and she holds a graduate certificate in holistic nursing. Standard's doctoral capstone project focused on the use of mindfulness meditation in reducing stress among college students. An adult psychiatric nurse practitioner for more than 20 years, Standard has practiced since 2008 at the NYU Student Health Center, where she developed innovative stress-reduction programs and a program to serve the medical and counseling needs of the University's transgender population while also addressing eating disorders and trauma among the student population. An adjunct NYUCN faculty member since 2011, she was named Preceptor of the Year in Psychiatric Nursing in 2012.

with her medical and dental colleagues, was the recipient of the first Interprofessional Educational Achievement Award, in 2009, from the University of Massachusetts Medical School. She recently conducted research and practiced both in Ghana and with Ghanaian immigrants in Worcester, Massachusetts.



James Weidel, PhD, MSN, APRN-BC, clinical assistant professor, is a psychiatric mental health nurse practitioner who earned a PhD from the University of Miami. Weidel's clinical research interests include impulsive decision-making, risk behavior, and adolescent substance abuse. He has 16 years of diverse clinical experience as a staff nurse, travel nurse, and family nurse practitioner. Weidel has taught at the University of Miami School of Nursing and Health Studies and Florida International University. ■



Beth Latimer, DNP '11, APRN-BC, clinical assistant professor*, received her DNP from NYUCN, from which she has received a number of awards, including the 2010 Dean's Student Research Award. As an adjunct faculty member at NYU for more than 20 years, Latimer has served as a clinical instructor, preceptor, and instructor of the graduate research course and in the Clinical Simulation Learning Center and has mentored graduate students as a DNP capstone committee member. Latimer is a board-certified gerontological nurse practitioner whose clinical research focuses on issues related to elder care.



Robin Toft Klar, DNSc, clinical assistant professor, received her doctoral degree from Yale University. She studies the built environment and its impact on health-promotion behaviors. With funding from the Association for Prevention Teaching and Research, she developed a sustainable, inter-professional oral health training program for dental residents, medical students, and graduate nursing students. Toft Klar, along

*Appointments contingent upon approval by NYU College of Nursing's and College of Dentistry's Appointment, Promotion, and Tenure Committees and affirmation by the University. ■

Around Campus



Student Posters Accepted to Research Day

Posters by 16 student teams from the spring Evidence-Based Practice course, addressing the PICOT (population/patient problem, intervention, comparison, outcome, time) framework, were accepted for presentation at the NYU Langone Medical Center Nursing Research Day. ■

Shedding Light on University Partnerships with Developing World Health Care

Recent NYUCN doctoral graduate **Karen Roush, PhD '14, APRN**, presented the white paper *Responding to the Global Crisis in Human Resources for Health: Report on Collaborative, University-Based Programs Building HRH Capacity in Resource-Constrained Nations* at the May 2014 conference of the Consortium of Universities for Global Health. The paper addresses the growing trend of health science schools, particularly in the United States, United Kingdom, and Australia, to partner with institutions in the developing world to improve their health systems. Such partnerships, she says, enable universities to offer faculty and students global health opportunities, which are very popular. But there is little data on the totality of what is happening.

The 17-university Human Resources for Health partnership with Rwanda, in which NYU College of Nursing is heavily invested, stands out as a model of cooperation, says Roush. The paper recommends more communication among universities about their shared challenges and lessons learned, more outcomes data, and sharing of results. ■

Dean's Student Leadership Award

Nicole Elstein, BS '14, RN (above), was the first recipient of the Dean's Student Leadership Award, which covers the costs of attending a professional conference. Dean Eileen Sullivan-Marx established the award to provide opportunities for students to pursue their educational nursing goals, connect with peers, and build their educational foundations. Nicole was the Geriatric Student Interest Group president in 2013–14 and used the award to attend the Pharmacology of Infectious Diseases and Immunizations for Advanced Practice Clinicians Seminar in March 2014. Since July, she has been working on the neurosurgery floor of NYU Langone Medical Center. ■

Nursing Students Picnic in Washington Square Park



The Men Entering Nursing student organization beat the heat with a July picnic.

Good Health Day in Flushing, Queens



Members of the Asian Pacific Islander Nursing Student Association discussed healthy eating with Good Health Day participants at Sara D. Roosevelt Park. The event was hosted by the Charles B. Wang Health Center on August 9, 2014. Standing, from left: Stephanie Niu and Julie Lipton; seated from left: Darlene Adames and Xiang Mei Cao.

Selected Faculty and Research Scientist Publications

Joyce K. Anastasi

Anastasi, J. K., Chang, M., Quinn, J., & Capili, B. (2014). Tongue inspection in TCM: Observations in a study sample of patients living with HIV. *Medical Acupuncture*, 26(1), 15–22.

Anastasi, J. K., Capili, B., & Chang, M. (2013). HIV peripheral neuropathy and foot care management. *American Journal of Nursing*, 113(12), 34–40.

Anastasi, J. K., Capili, B., & Chang, M. (2013). Managing of irritable bowel syndrome. *American Journal of Nursing*, 113, 7, 38–48.

Anastasi, J. K., Capili, B., McMahon, D., & Scully, C. (2013). Acu/Moxa for distal sensory peripheral neuropathy in HIV: A randomized control pilot study. *Journal of the Association of Nurses in AIDS Care*, 24(3), 268–275.

Mary Brennan

Brennan, M. M., Hallas, D., Jacobs, S. J., Robbins, M., & Northridge, M. (2014). Home-use whitening toothpastes for whitening teeth in adults. *Cochrane Database of Systematic Reviews*, 1, 1–10.

Ab Brody

Brody, A. A. (Ed.). (2014). *Uncommon disorders in palliative care*. Pittsburgh, PA: Hospice and Palliative Nurses Association.

Wendy Budin

Budin, W. C., Axelrod, D. M., Jaravata, J. M., Smith, J. A., Kleinman, R. L., Pego, K. D., & Cartwright, F. (2014). Adherence to a breast cancer survivorship care plan. *Journal of Clinical Oncology*, 32(15).

Budin, W., Gennaro, S., O'Connor, K., & Contratti, F. (2014). Sustainability of improvements in perinatal teamwork and safety climate. *Journal of Nursing Care Quality*, 29(1), 1–8.

Budin, W., Lothian, J., Gross, L., & Mendelson, J. (2014). Knowledge and skills of the Lamaze certified childbirth educator: Results of a job task analysis. *The Journal of Perinatal Education*, 23(2), 65–78.

Budin, W. (2014). What to teach? *The Journal of Perinatal Education*, 23(2), 59–61.

Bernadette Capili

Capili, B., & Anastasi, J. K. (2013). Exploratory study: Evaluating the effects of fish oil and controlled diet to reduce triglyceride levels in HIV. *Journal of the Association of Nurses in AIDS Care*, 24(3), 276–282.

Capili, B., Anastasi, J. K., Chang, M., & Ogedegbe, O. (2014). Barriers and facilitators to engagement in life-style interventions among individuals with HIV. *Journal of the Association of Nurses in AIDS Care*. Advance online publication. doi: 10.1016/j.jana.2014.01.003

Chuck Cleland

Kahn, M. R., Cleland C. M., Scheidell, J. D., & Berger, A. T. (2014). Gender and racial/ethnic differences in patterns of adolescent alcohol use and associations with adolescent and adult illicit drug use. *The American Journal of Drug and Alcohol Abuse*, 40, 213–224.

Friedman, S. R., West, B. S., Tempalski, B., Morton, C. M., Cleland, C. M., Des Jarlais, D. C., Hall, H. I., & Cooper, H. L. (2014). Do metropolitan HIV epidemic histories and programs for people who inject drugs and men who have sex with men predict AIDS incidence and mortality among heterosexuals? *Annals of Epidemiology*, 24, 304–311.

Victoria Vaughan Dickson

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*NYUCN PhD students

**NYUCN master's degree student

A Career Leads to Nurses' Cultural Awareness

By Jenny Levison

Beverly Bonaparte, PhD '77, MA '73, RN, ANP, FAAN, didn't plan to be a nurse.

When she enrolled at Hunter College in the late 1950s, she wanted to be a diplomat or work in another capacity in international affairs—inspired in part by her father, who was a financial analyst for the United Nations Development Programme. But after her mother suggested she take a part-time job as a nurse's aide during the summer between her junior and senior years at Hunter, Beverly decided to become a nurse.

Others have built on her groundbreaking research, and cultural competency is now a required part of health care education and practice.

At the time, many doors were closed to African Americans pursuing nursing at private universities, so Bonaparte couldn't follow the typical path. She ended up earning an associate degree at Queens College, where the director initially turned her down—not because of race, but because she wasn't convinced of Bonaparte's commitment to the field.

Bonaparte recalls, "She told me, 'You just decided to be a nurse last week!' And it was true. I hadn't played doctor or nurse pretend games. But I knew what I wanted." Bonaparte advocated for herself, and the director admitted her, later telling her, "I thought to myself that the young woman standing with her hands on her hips who would not leave my office is someone we need in nursing!"

She has not let nursing down. After a distinguished career in the United States and internationally, Bonaparte most recently served as the dean and professor of nursing and allied health sciences at St. George's University (SGU) in Grenada, West Indies. At SGU—known for attracting health science students from all over the world—Bonaparte ensured a top-quality baccalaureate nursing program and developed a global nursing initiative that provides extensive community service-learning opportunities for undergraduate and graduate nursing students from six schools of nursing in the United States, England, and Canada.

Upon completing her associate degree, Bonaparte went on to Teacher's College of Columbia University for her master's. The Teacher's College nursing program was world renowned, and she loved studying there. However, one day she heard Martha Rogers, head of NYU Division of

Nursing from 1952 to 1975, speak about the interaction between humans and their environments, and Rogers' words resonated deeply with the social science and international affairs frameworks that Bonaparte still loved. She left Teacher's College and finished her master's and doctoral degrees at NYU.

Bonaparte wrote her dissertation about nurses' attitudes toward culturally diverse patients, developing a health attitudes and beliefs scale that is still used today by researchers studying cultural aspects of patient care. She surveyed nurses from various cultures—Hispanic, Jewish, Asian, and African American—about their willingness to incorporate patients' health attitudes and beliefs into care plans.

"A nurse needs to be savvy enough, for example, to inquire whether a patient might agree to take prescribed medicine to please a doctor, but then go home and use herbs instead," she says. "And she or he also needs to be culturally aware enough to know—or find out—whether the patient's own cures are harmful, helpful, or benign."

Others have built on her groundbreaking research, and cultural competency is now a required part of health care education and practice.

During Bonaparte's time at NYU, her projects took her overseas to deliver papers and to advise governments and ministries of health. She worked in rural north-central Liberia from 1973 to 1974 as the interim director of the public health outreach program at Phebe Hospital, developing public health service delivery in rural counties for the Ministry of Health.

Bonaparte went on to work as a researcher and professor across the United States and the Caribbean. She also served

continued on page 33



Caring for the Homeless in a Challenging World

At high noon on the summer solstice, **Lizanne Fontaine, BS '01, JD '80 (LAW)**, has winter on her mind.

Following a brief ceremony at NYU College of Nursing, she ferries nearly 200 baby blankets—knitted or crocheted by NYU administrators in a 10-year-old program called Naughty Knitters—uptown and then stacks them in the hallways of her office. Fontaine is the director of health services at Care for the Homeless, which has been providing social services and medical care to homeless men, women, and children for more than 30 years. In a few months, the agency will distribute the candy-colored woolens to its youngest clients at 32 sites in four boroughs.

Tall, lean, and gracious, Fontaine, 57, occupies a strikingly Spartan—almost ascetic—office: Personal touches include a few family snapshots and a black-and-white portrait of an Iowa cornfield. (Now living in Brooklyn Heights, Fontaine was born in Iowa, grew up on Staten Island, and spent summers in the Midwest with her grandparents.) One senses that Fontaine's life and career were very different during her 15-year career as an attorney, working for white-shoe law firms and specializing in intellectual property.

How—and why?—does one go from practicing law to measuring the blood pressure of people with no permanent address? Fontaine describes a curious progression. "I was writing for a legal journal while raising my family, and a lot of material crossed my desk that was at the intersection of law and health care. I'd always been interested in that field." When the youngest of her five children—the

triplets, that is—reached kindergarten, Fontaine was itching to do something new. "I thought I'd get a master's in health administration or in public health," she says. "But then I decided I really should get a hands-on kind of degree, at least initially. It was one of the more surprising but good decisions I've made."

NYU was close, and it was a known entity (Fontaine's law degree is from NYU). Organic chemistry was a struggle but, superbly disciplined, Fontaine muscled through. After her graduation in May 2001, she accepted a job consulting for Terry Marx, MD, the first chief physician for New York City's Department of Education, with whom she had done her community-health rotation. Marx had been charged with ascertaining the role the school system should play in health care for students. This sort of policy work fascinated Fontaine, but soon she was tempted by a position that would bring her back to her alma mater.

In fall 2002, NYUCN was collaborating with The Brooklyn Hospital Center to start up the Brooklyn Community Health Partners project, whose centerpiece was a mobile clinic that parked in underserved communities and at international high schools that educate recent immigrants. Fontaine helped develop the program, saw patients, and hired nurses. She also became something of a social engineer, schmoozing with local bodega owners, dry cleaners, and clergy in an effort to win the community's trust. "Just because you build a clinic doesn't mean they will come," Fontaine says.

Working for the Health Project flexed many of Fontaine's skills and taught



"You're embedded in their community instead of being distinct from it. You see the challenges they face...."

her a great deal. "I had a chance to work with phenomenal nurse practitioners there," she says. One of them, Debbian Fletcher-Blake, eventually ended up recruiting her, in 2007, to work at Care for the Homeless, which now provides primary health care and social services to more than 8,000 clients annually.

"Lizanne is one of the kindest and most ethically prudent and sincere people I have met," Fletcher-Blake, the organization's assistant executive director, says. "She looks for the most ethical ways to handle tough situations. She starts out by giving the benefit of the doubt to the least empowered—a strategy that has served us well."

No voice called out to Fontaine—mother, attorney, serial philanthropist, and board member of numerous cultural and educational institutions, including The Brooklyn Hospital Center—to work with vulnerable populations. "Some people have very clarifying moments, but I'm too scattered for that," she says. Rather, she attributes her leap into this field to an ethos, instilled by NYU, of rising to any new challenge. At Care for the Homeless, Fontaine oversees the precepting of nursing students

continued on next page

Beverly Bonaparte: A Career Leads to Nurses' Cultural Awareness

continued from page 31

as dean of nursing at Pace University and the International University of Nursing in St. Kitts. As a health administrator, she made significant contributions in the fields of HIV/AIDS education and continued her visionary work in international and cross-cultural nursing advocacy.

When Bonaparte retired in 2008 after a decade as a professor of nursing at City University of New York, she considered returning to help Liberia rebuild its post-civil war health care system. But instead, she thought, "Why not return to my Caribbean roots and share my expertise that I hope would be welcomed." Even before she started exploring options, she got a phone

call asking her to be dean in St. Kitts.

"In the Caribbean, nurses are the backbone of the health care system, but they don't have the resources or equipment at their fingertips that nurses have in the United States," she says. "In Grenada, the health care system is still rooted in the colonial past, with a culture of significant deference to authority. Teaching nursing students to stay rooted in the deep respect inherent in their culture and also to think outside of the box was challenging. But once they learn how to bolster their positions with evidence, they can still respectfully adhere to the standard of care that they know is correct and improve the health care system."

"And frankly," Bonaparte adds, "everybody wants nurses with up-to-date knowledge and strong critical-thinking skills."

The Government of Trinidad and Tobago recently hired about 15 of the SGU nursing graduates, and they are also working in Canada, the United States, United Kingdom, St. Lucia, Guyana, the Bahamas, and Anguilla.

"I think Caribbean graduate nurses benefit from experiences in the developed world, but it's equally important for them to come back to the region and share their knowledge and expertise," Bonaparte says. "I certainly credit NYU's nursing program for helping me shape my global nursing vision!" ■

Lizanne Fontaine: Caring for the Homeless in a Challenging World

continued from page 32

from four colleges, including NYU, and is especially eager to introduce them to the satisfactions of community-based care in nontraditional settings—whether in shelters, soup kitchens, pantries, or her organization's mobile clinic. "You're not seeing people in bed, in gowns," Fontaine says. "You're embedded in their community instead of being distinct from it. You see the challenges they face, their food sources, the level of safety—or not—around them."

Fontaine instructs her students to provide as many medical and social services to clients as possible, since homeless patients do not always appear for follow-up care. "This might be the best chance they've had for a long time to get complete, thoughtful, and compassionate care." What the clinic does, Fontaine says, "isn't so different from

other primary health care settings, except that it may be taking place where you live or have your meals." Her nurses treat the full range of acute and chronic diseases, "but you're seeing them at more advanced and acute states. It's not just diabetes or asthma, it's uncontrolled diabetes and asthma. You're not seeing bunions or foot problems, but grossly neglected feet, in people who are outdoors all the time."

Looking back on her career, Fontaine expresses much appreciation for the institutions that helped to shape her. "NYU did a very good job with me," she says. "As a second-degree nursing student, I was a rarity then, in a way that I wouldn't be now. I was the oldest living nursing student." She laughs. "And the fact that I had not only an undergraduate degree but a legal career made me

somewhat anomalous, and the university handled it well." Since Fontaine matriculated, of course, NYUCN has institutionalized the accelerated second-degree program and nurtured this cohort. "It's gratifying to see the growth in this program because these students, coming to nursing with other experiences and a variety of skill sets, are a great source of strength for the profession. And having the program is a validation of their value."

Fontaine doesn't use her stethoscope as much as she'd like these days, but she hasn't forgotten how much working with the homeless has taught her. She has, she says, "infinite respect for how people cope in a very challenging world, and infinite gratitude for not having to be in that situation." She pauses, then offers a philosophical smile. "There but for the grace of God go I" is a thought that does come to mind." ■

GREETINGS

from Donna McCabe,
Alumni Association President



Dear Alumni Friends,

The new academic year is under way, and we've already seen an abundance of activity at the College of Nursing and on the larger NYU campus. NYU is definitely the place to be!

As I enter the second year of my term as president of the Alumni Association (time certainly does fly when you are having fun!), I wanted to note how amazing this past year has been, as I've worked with wonderful friends and colleagues on the alumni board and connected with fellow alumni. I've added many of you to my circle of friends, and I am so grateful. As nurses, we have a lot in common, and we're guided by the same motivation—to improve patient outcomes—whether through clinical practice, teaching, policy, or research. I am grateful to be part of an institution with an alumni body who care about the well-being of people—in our community, in our country, and around the globe.

Together with the alumni board, I have worked this past year to help the College of Nursing engage its alumni and future alumni. We exceeded our goal and completed our campaign to raise funds to put the name "Alumni" on one of the large lecture halls in our new building, an important space that will represent all of us as a unified group. For a second year, we planned a very successful career workshop for recent grads and seniors. We hosted some fun happy hours to connect our alumni with each other and with the College. We recognized alumni who are making great strides in their careers by honoring them with deserving awards. Some of our alumni board members sat on the NYU Alumni Association Board so that the College of Nursing

can have a voice in University alumni affairs. We made ourselves visible at lectures and events to help foster a strong Alumni Association presence around the College community.

With the recent board elections, we welcome: **Penny Klatell, PhD '75, MA '71**, as president-elect and **Sumers Beverage, MS '12; Erin Hartnett, DNP '11**; and **Nancy Roecklein, MS '11, CAS BA '82**, as members of the Nominations Committee. We also welcome back our returning board members, **Maja Djukic, PhD '09, MS '06** (vice president); **Pam Galehouse, PhD '03, MA '69** (secretary); and past presidents **Ann Marie Mauro, PhD '98**, and **Wendy Budin, PhD '96**, who continue to be very active on our board. To provide other opportunities for interested alumni to be active in the alumni association, we have appointed a number of advisors to the board: **Tara Azizi, BS '13; Maureen Bueno, PhD '93; Stephanie Bussman, BS '07; Ana Cheung, BS '14; Julie Lee, BS '14; Aura Miranda-Agosto, MS '11; and Billy Rosa, BS '09, TSOA BA '04**.

From the College's student organizations, we are joined by student advisors **Regina Alexander '16**, president of UNSO; master's student **Laraine Chiu, BS '11**, a representative of ANSO; and PhD student **Paloma César de Sales**, a representative of DSO.

On Friday, November 7, NYU will host the 2004, 2009, and 2013 class reunions. If you belong to any of these classes, I encourage you to come back and catch up with former classmates and make new friends. NYU Alumni Day is November 8, and I hope again to see many of you. The inaugural Distinguished Alumni Lecture will be presented on the topic of homeless health care and advocacy. The Dean's

Luncheon will follow with a tribute to alumna and former nursing division head **Diane O. McGivern, PhD '72, MA '64, RN, FAAN**, who passed away in June. In the afternoon, there will be an expert panel discussion on the current hot topic of veterans' health care. Please visit the NYU Alumni website at alumni.nyu.edu to register for Alumni Day.

You may visit the new building website at nursing.nyu.edu. Click on Building Our Future Home on the left side of the page and see the latest pictures of the construction of the building. It is gorgeous and almost done!

As nurses, we lead busy lives caring for patients, teaching students, and conducting important research to improve patient outcomes. I ask you to take a few minutes to read this magazine and the College's newsletter *Alumni Connections* when they arrive. Be sure to submit your stories and news to the alumni office, update your contact information, come to the many events we hold at NYU, pay it forward by making a gift to help a student or the College in its mission, and consider volunteering a little of your time to the College or Alumni Association. Each one of these things takes only a little of your time but can have a lifetime impact.

Please stay in touch! As always, I welcome your emails at donna.mccabe@nyu.edu. With warm regards,

Donna E. McCabe

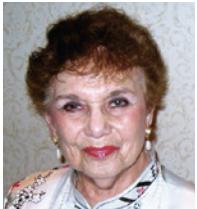
Donna McCabe
DNP, MA '02, APRN-BC, GNP, CWCN

2014–2015 SAVE THE DATE

ALUMNI NEWS & ACHIEVEMENTS

Class Notes

1946



Jacqueline Rose Hott, PhD '72, MA '53, BS '46, was honored by Nassau County, New York, as a Woman of Distinction during the state's Women's History commemoration in April 2014. She was honored for her dedication, commitment, and tenacity as a clinical nurse specialist. Jackie was also included as one of 50 psychotherapists in *Fifty Shrink*s, a coffee table book of photographs of psychotherapists' offices, by Sebastian Zimmerman.

1976



Jane Jeffrie Seley, MPH '92, BS '76, received the New York State Diabetes Educators Super Star Award for 2014 and was appointed to the Governance Committee of the Board of Directors of the American Association of Diabetes Educators. She was the guest editor and author of the preface "Inpatient Glycemic Management: What Are the Goals and How Do We Achieve Them?" for *Diabetes Spectrum*, Vol. 3 (2014), and a coauthor of papers published in the same volume as well as in the *Journal of Diabetes Science and Technology*.

NYU Class Reunion
Friday, November 7, 2014

NYU Alumni Day
Saturday, November 8, 2014

Valedictory Breakfast
Tuesday, December 16, 2014

Estelle Osborne
Recognition Ceremony
Wednesday, February 25, 2015

Student Awards Reception
Tuesday, March 24, 2015

Norman and Alicia Volk
Lecture in Geriatric Nursing
Wednesday, April 29, 2015



Marilyn DeLuca, PhD WAG '00, MPhil WAG '95, MA '76, RN, an adjunct professor in the College of Nursing and School of Medicine, was appointed to the board of directors of IntraHealth International, which works internationally, empowering health workers to better serve local communities.

1981



Rona F. Levin, PhD '81, director of the NYUCN Doctor of Nursing Practice program, received a 2013 AJN Book of the Year Award for *Teaching Evidence-Based Practice in Nursing* (2nd ed.), coauthored with **Harriet R. Feldman, PhD '84, RN, FAAN**, and published by Springer Publishing Company.

1987



Barbara Blozen, EdD, MA '87, RN-BC, CNL, was awarded a \$50,000 Robert Wood Johnson Foundation New Careers in Nursing grant at Seton Hall University. She was appointed in 2014 to the New Jersey State Nurses Association Committee on Continuing Education and to the New Jersey Board of Nursing. She was also elected for the 2014–16 term as vice president of the Institute for Nursing NJSNA. She was also selected as a reviewer for the American Association of Colleges of Nursing for the Khan Academy NCLEX-RN Competition. Her recent publications include: Blozen, B. (2013) Prescription opioids: A growing epidemic of abuse. *The American Nurse Today*, (8), 11.

1988



Christina Walker, MA '88, has published the article: Walker C., Esquieres E., Fowler S., & Tennaro, S. (2013). The perioperative magnet journey at one specialty hospital. *AORN*, 98(5), 525–531.

2006



Jennifer Scotese Baxter, PhD, BS '06, is a clinical assistant professor at SUNY Downstate Medical Center College of Nursing. In June, she presented her research "Exploring the Lived Experience of Trauma Among Obstetric Registered Nurses" at the Association of Women's Health, Obstetric, and Neonatal Nurses 2014 Annual Convention in Orlando, Florida. (Pictured with her daughter, Madeleine)



1996

Annemarie Dowling-Castronovo, PhD, MA '96, RN, was granted tenure and promoted to associate professor at the Evelyn L. Spiro School of Nursing of Wagner College. After earning her master's degree from NYUCN, she received her PhD from Rutgers and was a Jonas Scholar. Annemarie is pictured with her husband, Steven (left), and sons Robert, Steven, and Nicholas.



Amy Berman, BS '06, through her work at The John A. Hartford Foundation, authored a blog describing the recent CaRe-Align Multi-stakeholder meeting in Dallas. Amy welcomes comments about the blog, the meeting, or the CaRe-Align collaboration at jhartfound.org/blog.

GEM Awards

Announced by Nurse.com

Congratulations to the NYUCN alumni who were honored at the Nurse.com nursing excellence GEM Awards program on Tuesday June 3, 2014, in Teaneck, New Jersey:

Marilyn Bookbinder
PhD '92, MA '79, RN, FPCN,
Department of Pain Medicine and Palliative Care at Mount Sinai Beth Israel

Joseph Narus
DNP '12, MA '99, BS '96,
nurse practitioner, Memorial Sloan-Kettering Cancer Center

Alexis Sherman
BS '06, RN, CWOC, ostomy nurse clinician, Mount Sinai Hospital

Mary Fortier
EdD, MA '85, RN, CNL, associate professor, Seton Hall University

William Rosa
MS, BS '09, TSOA BFA '04, AGPCNP-BC, CCRN-CMC, LMT, nurse educator, NYU Langone Medical Center

The GEM Awards, sponsored by the Johnson & Johnson Campaign for Nursing's Future, focus attention on the faculty shortage in nursing through a scholarship fund that helps RNs pursue the advanced education they need to transition to teaching. Nominations for GEM award winners are submitted by readers of Nurse.com.

2009



CPT Lydia "Gem" Alicia Cristobal, MS '13, BS '09, LNHA, RN-BC, is continuing her education in the Yale University DNP program, where she is a Jonas Nurse Leader Scholar. She is thrilled to be a student fellow in the Global Health Justice Partnership, hosted jointly by Yale Law School and School of Public Health, which addresses contemporary problems at the interface of global health, human rights, and social justice.

After completing her education as a public affairs officer at the Defense Information School in 2013, Gem was promoted from training officer to commander of the 311th Military History Detachment, U.S. Army Reserve. Her collection of historical information for the U.S. Military Academy's annual command history was featured in the West Point magazine *The Pointer View* in April 2014. Before her promotion, Gem was the public affairs officer and training officer of the 361st Public Affairs Operation Center in Fort Totten, New York.



Lila Yuen, BS '09, and Kevin Garvey, BS '08, will be married in October 2014 in Pocantico Hills, New York. They met at NYU College of Nursing during the spring semester of 2008 when they were serendipitously placed in every clinical together. They are both working as full-time RNs at the NewYork-

In Memoriam



Patricia Hurley, PhD '78, MA '76, an accomplished family therapist and AIDS researcher, died on Tuesday, July 29, 2014, at her home in Spring Lake, New Jersey.

Pat was among the first to sound the alarm about the growing HIV/AIDS crisis, which she observed firsthand from her home in Greenwich Village during the late 1970s. When other health care professionals were afraid to care for people with AIDS, Pat and her NYU colleague Erline McGriff organized professionals to care for the sick and conducted extensive professional-education programs to allay fears among the health care community.

In 1985, Pat became the first nurse to receive a National Institute for Mental Health grant to educate health professionals about AIDS. She traveled the world to educate leaders about AIDS and twice testified before Congress. From 1993 until her retirement in 2004, she was a professor of nursing, acting dean, and director of research and grant development at Rutgers. At NYUCN, she helped to establish the Erline Perkins McGriff chair,

now held by Dean Eileen Sullivan-Marx, in memory of her former colleague. In 2009, Pat received the Alumni Humanitarian Award from the County College of Morris.

In 2006, Pat told this magazine: "NYU to me is a very magical place, always on the leading edge of thinking. When you graduate from NYU in the College of Nursing, you are really a different person because the education has such an impact."

Constance Janowski, MA '88, died on May 6, 2014. Constance worked during the 1960s as a staff nurse and nursing instructor in Jersey City, New Jersey. From the 1970s on, she was a charge nurse and intravenous nurse at Dover General Hospital in New Jersey, while precepting for new students. Constance also served in the U.S. Army and was named a Reserve Commissioned Officer in 1994.

Helen Arnold, PhD '78, died on June 6, 2014, at the age of 80. Born in Sudbury, Ontario, Helen was a professor of psychiatric nursing at Adelphi School of Nursing, and after earning her PhD at NYU received a diploma in psychoanalysis from the Derner Institute. She practiced individual, group, and couples therapy and authored a part of a widely used psychiatric nursing textbook. Helen retired in Kershonson, New York, where she was an avid food pantry volunteer and board member.

2013



Presbyterian Hospital/Weill-Cornell Medical Center. Lila and Kevin live in Park Slope, Brooklyn, with their beloved Malamute, Brooklyn.

2011



Nancy Roecklein, MS '11, ANP-BC, CAS BA '82, was awarded a second scholarship from the Nurses Educational Fund toward her nursing PhD studies at the CUNY Graduate Center.

Cindy Rivera, BS '13, RN, began her career as an RN at North Shore University Hospital in Manhasset, New York, in April 2014. As part of the Float Pool, she has been trained in several units, including general medicine, surgical, and cardiac/telemetry, as well as in the emergency room. She says, "I could not be happier with my position. Every day I find myself learning something new and meeting new people, which means that every day is a new adventure!" She will be starting her graduate studies at NYU in spring 2015. ■

SIGMA THETA TAU UPDATE

By Mary Brennan

ALUMNI NEWS & ACHIEVEMENTS

Dear Friends,

I am thrilled to begin my two-year term as president of the NYUCN Upsilon Chapter of Sigma Theta Tau International Honor Society of Nursing. As I reflect over the last several years, I see that the Upsilon Chapter has much to celebrate. As one of the largest chapters, we recently celebrated our 50th anniversary, with a distinguished membership that includes more than 800 nurses, nurse practitioners, nurse-midwives, nurse researchers, and faculty, all of whom are advancing health through nursing scholarship, service, practice, and research.

Our past president, **Gloria Chan, BS '08**, with her tireless dedication, led the organization to its first Chapter Key Award, the most prestigious award granted to a chapter. For epitomizing the ideals of the honor society, we honored faculty members Deborah Chyun, executive associate dean of the College of Nursing, who was inducted into the International Nurse Researcher Hall of Fame this year in Hong Kong, and Ann Kurth, executive director of NYUCN Global, who was inducted last year.

This past April, more than 200 baccalaureate, master's, and doctoral students were recognized for their academic achievements and inducted into the honor society. Congratulations to all!

Moving forward, we are working to meet the challenge of STTI President Hester Klopper's call to action: "Serve locally, transform regionally, lead globally." In the heart of New York

City, our chapter understands the importance of serving locally as we witness the growing economic, health care, and educational disparities confronting our city. According to the New York City Center for Economic Opportunity, 45% of New York City residents live at or below the poverty limit. Close to 55,000 New Yorkers are homeless and living in homeless shelters, an increase of over 30,000 individuals in the last 10 years.

In a global environment, local issues of poverty and inequality reverberate both regionally and globally. Our board of directors is committed to pursuing some of these challenges. In December, we will unveil the Ideas Project, an initiative to translate innovative ideas into service projects that benefit our community, our region, and our world. Stay tuned to learn more about this exciting opportunity! As Jack Welch of General Electric said: "The idea flow from the human spirit is absolutely unlimited. All you have to do is tap into that well. I don't like to use the word efficiency. It's creativity. It's a belief that every person counts."

We invite the NYUCN community to join our board, our new inductees, and seasoned members as we tap into our creative leadership ideas and initiatives to advance global health for all.

Mary Brennan, DNP, AGACNP-BC, ANP, RN, President, Upsilon Chapter, Sigma Theta Tau International Honor Society of Nursing, NYU College of Nursing; Coordinator, Adult Acute Care Nurse Practitioner Program

STAY UP TO DATE WITH STTI UPSILON CHAPTER BY VISITING:

nursing.nyu.edu/students/upsilon-chapter-stti

upsilon.nursingsociety.org/UpsilonChapter/Home

Upsilon's Facebook page

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

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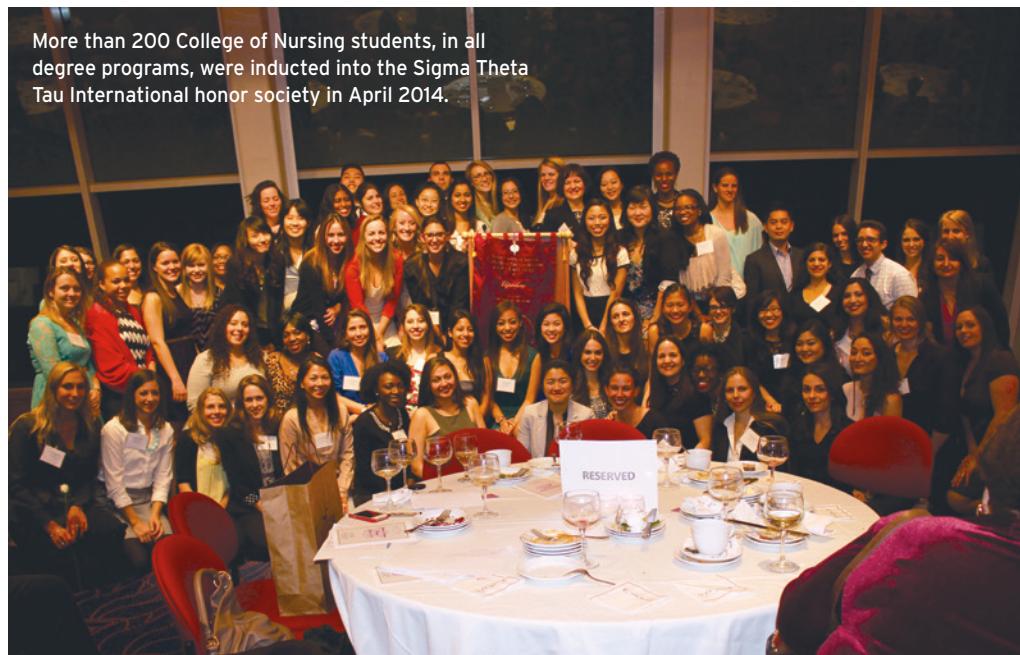
Gloria Chan, LS '05, BS '08, RN

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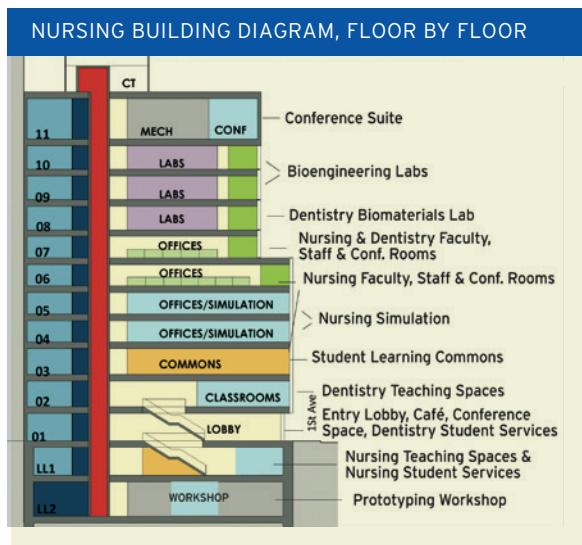
Publicity Chair

Caroline Baptista, BS '13, RN



Technology Takes Center Stage

continued from page 3



PowerPoint presentations, so that a student searching for a particular part of a lecture will see the associated slide at the same time.

"Until now, faculty needed to set up their own laptops if they wanted to record lectures," Resto says. "In the new system, the technology is automated and more reliable and takes the responsibility for technology away from the faculty so that they can focus on teaching." Already, faculty are beginning to experiment with videotaping their lectures to be viewed as homework and then using classroom time for discussions—an approach that will be made easier through new lecture-capture software.

GOING UP: THIRD THROUGH FIFTH FLOORS

The third-floor Student Commons fills the need for students to meet together, building and reviewing joint projects. Nineteen group study rooms—which are bookable online—enable students to plug in their laptops, print assignments, and practice multimedia presentations using projection equipment.

The fourth and fifth floors contain the Clinical Simulation Learning Center (CSLC)—triple the size and vastly more flexible and high-tech than the current center on Greene Street. Going from the

current 6 simulation rooms to 19, the CSLC will feature 9 clinical simulation "suites," each outfitted with high-tech manikins and hospital-grade equipment from simulated oxygen headwalls to vital sign monitors next to each bed.

Each simulation suite is divided into three sections: one for the students participating in the simulations, one for the faculty member operating the simulators, and another for student observers.

"A big change in the new space is that an entire class of students has room to watch and hear what is happening while their peers conduct a simulation with a manikin or actor," says Resto. "There's more space, and there's better technology for videotaping the simulations for debriefing."

Two debriefing rooms in the CSLC feature large screens for students and faculty to observe simulation playbacks and discussions. Two additional 12-bed flexible rooms, each divisible into two smaller rooms, will be used for the Health Assessment and Adult and Elder I courses. Another room will be used by faculty to train actors who play "standardized patients"—another type of simulation used in nursing education. Two psych-community health rooms are being constructed to simulate home, rather than hospital, settings.

Finally, Objective Structured Clinical Examination rooms are being built for one-on-one graduate exams, and a Master Viewing Room will have three large display screens so that observers can watch all of the simulation rooms at once.

"All of these rooms are very flexible," says Jordan Genee, simulation technology administrator. "So, for example, psychiatric nursing or community nursing students can utilize high-fi manikins in non-hospital settings."

According to Resto, more than 450 Internet network devices, to operate cameras, microphones, computers, and manikins, are being installed on the simulation floors by a specialized audio-visual contractor.

"It's like a virtual hospital," Resto says. "Because the College of Nursing uses simulation more than any other nursing college, a great deal of expert consultation was sought to ensure that backup systems are in place."

ELEVENTH FLOOR

Each conference room and classroom in the new building has the ability for lectures to be captured at the push of a button, but the 11th-floor Global Conference Center—which NYUCN will share with the College of Dentistry—is the coup de grâce.

The space, outfitted with 80-inch screens, connects with NYU's campuses around the world and with any site that shares its video-conferencing software. It will be particularly useful for NYU Global—the College's center for international research, education, and practice.

"The Global Communication System allows faculty to teach in real time with very high-end audio and video," says Resto. "It feels like someone across the world is right there."

Space-age metaphors are not inapt. For Burleson, the engineer, who has worked with robotic platforms in extreme environments, including those on the Hubble Space Telescope, the experience of working in diverse environments opens doors to the possibilities for technology at the College.

"To track a star and acquire a stable image, you have to have a telescope with robust tracking or 'acquisition' capabilities," he says. "In the same way you program a telescope to make contact with a star field, with respect to simulation you can program a robotic patient's eye to make eye contact and enhance nursing education, patient care, and outcomes for both." ■

WHY I GIVE

Joseph Narus

DNP '12, MA '99, BS '96

Having completed his premedical courses as an undergraduate student, Joe Narus had decided not to pursue a health care career. That changed when he went to work in the early 1990s for the Lambda Legal Defense and Education Fund and was exposed to the discrimination that people with HIV/AIDS were facing, from denials of insurance coverage to poor hospital care. It seemed to Joe that the health care system was failing people with HIV/AIDS and the LGBT community, and he thought that as a nurse he could help.

Joe enrolled in the NYUCN accelerated BS program and then, while working at NYU Langone Medical Center, immediately

returned to become a geriatric nurse practitioner. He anticipated that, in the coming decades, older LGBT people would need sensitive and competent care, and after graduating with his master's degree in 1999, he found his dream job at Callen-Lorde Community Health Center, working with this population. Joe went on to become the first NP to be named the center's associate medical director and then its clinical director of special projects.

With the extensive experience he gained at Callen-Lorde, Joe accepted a position in 2005 at Memorial Sloan-Kettering Cancer Center (MSKCC), addressing men's sexual and reproductive quality-of-life



Joseph Narus and Charles Soriano have established a scholarship for students in the accelerated baccalaureate program.

issues before and after cancer treatment. His patients provided the impetus for his DNP capstone project at the College of Nursing — the development of a standardized teaching tool to help men understand and anticipate sexual health issues after a radical prostatectomy. Recently, he was awarded a \$50,000 grant from the Geri & ME nursing foundation at MSKCC to pilot the teaching tool.

In 2013, he received the Samuel and May Rudin Award in Nursing Excellence from MSKCC, and in 2014, he received the Maes-MacInnes Clinical Innovation Award from the College of Nursing for his outstanding contributions to the nursing profession.

It's extremely important to me to pay it forward to the next generation of nursing students after receiving such generous financial support from NYU College of Nursing for my academic studies. I was very fortunate to earn all three of my academic degrees at the College. But paying for a top-quality nursing education can be a challenge. I took out extensive loans to enroll in the accelerated BS program, so when I wanted to return quickly to NYU to become a geriatric nurse practitioner, paying for more than one class was not an option.

Thankfully, Diane O. McGivern, PhD '72, MA '64, RN, FAAN, who was then head of the nursing division, reassured me that the division would cover my first two courses until I became eligible for tuition reimbursement from my employer, NYULMC, during my second semester. Then, when I learned about the exciting opportunity to be part of the College's new DNP program, I received a Brookdale Foundation scholarship that fully funded these studies.

I give because nurses are the future of health care, and I want them to have the same opportunities that I have had.



The College of Nursing influenced me in many ways, but it particularly helped me become a patient-centered nurse. The education I received has allowed me not only to pursue the career that I wanted but to advance steadily within the profession.

When I see where I am today, and how I got here, NYU has been a constant. My spouse, Charles Soriano, and I are funding a scholarship for second-degree students in the accelerated baccalaureate program because these students are not eligible for financial aid awards comparable to those available to traditional four-year BS students. Also, accelerated students often enroll with considerable debt from their first baccalaureate degrees.

It is so important that students have minimal debt when graduating, because it allows them greater career choices and opportunities to work in community health or with underserved populations. I give because nurses are the future of health care, and I want them to have the same opportunities that I have had, thanks to NYU College of Nursing. ■

DEAN'S CIRCLE MEMBERS

AS OF SEPTEMBER 21, 2014

NYU College of Nursing would like to thank the members of the Dean's Circle, who generously support the College in its commitment to excellence in nursing research, education, and practice with annual gifts of \$1,000 or more. These gifts provide financial assistance for students, enable the College to recruit distinguished faculty, and allow us to develop innovative solutions to emerging needs in health care.

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

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