

Yale Nursing Matters

SPRING 2018 VOLUME 18 NUMBER 1

SCIENCE

EDUCATION

PARTNERSHIP

HEALTH
SYSTEMS

*BETTER HEALTH
FOR ALL PEOPLE*

Yale SCHOOL OF NURSING

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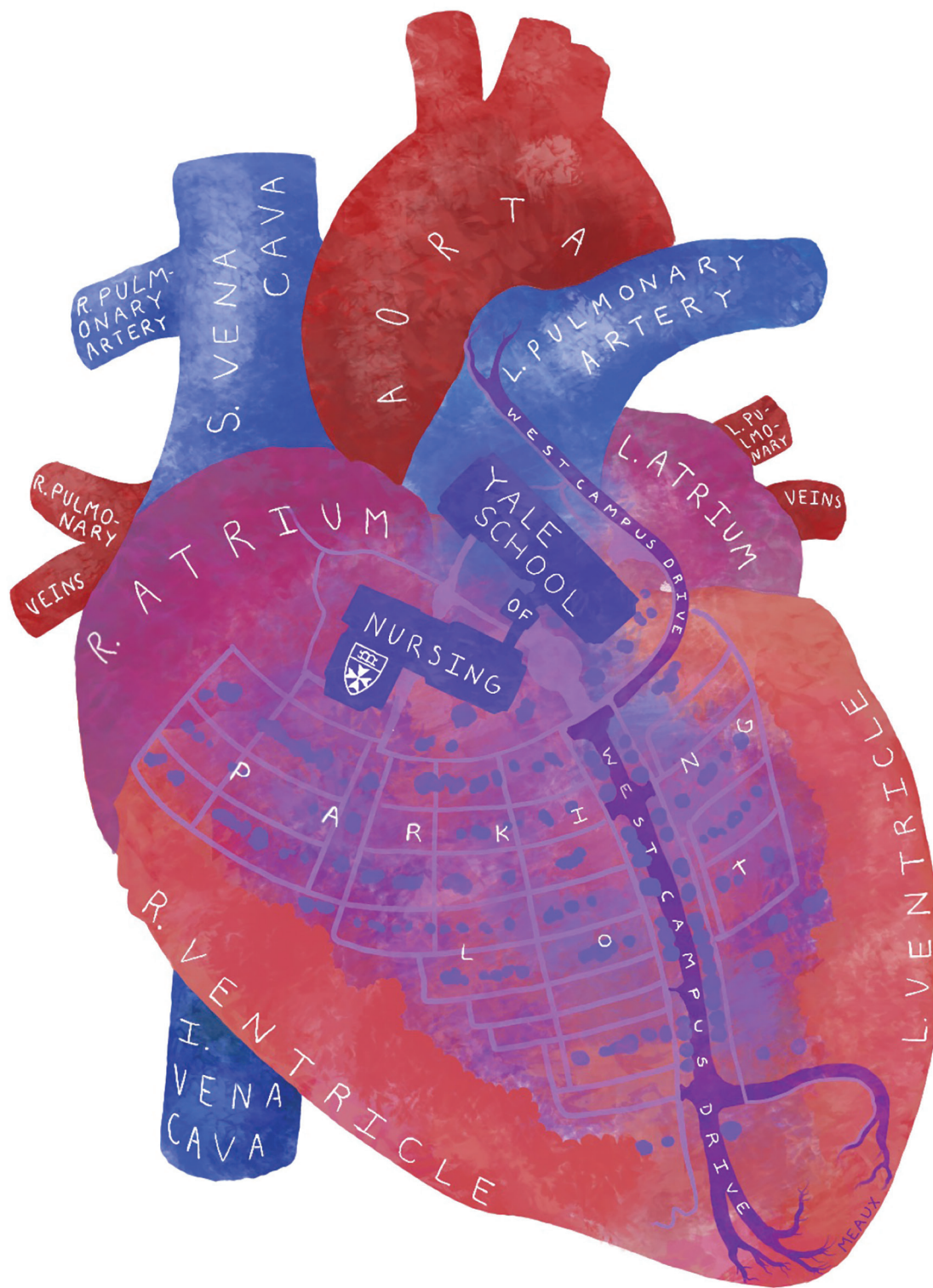
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Heart illustration by Marc Boudreaux

Marc is a first-year student at Yale University thinking of studying ecology and evolutionary biology. He illustrates for the *Yale Daily News* and other Yale-affiliated publications. His favorite subject matter is science because he feels the natural world is full of beautiful forms and processes that can make captivating and unique visual art. This illustration was created for an article in the *Yale Daily News* about the 2018 Artspace Open Studios to be held in the fall in the vacant building adjacent to Yale School of Nursing. While looking at a Google Maps image of West Campus to find inspiration, he noticed that the area around the school resembled a heart. He superimposed the aerial view over a heart as a way to connect the Open Studios theme of wellbeing with the Yale School of Nursing.

Dear Friends,

As we draw closer to the anniversary of the school's founding in 1923, we have an opportunity—and a responsibility—to shape a second century of essential and radical thought at Yale Nursing so we can continue to promulgate *better health for all people*. We must equip the next generation of Yale nurses and midwives to lead the world's responses to the challenges that threaten our health and perpetuate disparities.



In order to position ourselves for this important work, the school underwent a yearlong strategic planning process that drew viewpoints and data from several activities. These included discussions among faculty, students, and staff; analyses of the school's academic programs; responses from the fall 2017 alumnae/i survey; and an external scan conducted by PricewaterhouseCoopers. We examined our values, weaknesses and strengths, threats and opportunities.

The resulting *Yale Nursing: Strategic Vision for a Resilient Future* is included as an attachment with the magazine. Identifying the four areas where we believe we should prioritize our efforts over five years—Education, Science, Health Systems, and Partnerships—this robust “blueprint” will help us to align our resources and efforts to clearly focus on the work ahead.

The foundational values that provide a crosscutting context for our work are a positive culture and operational resilience. Within the Education domain, we will expand curricular offerings, grow and retain clinical preceptor sites, develop our faculty, and support student wellness and careers. In Health Systems, we will expand faculty practice opportunities, including considering innovative faculty-led clinic(s). We will increase Partnerships at Yale—locally, across the country, and internationally. And, finally, in Science we will expand YSN's scholarly impact, deepening and growing our signature areas of strength to generate and apply knowledge that improves all populations, including the most vulnerable.

As Yale nurses and midwives, leaders, scientists, educators, advocates, and partners, you have dedicated your career, your time, and your financial resources to an urgent calling. I invite you to share your feedback with us about the Yale Nursing “blueprint.” We will be sharing more over the coming months about specific ways in which you might be a part of implementing this vision, whether it be precepting a student, partnering with us through your practice, referring students to our world-class programs, or financially supporting our work.

In the meantime, I hope you enjoy reading about some of the wonderful work underway at the school in this issue of *Yale Nursing Matters*. Thank you for being part of the Yale Nursing journey!

A stylized, handwritten signature in dark ink, appearing to read 'Ann'.

Ann Kurth, PhD, CNM, MPH, FAAN
Dean and Linda Koch Lorimer Professor of Nursing

Artspace Citywide Open Studios to come to West Campus

In February, staff and faculty from the School of Nursing and the West Campus administration welcomed a group of artists to tour some of the spaces that will host part of the Artspace New Haven 2018 City Wide Open Studios in the fall of 2018. The artists were introduced to some of the work underway at the school and at West Campus through a round-robin of activities. These included tours of the Simulation Lab; examining pictures of cells; understanding the links between



Professor Linda Honan talks to the group from Artspace about the beauty innate in cells.

Yale School of Nursing collaborates with Makerere University in Uganda

Dr. Michelle Telfer, DNP, MPH, CNM, clinical faculty and lecturer in YSN's Nurse-Midwifery, Women's Health Specialty, and GEPN programs, is fostering a collaboration for the school with Makerere University in Kampala, Uganda. Building on more than ten years of collaboration between Makerere and the Yale School of Medicine, the new program will focus on curriculum building, collaborative research, and simulation support. It will enable a Yale nursing faculty member to spend time in Kampala, and will provide the opportunity for several midwifery students to travel there



The artists had the opportunity to perform intubation on one of the manikins.

art and music while inspecting a Frida Kahlo painting and listening to recordings of heartbeats; and learning how to intubate a patient using a manikin.

Each year, a theme is proposed to focus creative energies and excitement around the Open Studios. This year's theme of "wellbeing" is an ideal fit with the work underway at the nursing school, and across the health sciences and cultural heritage interests on West Campus.

Helen Kauder, director of Artspace, said: "This year, we sensed the need to bolster our community's capacity for resiliency in the face of acute and long-term struggle, violence, and

trauma, so we decided to dedicate this year's festival to recognizing the creative ways we work to provide care for one another. We believe the arts offer a unique window through which to examine issues of health, wellness, and mindfulness as they relate to our bodies, minds, and the environment."

The Open Studios pop-up space is always a highlight of the month-long festival. Happening the last weekend in October, it will inhabit the vacant building attached to the Yale School of Nursing, making for a fitting location to connect artists and audiences with practitioners working in the healthcare field. For more information, visit the festival website at: cwos.org

for research and to participate in a four- to six-week clinical rotation.

Yale Nursing student Jocelyn Rinne '17 traveled to Kampala to conduct research with funding from the Downs and Lindsey Fellowships as well as from the Office of Student Research at the School of Medicine. She studied the challenges of practicing as a midwife and trained midwives in a high-volume, low-resource setting. She interviewed midwives at Mulago National Referral Hospital and conducted surveys with midwives and midwifery students. She reported that her time in Uganda helped her to understand her identity as a midwife in a global context, and believes her experiences in Kampala will translate to understanding of her work in the United States.



YSN faculty on their most recent trip to Uganda in March, 2018. From left to right: Dr. Rachel Zaslow, Executive Director of Mother Health International, Uganda Birth House; Dr. Rose Chalo Nabirye, Dean of the School of Health Sciences; Dr. Holly Powell Kennedy, Varney Chair of Midwifery at YSN; and Dr. Michelle Telfer, Clinical Faculty/Lecturer at YSN.



Left to right: Deans Robert Alpern of the School of Medicine, Sten Vermund of the School of Public Health, and Ann Kurth of the School of Nursing, along with Robert Rohrbaugh, the School of Medicine's faculty lead for YIGH. (Photo: Robert A. Lisak)

YSN cofounds Yale Institute for Global Health

Yale has a compelling legacy in the global health arena working within health systems and countries on a range of research and implementation projects. Yet, as the determinants of health are better understood as more complex and interconnected, it is increasingly clear that improving health requires interdisciplinary expertise and deep collaboration.

To that end, the deans of the three health-science schools at Yale (Nursing, Public Health, and Medicine) have come together to form a new

interdisciplinary entity that will focus the university's global health strategy: the Yale Institute for Global Health (YIGH).

"The leadership and work within YIGH will give our School of Nursing, as well as other Yale faculty members, more opportunities to seek and secure large-scale funding for research. This also illustrates the unique advantage of having a School of Nursing at Yale," said Ann Kurth, dean of YSN.

YIGH received formal approval from the Yale Corporation in December, 2017, and is currently recruiting its first faculty director through an international search process led by

Dean Kurth. The incoming director of YIGH will hold a joint faculty appointment at YSN: a rarity for any university-wide global health institute.

In the coming years, YIGH will provide support for Yale faculty research teams to successfully compete for funding for research and programs focused on global health. Increasingly, the most innovative ideas consider all health to be global health, appreciate the interconnection with social and environmental issues, and leverage fully the beneficial collaborations that occur in equitable partnership with international partners. The emerging mission of YIGH speaks to health and health equity, with expected foci in capacity building and health management, planetary health, urban health, noncommunicable and infectious diseases, and maternal and child health, among other key areas.

Annual Scholars Day: Making a difference with scholarship

About seventy faculty and students gathered in October for Scholars Day, an annual event that provides an opportunity for prospective PhD and Doctor of Nursing Practice (DNP) students to hear more about the programs offered at YSN. Current students' work was showcased from each of the four programs offered at the school: masters, PhD, DNP, and the post-doctoral program. A keynote address was given by Kara Haas, Assistant Director at the Office of Federal Relations at Yale, who spoke

on *Policy, Politics, and Process: Navigating the New Advocacy Landscape*. The four student speakers were:

Edward G. Gaiser, BA, RN, MSN, *The Biological Effects of Cognitive Behavior Therapy for Insomnia in Individuals with Stable Heart Failure and Insomnia*

Michelle Schmerge, DNP, MSN, RN, *Achieving Full Practice Authority: One Strategy to Promote Team-Based Care with the Use of Toolkit*

Eileen Condon, MSN, APRN, FNP-BC, PhD Candidate, *Intergenerational Transmission of Protective Factors Among Families at Risk of Toxic Stress*

Sunyoung Jung, PhD, RN, Postdoctoral Fellow, *How SES Influences Diet Behaviors through Psychological and Environmental Factors among African Americans*

Other students displayed their work through a poster session that provided a focal point for discussion throughout the day.



Virginia Sherrick, director of the Simulation Lab, delivers a swing of the sledgehammer!



Architectural rendering of the primary care assessment space to be located in the new Simulation Lab. Renderings by Svigals + Partners.

Yale School of Nursing breaks ground on Simulation Lab expansion

In February, the Yale School of Nursing community came together to celebrate the beginning of demolition for its 2018 capital project to expand the school's Simulation Lab and classroom space. Clinical simulations are a key part of the curriculum at YSN, providing students with interactive, practice-based instruction, while supporting an incredible range of learning experiences for a wide array of courses. The current space of approximately 5,300 square feet—comprising computerized hi- and lo-fidelity manikins, task trainers of all varieties, and hospital and clinical equipment of all types—will be almost doubled as a result of this project.

Opening remarks from Dean Ann Kurth, Vice President for West Campus Planning and Development Scott Strobel, and Associate Dean for Finance and Administration Marcia Thomas highlighted the great team effort and commitment needed to complete this critical project successfully. The team of architects from Svigals + Partners, and the demolition leads from Shawmut Design and Construction, joined the ground-breaking, along with project managers from Yale Facilities. Opening remarks were followed by a hard-hat tour of the renovation site, and included Dean Kurth applying the first blow of the sledgehammer.

Dean Kurth commented, “Yale Nursing has always been a leader in pioneering pedagogies. The expansion of the school's Simulation Lab is the latest example of this, and we're excited to be almost doubling our

space to give our students opportunities to practice in these simulated environments—such as outpatient clinics, home health settings, tele-health consultations, and disaster scenarios—before implementing their knowledge in clinical settings. Evidence shows that the use of clinical simulation better prepares students for their real-world encounters with patients and their healthcare needs.”

The \$5 million renovation project, to be completed by the start of the fall 2018 semester, will expand the space to almost 8,000 square feet. Highlights of the newly designed space include a new primary care assessment lab to add to the existing acute care assessment lab; six new standardized patient rooms with an adjacent “green room” for actors; a one-bedroom simulation apartment; two new classrooms;



Participants in the hard-hat tour of the renovation site.

student and faculty workstations;
and an updated café with healthy and
fresh grab-and-go offerings.

The project relies on a talented
team of individuals, including the
professional insights of Yale Nursing's
director of simulation Virginia
Sherrick. It also requires a deep level
of technical expertise to balance
aesthetic design with function,
which Svigals + Partners architects
have successfully achieved. Lead
architect Doug Lovegren stated, "it has
been a personal honor for me to be
a part of something that will improve
nursing as I truly believe nurses are
the heart and soul of the clinical
professions. The real celebration will
come when the students are in the
spaces growing and learning."

The project's progress will be
tracked on the YSN website throughout
the year, and will culminate in a
ribbon-cutting ceremony in August.



Dean of Student Affairs Saveena Dhall (right) discussing student learning.



From left to right: Doug Lovegren, associate principal, Svigals + Partners; Dean Ann Kurth; Associate Dean Marcia Thomas; Jan Koch, project manager, Shawmut Design and Construction; Marisa Page, architectural designer, Svigals + Partners.

Yale midwifery at China's Wenzhou Medical University

In November, 2017, Cecilia Jevitt, associate professor of nursing and midwifery, was the guest of the midwifery education program at Wenzhou Medical University in Wenzhou, China. The invitation was extended by Zheng Qiong, the midwifery education director at the university, who had previously spent a year at Yale School of Nursing (YSN)



Midwifery students in a simulation lab at Wenzhou Medical University learning to do perineal repair by suturing beef tongues.

studying midwifery education and practice. Jevitt's visit to Wenzhou included discussions with the midwifery faculty about educational techniques, and a lecture for the midwifery students about the future of the profession in post-industrial nations. Jevitt attended simulation labs where the students practiced sterile draping for birth, perineal care, and newborn care, and learned suturing using cows' tongues. She also toured the First and Second Affiliated Hospitals in Wenzhou, where she



Cecilia Jevitt consulting with the midwives at the Second Affiliated Hospital of Wenzhou Medical University.

delivered presentations on physiologic birth—a term that describes the natural process of birth and labor, powered by the innate human capacity of the woman and fetus, with intervention limited to only medically necessary techniques.

Midwifery is an autonomous profession in China, so labor and birth units are often midwife-led, increasing the hospitals' potential to provide physiologic birth support. They each manage approximately 10,000 births per year.

China standardized midwifery education in May, 2017 to meet the standards of the International Confederation of Midwives. Zheng

Qiong wrote the curriculum for one of China's first bachelor's degree programs in midwifery using YSN's Graduate Entry Prespecialty in Nursing (GEPN) master's program as a model. Wenzhou Medical University will continue to admit registered nurses to complete a master's degree in midwifery, but in the fall of 2018, the first class of direct entry midwifery students will start work on their bachelor's degrees.

Jevitt concluded her time in China by presenting at a general session of the Medical University's first international nursing and midwifery conference. Her keynote address discussed the essential roles of midwifery and nursing to attainment of the 2030 World Health Organization's seventeen Sustainable Development Goals. Speakers came from Australia, Thailand, Mongolia, and the United States.

Yale School of Nursing continues to lead in midwifery education, research, and practice, collaborating with colleagues worldwide.



Cecilia Jevitt discussing midwifery care with the administrators and practice midwives at Wenzhou Medical University.

A home visiting parenting program and child obesity: A randomized trial

The findings of a study by faculty at the Yale School of Nursing, the Yale Child Study Center, and the *Minding the Baby*® National Office, were released in January in *Pediatrics*®, the official journal of the American Academy of Pediatrics—the world's leading pediatrics resource. It reveals that children from families who received the *Minding the Baby*® home visiting intervention were significantly less likely to be obese at age two. The study was also subsequently published in the *New England Journal of Medicine*.

The authors of the study were Monica Ordway, Lois Sadler, Margaret Holland, Arietta Slade, Nancy Close,

and Linda Mayes—all faculty members at YSN and the Yale Child Study Center.

Most childhood obesity prevention programs focus on older children, despite the fact that more than half of children with overweight or obesity became overweight before age two. The study shows that children from families who received a home visiting intervention were significantly less likely to be obese at age two. 158 first-time mothers who lived in



medically underserved communities received home visits by a social worker and pediatric nurse on a recommended schedule including weekly visits from the third trimester of pregnancy until the child's first birthday, and bi-weekly through the child's second birthday. Researchers found that at age two, 78.3 percent of children who received home visits were at a healthy weight, compared to 63.6 percent in the control group. They found 19.7 percent of children in the control group were obese, compared to 3.3 percent of children who received the visits. Given the obesity epidemic in the United States, this important work adds to the evidence about how nursing can be involved to reduce obesity rates in at-risk populations.



InterGEN study examines perceived racial discrimination associated with epigenetic changes

Veronica Barcelona de Mendoza was one of a team of five researchers engaged in a recent study that examined how experiences of racial discrimination affect the epigenetics (the study of heritable changes in gene function that do not involve changes in the DNA sequence) of African American women enrolled in the Intergenerational Impact of Genetic and Psychological Factors on Blood Pressure (InterGEN) study. Women were between the ages of

30 and 39, were non-smokers, had participated in at least some college education, and had incomes of less than \$15,000 per year.

The team examined how self-reported discrimination was associated with the most frequently studied epigenetic mechanism, DNA methylation, which can affect genes by silencing their expression, effectively turning them on or off. Notably, these changes to gene expression can be passed down from mothers to children. Data were analyzed from 152 women in this epigenome-wide association study. Significant epigenetic associations were observed between disease-associated genes (for example, schizophrenia, bipolar disorder, and asthma) and perceived discrimination (as measured by the Major Life Discrimination Scale). The study concluded that future research relating to health disparities in high-risk populations would benefit from including epigenetics to help elucidate functional consequences induced by the psychosocial environment.

Veronica Barcelona de Mendoza, PHD, MSN, MPH, RN, PHNA-BC, is an assistant professor in the Primary Care Division at the Yale School of Nursing. Her research interests include health disparities, minority health, epigenomics, and how pregnancy complications and birth outcomes (preterm birth, low birth weight, and preeclampsia) are associated with later cardiovascular health.

The other four researchers were Jacquelyn Taylor, PHD, RN, PNP-BC, FAHA, FAAN, Co-PI of the InterGEN Study, and the Vernice D. Ferguson Professor in Health Equity at New York University School of Nursing; Cindy Crusto, PHD, Co-PI InterGEN Study, and associate professor of psychiatry at the Yale Consultation Center; Yan Sun, PHD, MS, associate professor of epidemiology at Emory University School of Public Health; and Yunfeng Huang, MPH, BS, a doctoral student at Emory University School of Public Health.

Two studies reveal the impact and future implications of U.S. midwifery

Two recently published studies highlight the impact of midwifery on future implications for legislation. Dr. Holly Powell Kennedy, Helen Varney professor of midwifery at the Yale School of Nursing, co-authored both papers, and worked in collaboration with two multidisciplinary research teams to achieve the results.

In the first study, Dr. Saraswathi Vedam, associate professor of midwifery at the University of British Columbia, and a YSN graduate, led a team of colleagues to develop a U.S. report card that ranks each of the states on the “integration of midwifery” and correlates this ranking with birth outcomes. The midwifery integration score is based on fifty criteria that determine midwives’

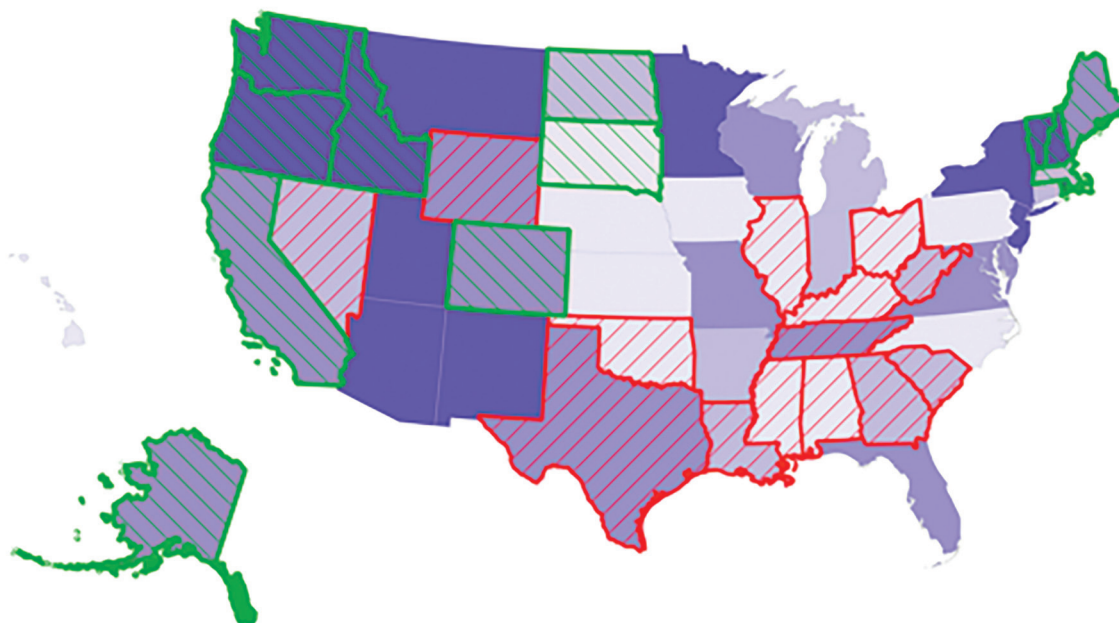
availability, scope of practice, and acceptance by other health care providers in each state. States with high midwifery integration, such as Washington and Oregon, generally had better results, while states with the least integration, primarily in the Midwest and South, tended to do worse. Almost twelve percent of the variation in neonatal death across the U.S. is attributable solely to how much of a part midwives play in each state’s health care system. “This research confirms what many of us who work in maternity care have long advocated—coordination of care between midwives and physicians can help alleviate the huge regional disparities in American birth outcomes,” said Dr. Neel Shah, Assistant Professor of obstetrics, gynecology and reproductive biology at Harvard Medical School, and Director of the Delivery Decisions

Initiative at Harvard’s Ariadne Labs, who was not involved in the study.

“But for that to happen, state leaders should create a legal and regulatory environment that enables this type of integrated care to occur.”

The second study, a Delphi study led by Kennedy with colleagues representing the United States Midwifery Education, Regulation, and Association work group, outlined the principles of model midwifery legislation and regulation, in order to optimize full practice authority.

Both studies suggest that the capacity to practice full scope midwifery, and the acceptance of midwifery at the state level, has the potential to improve health outcomes, with the greatest effect in states where midwifery practice is the most restricted or inaccessible.



Significantly Lower Rates of Preterm Birth

Green outlines indicate states with lower rates of preterm birth, while red outlines indicate higher rates. The darkest purple states received the highest MISS integration score.

Integration

- 0.0 – 25.0
- 26.0 – 36.0
- 37.0 – 46.0
- 47.0 – 61.0



From monitoring budgets to delivering babies: a DNP student's experience at Yale

The Doctor of Nursing Practice (DNP) Program at Yale School of Nursing is a hybrid, 3-year, part-time program designed for mid-career professionals. The focus on healthcare leadership and policy has drawn a diverse group of students, including Tracy Webber, who shared her story with us.

In August, 2000, Tracy Webber embarked on a life-changing experience when she entered the Graduate

Entry Prespecialty Program (GEPN) at Yale. In her past life, she had been a budgeting and contract analyst. Aside from being a patient, her exposure to nurses and midwives had been minimal. However, she knew that she wanted to make a difference in the lives of women and infants.

After graduating from YSN in 2003, she worked as a nurse, a midwife, and an administrator, rising through the ranks to her current position as the nursing director of maternal child health and midwifery at a hospital in her hometown of Brooklyn, New York. Working in an area with extensive needs, Tracy was challenged to think about how she could make a difference and fulfill her purpose there, and it was then that she started to consider returning to Yale to take her education to the next level. She applied for the Doctor of Nursing Program (DNP), where she is now in her second year.

Tracy commented, “Based on my experience as a YSN student previously, I knew that the professors—who are expert scholars in their respective fields—would help me to build a foundation in order for me to excel in my career. Now in my second year, I can see how I’ve grown professionally; examining evidence, considering ethics, developing presentation techniques, understanding the influence of policy and finance, and moving forward in leadership development. These are all stepping stones as I create a sustainable capstone project that I will be proud of as I continue to develop into the transformational leader I hope to be.”

Tracy says that YSN took a chance on her seventeen years ago when she went from monitoring budgets to delivering babies. And now as a DNP student, she is stretching in directions that will help her to excel as a nursing leader.

New career resources for YSN students

Ensuring students’ academic success is one thing; preparing them for the working world after graduation is another.

In the fall, the Office of Student Affairs began discussions with the Student Government Organization’s Professional Development Committee to identify ways to improve career services on campus. Access to jobs, resume-writing help, and access to training were on the list of things students found most useful as they transitioned from students to nursing professionals.

These conversations led to the launch of the Career Resources Portal, with two extremely useful additions:



The Liquid Compass Job Portal and the Conference Subsidy Program.

The Liquid Compass Job Portal provides students with access to hundreds of jobs throughout the country, which may be searched by experience level, location, and desired occupation. The portal also provides helpful articles covering topics like effective job searching tips, best

hospitals to work for, and a review of nursing careers, which can also include non-traditional nursing positions.

The Conference Subsidy Program can provide funding for eligible YSN students to attend nursing-related conferences or trainings all over the country. The program accepts a number of applicants each month and supports, on average, six students per cycle.

Journeying together: embracing diversity

In early January, current students and local alumni gathered for dinner at the home of Ifeoma Nwokoye (FNP '16). The occasion marked the first step in creating an intergenerational network of students and alumnae/i from non-traditional and underrepresented backgrounds in nursing. The event was coordinated by *Minority Student Nurses*, a student organization providing support, guidance, and community for nursing students belonging to underrepresented and marginalized populations, and *Not Otherwise Specified*, a student

organization dedicated to improving the experience of students of under-represented gender and sexual identities. The two groups were assisted by YSN's Office of Student Affairs and the Office of Diversity and Inclusion.

Students and alumnae/i were thankful to have a space to share common struggles and realities faced by people who share these identities. During the evening, there were moments of laughter and of tears. The hope is that this will be the first of many such events providing opportunities for current and past members of the YSN community to journey together, sharing experiences,

professional aspirations, and clinical interests. The student groups also hope to encourage alumnae/i to become more active in organizing and building community around these progressive movements and they welcome expressions of interest. For more information contact:

Minority Student Nurses
Co-Chairs: Fanta Bayoh and Ashley Henry, MSNatYSN@gmail.com

Not Otherwise Specified
Kate Scully-Ortega and Jasmine Verret, NOSatYSN@mailman.yale.edu



Shahrin Abdalian, Eli Stark, and Lisa Scully-Ortega.



Lauren Eddy and Ashley Henry.



Heather Reynolds, Nnemdi Azubuko, and Shahrin Abdalian.



Kate Scully-Ortega and Ifeoma Nwokoye.

Simulation Lab teaching assistant gives back to her community

Jen Espinoza (FNP 2019) is looking forward to spring break, but she won't be lying on a beach somewhere. Instead, she is returning to her father's native land of Nicaragua with the Global Health Project led by Patricia Ryan-Krause. As a first-generation American, Jen feels like her opportunities have come at the expense of the hard work of her parents. "I have been given so many opportunities—now I want to give back to my community." One way Jen has chosen to give back is through volunteering at the Haven Free Clinic. "Free clinics are my passion because I believe everyone should have access to quality healthcare. I have seen first-hand what happens to people when they can't get the care they need and I want to advocate for

them." As an undergrad, Jen volunteered during her summers at Stanford University free clinics and continued her practice of giving back during her Graduate Entry Prespeciality in Nursing (GEPN) year at YSN by volunteering as both a translator and educator at Haven. This year she has the privilege of serving as one of three executive directors at the clinic.

In addition to her busy schedule, Jen is in her first year of the Family Nurse Practitioner (FNP) program and works for the Simulation Department as a teaching assistant (TA). As a Sim TA, Jen gets lots of experience with hands-on teaching. "I learn so much when I am helping other students with their skills. I learn best with the hands-on approach so it's really helped me to improve my skills. And Sim is really fun!" Simulation faculty Shannon Pranger says, "Jen is such a big help

to us. She's the type of person you want working in Simulation—dedicated, creative, and hard-working. Her passion for her profession and the people she serves is inspiring!"



Jennifer Espinoza working as a teaching assistant in the Sim Lab.

Creative programming supports mental health

A Mental Health Task Force, convened by the dean and comprising a group of YSN faculty and students, has made recommendations to address mental health needs in the school. Following a survey of the student body, the task force identified a number of areas where the school will offer ongoing support.

Dr. Samantha Morris, a staff psychologist from Yale Mental Health, will begin twice-weekly drop-in hours at YSN, offering thirty minute sessions for anyone who would like to talk. Through the peer advocates program, trained first- and second-year specialty students will be available to help students navigate academic and

co-curricular experiences, in both individual and group settings. Finally, clinical processing groups have been established to provide GEPN students with a non-evaluative space where they can gather to share and process clinical experiences. Pairs of Yale Nursing alumni and first- year specialty teaching assistants have been trained to host these weekly, informal group sessions, often over a meal.

This programming presents a creative range of options for students who want to take full advantage of their time at Yale. Dean Ann Kurth commented, "It is never easy being an adult learner in rigorous programs that often involve seeing people in some of their most vulnerable moments. It is imperative to address our existing mental health needs, as well as to

proactively manage our stresses in the process of becoming—and practicing—as nurses over the long haul. Especially as we mourn in the aftermath of yet another senseless school shooting, I want to reiterate the importance of taking care of ourselves, each other, and our larger communities. Safety and support are a right for all of us, and advocacy is an embedded element of our profession."

The Mental Health Task Force comprised: Vanessa Correia, Saveena Dhall, Orawan Gardner, Raymond Gunn, Joanne Iennaco, Carolyn Kirwan, Judy Krauss, Andree de Lisser, Morgan Mako, Reese Ramponi, Heather Reynolds, Lois Sadler, and Alex Weiner.



PARTNERING WITH YALE IN AFRICA

Nursing's International Approach Brings Care and Education

By Adam Gaber

A portion of this article was published
in *YaleNews* in March, 2018

In his inaugural address in 2013, President Peter Salovey pledged that the university would engage in an ongoing effort to prioritize and further expand Yale's collaborations in Africa. The Yale Africa Initiative (YAI) was born. In his inaugural remarks, he expressed his firm belief that Yale's engagement with Africa would enrich the university, the country, and even the world—especially when conducting research to address pressing global issues.

In a recent Op-ed published in the *African Academy of Sciences* (*Uniting the World Through Science*, March 9, 2018), President Salovey used Dean Ann Kurth's health research in Kenya as an example of innovative leadership, citing her collaborations with Kenya's Ministry of Health, the University of Nairobi, Kenyatta National Hospital, and several non-governmental organizations, which serve the interests of the United States, Kenya, and many other countries.

"Dean Kurth is focused on increasing the uptake of evidence-based HIV prevention and testing, and on linkage to care. Her work is centered on youth populations, in particular adolescent girls and young women, and

high-risk populations such as people who inject drugs. In one of her U.S. National Institutes of Health-funded studies, she and her international collaborators are examining the preferences of adolescent girls and young women for different HIV testing services. They study if the girls and women preferred self-testing, staff aided testing, or a referral to a health care facility. Her findings will inform the Ministry of Kenya about best approaches to bring an end to HIV, which is one of the most important public health goals of many countries—including the United States. Dean Kurth and her colleagues in Kenya are bolstering health in each investigator's nation and worldwide."

Members of the Yale School of Nursing are engaged in numerous partnerships and projects to strengthen health systems in sub-Saharan Africa, a region that accounts

Research assistants going door to door in Kenya to recruit participants for an HIV testing and prevention study among adolescent girls and young women. February, 2018.



In the last five years Yale has extended its partnerships throughout the African continent. In March, 2018, President Salovey and a delegation of Yale faculty members and staff travelled to Ghana and Kenya to meet with African leaders from multiple professional spheres (including healthcare), held discussions with leading partner institutions, and connected with Yale alumni and friends. In this photo, the African Academy of Sciences co-hosted a symposium on university research partnerships in Nairobi, Kenya. “The Power of Partnership in Strengthening University Research” featured a panel discussion moderated by President Peter Salovey with leaders in scientific and medical research in Africa. Left to right: Dr. Catherine Kyobutungi, executive director of the African Population and Health Research Center; Segenet Kelemu, director general of the International Center of Insect Physiology and Ecology; Professor Nelson Torto, executive director of the African Academy of Sciences; and President Peter Salovey.

for 12 percent of the world's population, and 23–26 percent of its disease burden, but less than 1 percent of world health expenditures. YSN faculty and students have worked in Africa around palliative care, oncology, and reproductive health—work that demonstrates the important aspects of the school's mission in education, science, and service.

Rose Nanyonga Clarke, who earned her nursing PhD from Yale in 2015, shows that the school's mission to educate nurses is having a positive impact in Africa. After graduation,

Dr. Nanyonga returned to her native Uganda where she is the vice chancellor of Clarke International University (formerly the International Health Sciences University), a new private university affiliated with a leading hospital that boasts a newborn intensive care unit and an extensive ambulance system connected to 22 clinics. “Rose successfully manages and leads what I would argue is one of the best-run hospitals in East Africa,” said Dean Kurth.



Dean Ann Kurth with Rose Nanyonga, YSN alumnus and vice chancellor of Clarke International University in Kampala during Dean Kurth's visit to Uganda in February, 2018.



Clarke International University is a non-residential university offering health science courses, grooming students to become leaders in the provision and management of health services nationally and internationally.



Dean Kurth meeting with members of the community advisory board from a youth study project in Homa Bay, Kenya, that started in 2015. Board members act as the link between the study and the local participants.

Nanyonga credits much of her success to her Yale education and experience, in particular the specific leadership insights she learned from the school's faculty.

"As Vice Chancellor Nanyonga fondly recounted, our faculty pushed and challenged her, and I could say the same thing about my experience—we share a bond in the story of what Yale can do to help shape and support students and their career trajectories," said Kurth, who graduated from Yale School of Nursing in 1990. "To see

how Rose has used her Yale education to have such a powerful impact on the health of her community and continent is phenomenal. It serves as the perfect example for every student at our school."

Building a robust and sustainable corps of highly educated nurses like Nanyonga is critical to improving healthcare in Africa, Kurth said. Nurses managing complex care have enabled people to live longer throughout the



An overdose rapid response training in the Kombani Medically Assisted Treatment (MAT) clinic in Kenya. The instructor, from the United Nations Office on Drugs and Crime (UNODC), demonstrates how to position the head so as not to block the airway of a person suffering from an overdose. February, 2018.

continent. In South Africa alone, studies have shown that nurses delivering HIV care have saved hundreds of thousands of lives, she said.

"In aggregate, thanks in part to advances made by nursing, the world is better off than it has ever been. Nurses work across a continuum of care that spans birth to death, and they help people live healthy lives in between," said Kurth. "We've had huge advances in aggregate human health, gaining five and a half years in average life expectancy around the world, and nine and a half years in sub-Saharan Africa. That's very powerful."

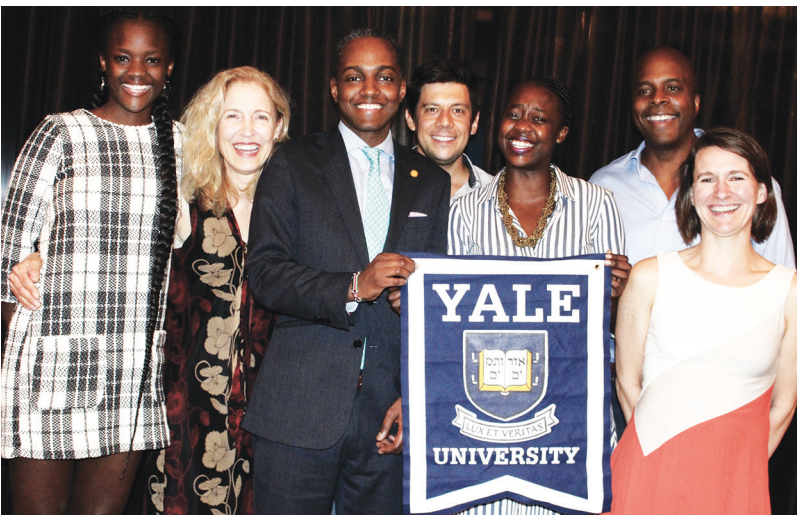
Kurth, an epidemiologist and certified nurse-midwife, comes from a family of health professionals. Her father was a physician and her mother was a nurse. During her childhood, Kurth's family performed volunteer work on a Navajo reservation domestically and abroad in Puerto Rico, Guatemala, and Nicaragua.

"I grew up seeing the numerous ways that people live, in a variety of contexts and with different resources, around the world," Kurth said. "Those lessons stuck with me and helped me fully realize and appreciate the critically important role healthcare providers play in their communities everywhere."

Over her career, Kurth has learned to appreciate the world's interdependence—a problem or solution in one part of the world can affect other parts of the world. She says nursing is a microcosm of that trend; the scholarly and clinical work nurses perform in one country can reverberate past national borders and across oceans. Ensuring that the work reaches populations is the next opportunity, in Africa and elsewhere. Kurth believes universities are not simply centers for generating knowledge, but are responsible for putting knowledge into practice by producing and deploying leaders who can make a difference across all healthcare.



Dean Ann Kurth meeting with a family during some home-based counseling and testing for an NIH-funded study entitled, "Reproductive Health Decisions and HIV Infection Risk."



Dean Ann Kurth (second from left) and Eddie Mandhry (third from left), Yale's Director for Africa, joining with Yale alumni in Nairobi in January, where Dean Kurth was presenting research at a scientific meeting addressing the infectious disease burden.



FILLING CRITICAL GAPS IN PRIMARY HEALTHCARE

Advanced Practice Registered Nurses Meeting the Challenge

By Katherine L. Kraines

For many healthcare providers, meeting the needs of patients is a daily if not an hourly challenge. Increasing bureaucracy, a plethora of new technologies and information, an aging population, the needs of the disenfranchised, and greater consumer expectations and awareness exert unrelenting demands at every level of care. All of this is further complicated by a shortage of clinicians, particularly in primary care. 55 million Americans live in areas with a shortage of primary care providers.

Over the past fifty years, the role of advanced practice registered nurses (APRNs), which includes nurse practitioners (NPs) and nurse-midwives, has evolved to increasingly meet patient needs in both the inpatient and outpatient settings. APRNs are registered nurses educated at a master's or post-master's level for a specific clinical role and patient population, with certification reflecting the specialized nature of the graduate program.

Currently, there are about 234,000 licensed APRNs in the United States, and nearly 87 percent are certified in an area of primary care. The four types of APRNs include the nurse practitioner (NP), nurse anesthetist (CRNA), clinical nurse specialist (CNS), and nurse midwife (CNM). Under the NP umbrella are specialties in acute care; adult gerontology; emergency; neonatal; pediatric; and psychiatric care.

As summarized by Philip Martinez, EDD, MSN, APRN-BC, director of the Yale School of Nursing (YSN) Graduate Entry Prespecialty in Nursing program, a YSN graduate, and full-time acute care nurse practitioner, APRNs can assess patients, order and interpret diagnostic tests, make diagnoses, prescribe medications, and initiate and manage treatment plans across a spectrum of settings and specialties. All APRNs consult and collaborate with their physician colleagues, and many of them practice as part of a healthcare team. For example, Martinez is a member of the pulmonary intensivist team for a 12-bed ICU where patients are seen by a multidisciplinary team that can include other APRNs, physicians, nurses, dietitians, pharmacists, clergy, and social workers.

"The APRN movement started in the 1960s, and YSN was a huge innovator in nursing practice, developing the first graduate level nurse practitioner program in the United States in 1969," said Carmen Portillo, RN, PhD., FAAN, YSN executive deputy dean, and professor. "Our focus continues to be a program that graduates the very best APRNs in the country." YSN master's students can specialize in one of six areas: adult/gerontology acute care, adult/gerontology primary care, family nurse practitioner, nurse-midwifery/women's health, pediatrics, and psychiatric-mental health. Highlighting the need for more providers in primary care,



Professor Phillip Martinez lecturing in YSN's Assessment Lab.

Portillo said that “APRNs fill a critical slot and there is a tremendous need for more APRNs in acute care, primary care, and psych-mental health.”

APRNs are ready to see more patients and ease some of the stresses on the healthcare system, particularly to underserved populations in rural and urban settings. But barriers continue to inhibit their ability to practice to the full extent of their training, education, and certification. While several agencies license APRNs based on their specialty, each state has a board of nursing that determines the APRN scope of practice and can put different restrictions in place. Martinez said the most significant restriction is that not every state allows APRNs to practice independently. He stressed that it is a misconception to think that independent means without others; rather, “It means that APRNs are

the ones patients come to first, and then we collaborate with other specialties and disciplines as we need to.”

In some states, APRNs must collaborate with a physician for a period or all of the time. And although APRNs can prescribe in all fifty states, what they can prescribe can vary from state to state. These practice restrictions have led to calls (including from the National Academy of Medicine and the National Governors’ Association) to remove all barriers for APRNs to have full practice authority.

A key step in this direction came from the Veterans Health Administration’s (VA) rule, finalized in January of 2017, granting full practice autonomy without physician supervision to all VA certified nurse practitioners, certified nurse midwives, and certified clinical nurse specialists when acting within the scope of their VA employment, even in states with reduced or restricted practice.

APRNs are trained under the nursing model, and they bring a holistic perspective that highlights health promotion, disease prevention, health education and counseling, and family involvement.



Carmen Portillo, YSN executive deputy dean and professor, speaking at the annual GEPN awards ceremony in 2017.

“If you look at it professionally, physicians have historically been trained under the medical model with an emphasis on anatomical structures, physiology, and pathophysiology related to disease and health processes,” said Martinez, “whereas, APRNs were trained first within the nursing model with a focus on holistic care and promoting health and wellbeing by accounting for the whole patient, but then go back and get the advanced practice care education. It is a blending of the two models that makes an APRN.”



Chris Gentry MSN '13 practicing at the Haven Free Clinic during his time as a Yale student.

Martinez observed that medical education has incorporated a more holistic view with the introduction of humanities and the arts into medical education. "I think as nurses incorporate more of the medical model", he said, "it appears that medicine is also aligning more with the nursing model." YSN master's degree students and Yale School of Medicine (YSM) medical and physician associates (PAs) students are often taught similar material but within the silos of each profession.

This teaching model changed when YSN and YSM collaborated to create the Interprofessional Longitudinal Clinical Experience (ILCE) several years ago. The goal of this innovative course is to help students interact with other healthcare professionals from the very beginning of their training. "Interprofessional training starts a dialogue between two very strong professions, nursing and medicine, and the resulting relationship-building is inculcated in the students," said Portillo.

During the ILCE, students from each program are teamed up and spend two to four hours every other week for a year seeing patients under the supervision of faculty. "At this point, the students are brand new, and they don't know what their philosophical differences are," said Martinez. "It is nice to catch them early and train them from day one to work together to problem solve and think as a team."

With initial funding from the Josiah Macy Jr. Foundation and The Doctors Company, the ILCE is directed by YSM's Eve Colson, MD, MED. "The benefits of interprofessional education are that students learn with, from, and about each other," said Colson. "They understand more about each other's backgrounds, curricula, and capabilities, and that helps them a lot when they go into practice. Our next step is to talk about having students meet up again as they are further into their training."

Equipped with a breadth of clinical training, skills, and experiences, not all APRNs opt for providing direct patient care. Some go on to careers in administration, research, or academia. Luc R. Pelletier, MSN, APRN, PMHCNS-BC, FNAHQ, FAAN, a 1982 YSN master's graduate in psychiatric-mental health nursing and the recipient of the 2017 Yale School of Nursing Distinguished Alumnae/i Award, has had a diverse career as an APRN. "As a graduate of YSN, I think men bring a richness to the profession," he said. "My trajectory was administrative and management, research and academics." An expert in quality healthcare management and an accomplished writer, Pelletier is a Fellow of the National Association for Healthcare Quality, and recently wrote the fourth edition of *HQ Solutions: Resource for the Healthcare Quality Professional*.

As pressures on the healthcare system intensify, it is anticipated that APRNs will increasingly fill critical roles in providing outstanding patient-centered care. "I'm amazed at the talent out there and how it is contributing to the profession in delivering high-quality care," Portillo said.

Distinguished Alumnae/i Awards, 2017

Each year, Yale School of Nursing recognizes distinguished alumnae/i who have demonstrated achievement or distinction in their careers, or who have contributed in notable ways to their communities or to the school.

The Distinguished Alumnae/i Awards were created in 1973. Since then, more than 76 alumnae/i have been honored, with the earliest recipient having graduated in 1926 and the most recent in 1991. In 2017, the school honored three distinguished alumnae/i.



RAMÓN LAVANDERO '79

Ramón graduated in 1979 from what we now call the acute care clinical nurse specialist program. His professional career has focused on acute and critical care—with clinical, academic, and administrative roles in academic healthcare institutions around the country. For more than 20 years, he was a senior director on the national staff of the American Association of Critical Care Nurses and is now their senior strategic adviser and organizational historian.

Ramón has been a committed board member of the YSN Alumnae/i Association, including officiating as president in 2005. He served for a number of years on an advisory board for the dean, and has been an adjunct faculty member. Six years ago, Ramón established (and continues to fund) the DAISY Foundation Faculty Award at YSN. This has become a commencement tradition where students recognize a faculty member's commitment and inspirational influence.

Some of Ramón's many other achievements include being the founding director of the International Leadership Institute of Sigma Theta Tau, the honor society of nursing; and a fellow of the American Academy of Nursing.

CYNTHIA PERRY '90

Cynthia graduated from YSN in 1990, which set her on her path to being a family nurse practitioner. For the first eleven years of her practice, she worked in primary healthcare in rural Oregon where she saw first-hand the impact of health inequities and disparities between men and women with heart disease. This propelled her to pursue a PhD in nursing science, focusing on these disparities by promoting physical activity. She successfully implemented a similar practice in a rural Latino community in Central Washington state, resulting in changes to local policy that led to sustained financial commitment, the development of after-school activity programs, and a reduction in sedentary behavior among the youth.

In recent years, Cynthia has been on the faculty at the University of Washington in the Department of Family and Child Nursing and is now director of the Family Nurse Practitioner program. On the national level, she is the chair of the policy committee for the physical activity section of the American Public Health Association, and works with multiple organizations to advocate for physical activity in the face of challenges such as childhood obesity, sedentary behavior, and cardiovascular morbidity. She is committed to developing a diverse generation of family nurse practitioners prepared to practice to the full extent of their license as another avenue to addressing health disparities.





LUC R. PELLETIER '82

Luc graduated from Yale with his MSN in 1982. His multiple responsibilities include being a senior specialist nurse at Sharp Mesa Vista Hospital; adjunct professor at the University of San Diego Hahn School of Nursing and Health Science; core adjunct faculty at National University; and a healthcare consultant in San Diego. His current research focuses on recruitment and retention strategies for new graduate nurses into the psychiatric-mental health nursing profession, and the measurement of patient engagement in healthcare.

Luc publishes widely in the areas of nursing administration, quality and safety, and patient engagement. He has been a nurse expert with the United States Department of Justice, and a scientific consultant to the National Institutes of Health. He is a fellow of the American Academy of Nursing and the National Association for Healthcare Quality, and has served as editor in chief for the Journal for Healthcare Quality.

How Yale School of Nursing affected my life: insights from Luc R. Pelletier

The impact of the Yale School of Nursing on my personal life and professional life endures 35 years later. At YSN and afterwards, I encountered many people who helped me learn and grow as an advanced practice nurse. In this wondrous learning environment, amazing people gave generously of their time and their expertise. Where else could I have sat on a bench chatting—about anything—with nursing pioneer Virginia Henderson on a crisp fall afternoon? Many YSN faculty and leaders inspired me.

Barbara Flynn Sideleau was my undergraduate professor at Fairfield University who showed me what unconditional love was all about, and sparked my interest in psychiatric-mental health nursing. Karen Duggan hired me at Yale-New Haven Hospital as a fresh, new RN. I wanted to be a psychiatric nurse and she opened the door to my career. Doris Banchik Moxley put a YSN application in my hand when I visited her to talk about nursing research. Dean Donna Diers always had a door open to me and to my colleagues. Judith B. Krauss and Ann Slavinsky provided exceptional coaching throughout the thesis process. Martha Mitchell taught me the intimate, unique nature of the psychotherapeutic relationship. Martha Harrell helped me begin my journey of self-discovery that continues to this moment.

Applause for YSN as it continues preparing the master's level clinician through the art and science of nursing and healthcare. YSN wove its rigor into the fabric of my nursing life. While I have been a clinical nurse specialist most of my career, I am grateful for the preparation YSN provided for me to become a practitioner, scientist, educator, and consultant. This preparation enabled me to advance in management as I worked in different settings across the continuum of care: academic medical centers, healthcare systems, universities, and managed behavioral healthcare. YSN prepared me to communicate well and to think through the consequences of my clinical and management decisions. Because of this, I strive for excellence in all that I do. "Good enough" is never enough.

“La Charla”: The impact of the work of Simone Ippoliti ’16 in Nicaragua

When Simone Ippoliti ’16 MSN was accepted to Yale School of Nursing, she was instantly attracted to YSN’s commitment to global health. By the end of her Graduate Entry Pre-Specialty (GEPN) year, Simone met with Patricia Ryan-Krause, director of the Global Health Concentration, to discuss ways Simone could become involved. They discussed Patricia’s yearly nursing trip to Troilo, Nicaragua, and how the nation had some of the highest rates of teen pregnancy in the western hemisphere.

What began in that first meeting ultimately led to a mentorship and partnership that lasted well beyond Simone’s three years at YSN. Patricia encouraged Simone to apply for a Downs Fellowship—a program at the Yale School of Public Health that sponsors Yale students to live, learn, work, and research in low- and middle-income countries. During her time in Nicaragua on the Downs Fellowship, Simone examined the impact of sexual and reproductive health intervention on the rates of teen pregnancy. She then went on to spend a further three months in Troilo the following summer, working with a community health nurse and teaching adolescents about sexual and reproductive health, gender equality, and empowerment.



La Charla alumni return to Troilo to help Simone train the new La Charla leaders in February, 2017.



Simone in February, 2016, with the second class of La Charla leaders.

As Simone neared the end of the three months, she trained the oldest students to lead the group discussions so that “la charla” (a term used locally to describe informal educational talks), as the teens affectionately called the program, could continue. This developed into a formal program where, in exchange for a one-year commitment as peer leaders, the older students were offered the opportunity to attend university—something that only one other child from their community had ever accomplished. In the three years since its inception, La Charla has matched three graduating classes of peer leaders with individual sponsors in the United States to receive full university scholarships. Several La Charla graduates are now studying English at the local university while others have gone on to study nursing, pharmacy, and mechanics. It has also continued to provide school-based weekly peer-led sexual and reproductive health education to all adolescents in Troilo and, since the program started, no La Charla participant under the age of 18 years old has become pregnant.

Patricia Ryan-Krause remarked, “Simone’s continued engagement with the adolescents in the community of Troilo years after her Downs Fellowship was completed is a wonderful example of a sustainable project that continues to have an impact on the community. She has transformed research on the topic of adolescent pregnancy into practical educational activities with extraordinarily positive results on the lives of adolescents and their community.”

Simone now works full-time as a pediatric nurse practitioner at Bayview Child Health Center in San Francisco. There, she works to provide trauma-informed care and address the physical, mental, and emotional needs of children experiencing childhood adversity. Simone has recently filed La Charla as a 501(c)(3) nonprofit and will head back to Nicaragua next month with Yale School of Nursing to help train the new La Charla leaders.

Moira O'Neill appointed director of New Hampshire's Office of the Child Advocate

Graduate of Yale School of Nursing and Yale School of Public Health, Moira K. O'Neill, PhD '11, MSN '98, MPH '98, was recently appointed to serve as the first director of the Office of the Child Advocate by New Hampshire Governor Chris Sununu. In his welcoming remarks, the governor commented, "As an Assistant Child Advocate for the State of Connecticut for 11 years, Moira has the experience, expertise, and passion necessary to advocate for New Hampshire's most vulnerable children."



The position represents a couple of notable "firsts." Not only is this the inaugural directorship for child advocacy in New Hampshire, but Moira is the first nurse to head any child advocacy state office in the whole country.

Moira's PhD thesis at Yale School of Nursing centered on the topic of children's ombudsmen, an interest fueled by her work in the Connecticut Office of the Child Advocate both before and during her doctoral studies. She researched where state advocacy offices existed—and where they did not (but should) exist—and asked the question, "What role could nurses play in this kind of work?"

She concluded that, "nurses are uniquely equipped for the role of child advocate or ombudsman. Our clinical roles require astute assessment skills of individual and family systems—a must in child welfare. I would argue that all public policy is related to health. Nurses are trained to see the impact on health of policies, social services, availability of resources, and the social, political, and environmental stresses. Perhaps most importantly, we are interpreters of difficult information in difficult situations. This is what is required of the child advocate, and this is why nurses are a perfect fit for this role."

Moira believes that her studies at Yale ideally prepared her for this new role. "It stuns me to think how remarkably well my Yale education prepared me for this one specific and important job. Some of the things I learned at Yale included the value of rigor, careful assessment skills, and the responsible management of data and its comprehensive synthesis. When combined, these offer the perfect skill set for clinical nursing, as well as policy and oversight."



JUDY BEAL

Yale MSN '75 alumnus becomes chair-elect of the AACN

Judy Beal DNSC, RN, FNAP, FAAN, professor and dean of the School of Nursing and Health Sciences at Simmons College, was elected by the American Association of Colleges of Nursing (AACN) to serve as chair-elect and will serve as board chair from 2020 until 2022. The AACN is the national voice for academic nursing, representing 810 schools of nursing nationwide. Dr. Beal received her MSN from Yale School of Nursing in 1975. She has been a leader in nursing education since 1978 and has held many leadership roles in her 40 years as a nurse. As dean at Simmons, she is responsible for three nationally accredited academic programs in nursing, nutrition, and physical therapy and has shaped the education of thousands of nurses throughout New England and beyond.



President of Texas Tech University's Health Sciences Center, Tedd L. Mitchell MD, with Dr. Rebecca Burpo.

REBECCA BURPO

First APRN to receive outstanding clinician award at Texas Tech

Rebecca Burpo '17 DNP, received the 2017 President's Outstanding Clinician Award at Texas Tech University's Health Sciences Center (TTUHSC). This award is presented to a faculty member from one of the seven schools within the center who has gone above and beyond in clinical practice. Dr. Burpo is the first nurse-midwife and advanced practice nurse to receive this award.

During the presentation, Tedd L. Mitchell MD, president of the Health Sciences Center, cited Dr. Burpo's clinical leadership as meeting the criteria of excellence. Dr. Burpo attributes her accomplishments to time spent at Yale studying clinical-academic partnerships, virtual communication, health policy, and project development. She serves as the director of the nurse-midwifery program at TTUHSC, a distance-based graduate program within the School of Nursing.

BETTY O. BOWMAN '51

Yale Nursing creates new scholarship to honor Betty O. Bowman '51

Throughout a lengthy career that took her around the world, Betty O. Bowman '51 always remained grateful for her experience as a student at Yale School of Nursing. In late 2017, she contacted the school to share her plans to make a major gift that the School of Nursing will celebrate with the Betty O. Bowman scholarship fund and Betty O. Bowman classroom in the soon-to-be expanded Simulation Lab.

Betty was motivated to support a scholarship because of her concerns about the often-crippling burden of student debt. She believes that a gift designated in this way will help to alleviate the financial encumbrance of a nursing student. The first recipient of the Betty O. Bowman Scholarship Fund will be named in the fall of 2018.

The Betty O. Bowman room will be located in the newly expanded Simulation Lab. The school is currently engaged in an extraordinary renovation and expansion of its clinical simulation assets: dedicated physical spaces that will act as a learning laboratory to prepare the next generation of Yale nurses and midwives for clinical, home-based, and acute care settings. The expansion will be completed in fall of 2018.

Betty graduated from Yale in 1951 with a master's degree in nursing. In the years before coming to Yale, she attended Cornell University, where she graduated in 1943 with a bachelor's degree and then entered a one-year Walter Reed internship program for the Army. This required her to spend two years in Battle Creek, Michigan, working in dietetics and nutrition, which ultimately led her in a different direction. During her training to be a nutritionist, she was expected to spend time on the hospital wards and it was there she realized that she wanted to be where the action was, affirming her decision to become a nurse.

Betty went on to serve in the military, where she was a Lieutenant Colonel in the Army Nurse Core. She served in many different countries including Japan, Iran, Korea, and Germany. She was transferred to San Francisco and ultimately decided to settle in Denver.



Dean Kurth with Betty Bowman, '51.

Betty commented that “nursing helped me find my way in life.” At one point, she was asked to fill out a career questionnaire, which determined she was a good match for social work. In the various roles throughout her career, Betty did, in fact, combine this natural inclination to support people in struggling social settings with her passion and expertise for healthcare. The impact of her work demonstrates that nursing really is at the intersection of multiple social and health determinants.

An interest in healthcare was a family affair. Betty's grandmother, Sarah Simpson Jennings, trained at the Bellevue School of Nursing and helped to establish the process for the registration of nurses in New York City. Her sister, Ruth Hauser, studied pre-med at Cornell and her aunt, Helen Jennings, was a private duty nurse in New York City. Her father, Ralph Bowman, was a dentist and attorney.

Betty's support of a student scholarship, along with her contribution to the physical expansion of the school's resources, will surely have a long-lasting impact and will inspire us all to think about our legacy of “giving back.” “Yale School of Nursing is so fortunate to have such dedicated and generous alumni like Betty. Her vision in supporting a scholarship and the Betty O. Bowman '51 Classroom in the simulation space is inspiring and will help educate generations of students to come,” noted Niamh Emerson, associate director of development and alumni affairs. Betty considered herself “extremely fortunate” to have received a Yale education and is delighted to be partnering with the school in two areas that are important to her.

JAMES LEITNER '75

James Leitner '75 creates nursing PHD fellowship

Yale School of Nursing recently announced a generous gift from James (Jim) Leitner '75 to establish a scholarship to support a PHD student from an international or diverse background.

A member of the School of Nursing's Dean's Leadership Council, Jim is an avid supporter of global health and an enthusiast for the school's ongoing work to advance a diverse student and faculty population. His belief in the critical need for leaders in the field of nursing science propelled him to invest in supporting the PHD program at Yale, which integrates evidence-based care with practice, to meet the social mandate of better health for all people. It will completely cover the expense of a student's three-year PHD experience.

Jim described, "In talking with a nurse, I realized that each and every day, she was a globalizing influence in her work in healthcare. She was affecting human lives in a way that transcended borders—helping address a vast array of human challenges. In today's world, borders are increasingly impermeable; we have more disparate groups driven by race, social standing, politics—people are not communicating with each other. Nurses reach all across these areas. They are people who can touch each other, metaphorically and physically, but also viscerally. I love the idea of helping those whose mission it is to equip educators. You can support one person as a practicing nurse, or you can support one PHD student who becomes an educator who can produce a thousand nurses."

Jim created the fellowship to be awarded to a student from a diverse or underserved population. "I think that this country needs a debate on race—something that has had an enormous impact on the history of the United States. When we undervalue people from marginalized backgrounds, we hurt the potential of our country. If I can direct some of my philanthropy to ameliorate some of the historical imbalances, that would make me exceedingly happy. It's up to us to make the school more diverse."



Jim Leitner '75

According to Dean Ann Kurth, "One of Jim's many wonderful attributes is his ability to synthesize information and to identify areas of opportunity and need that are ahead for us. He not only understands what nursing contributes globally, but also the importance of having a strong pipeline for faculty and scientists. Coupled with his strong interest in evolving a diverse faculty to accurately represent the communities we serve, Jim's gift addresses both these important areas. We are thrilled to partner with him."

Jim's support for the School of Nursing is just the latest in a stream of generous gifts over the years that have had an impact on multiple sectors of the university, including astronomy, engineering, and Pierson College. He also funded a professorship and several internships at the Whitney and Betty MacMillan Center for International and Area Studies.

Jim Leitner serves as President of Falcon Management Corporation, where he manages absolute return portfolios. He worked as an FX trader at Morgan Guaranty; chief dealer at Bank of America International; vice president for proprietary trading at Shearson Lehman; and managing director in the Global Trading Department at Bankers Trust. He grew up in Germany and Turkey, and has been a director of Straumur-Burðarás Investment Bank Ltd. since 2007.

He is a Member of the Yale Investment Committee, the Dean's Council of the School of International and Public Affairs at Columbia University, and the Dean's Planning Council and the Crowley Advisory Committee at Fordham University Law School. He holds a bachelor's degree in Economics from Yale University, where he concentrated on Russia and Eastern Europe; a master's degree from Columbia University, where he specialized in International Finance; and a JD from Fordham University Law School.

Graduation is Near. How Did YSNAA Help?

When this letter appears, the Class of 2018 will be about to graduate and we wish them well in their life post-YSN. But what did Yale School of Nursing Alumnae/i Association (YSNAA) do to help make that transition as smooth as possible? Here is a look at the student programs sponsored by YSNAA in the last few months.

In February, we held a “speed mentoring” event, modeled on speed dating, to give students the opportunity to interact with a variety of alums on questions about the job hunt, job interviewing, and career progression. This is always a fun event for both alums and students. And, this being YSN, of course there was food!

February was also the month that we opened this year’s Resume Review Service. This is a terrific program in which students are paired with alums who read their resume drafts and offer advice and options to make the resumes strong displays of the students’ assets. We don’t subscribe to any single format, but instead work with the format the student has chosen and help him or her make it more succinct and clear. Given that this work is done by phone and email, it is an opportunity for far-flung alums to be supportive to students without having to travel to Connecticut.

In April, we held a pair of programs: I did a presentation on developing job negotiation skills for students, and this was followed by a panel of alums from various programs that focused on illustrating the diversity of career options for YSN grads and giving experiential advice on planning and making job transitions. And, again, there was food!



Mary C. Geary, President of the Yale School of Nursing Alumnae/i Association.

Changing focus from students to the community, our annual participation at the Yale Day of Service is about to happen on May 12 at ysn with our Newborns in Need service project. We collect supplies for newborns and pack them in tote bags that are then donated to mothers at Saint Raphael’s Hospital, many of whom are taken care of by YSN students and alums. YSNAA has won prizes for this program two years in a row from the Association of Yale Alumni, due, in part, to our expanding the program through bringing in new partners such as the Child Study Center, the Department of Pediatrics, and the Working Women’s Network.

I hope you find something in this list in which you would like to participate next year. If so, please let me know and I will get you plugged in. You can communicate with me at mcgeary@ias.edu.

— Mary C. Geary, President of the Yale School of Nursing Alumnae/i Association

Please join us for **YSN’s Day of Service: Newborns in Need**

Help us assemble bags for newborn children to be given to new mothers at the Hospital of St. Raphael. Join Dean Kurth, YSN alumni, faculty, preceptors, staff, family, and friends. Breakfast will be provided.



Yale School of Nursing
Saturday, May 12, 2018
9:00 AM – 11:00 AM

400 West Campus Drive
West Haven, Connecticut

In Memoriam

Elmer W. Andersen
Doris Banchik-Moxley '74 MSN
Dorothy P. Bittner '57 MN
Georgianna Booth '47 MN
Margaret Breg

Roberta Danza '80 MSN
Arlyne J. Dick '50 MN
Alice Forman '45
Deborah D. Frank '82 MSN
Jeannette Underhill Gies

Nancy Grimes '77 MSN
Roberta K. Spurgeon
Carolyn B. Wheeler '51 MN

Alice M. Forman '45 MN (1920–2018) Pioneer in Nursing Education and Nurse Midwifery



Alice Forman '45.

Yale School of Nursing launched Alice on a lifelong career as a champion of the vital role of nurses and nurse-midwives in public health. She grew up in India, and was committed to furthering intercultural understanding and cooperation. In 1947, she became the vice principal at the College of Nursing at Delhi University. Returning to the United States in 1958, she earned a master's in Education at Columbia University Teachers College and a master's in Public Health at Johns Hopkins.

Her impressive career trajectory included being an assistant professor at Johns Hopkins School of Public Health, where she surveyed nursing and midwifery services in Turkey, Nigeria, Taiwan, and Chile and contributed to

making changes in education and services so that local leaders “would not only adopt the practices with understanding but would continue to develop them in such a way that they became an integral part of their culture.” Alice was passionate about improving maternal and child health, making multiple contributions to the profession, including leading a research study of state laws that permitted or prohibited practicing midwives, and initiating a network of nurse-midwives across the country that advocated enabling laws.

She participated in a new federal program focused on lowering the infant mortality rate in several southern states where rates matched those of developing countries. She helped to improve adolescent, maternal, and child health services and education in Alabama, recalling, “Being a white professional made me suspect to blacks and being a northerner did not endear me to whites. In fact, I felt as if I was back in a foreign country where locals were not above quiet sabotage of change and its agents. I put aside my plans and focused on how the community functioned and how I could fit in.” In retirement, Alice continued to volunteer in community organizations and to be interested in social issues. She was awarded the Yale School of Nursing Distinguished Alumnae/i Award in 1990. Just before she passed away on March 7, Alice was still enthusiastically absorbing world news as well as news of family and friends.

Results from the Yale School of Nursing Graduate Survey



A map showing where our YSN alumnae/i are located around the globe.

How many people completed the survey?

- 256

Respondent profile:

- 30% of respondents graduated in the last 5 years, 50% graduated before 2000
- 64% of respondents entered as GEPNS
- 79% obtained employment in their specialty between 0 and 3 months after graduation

Program and degree:

- 39% of respondents entered YSN with a previous graduate degree
- 18% have completed a doctoral degree, master's degree, or post-master's certificate since graduating from YSN

Areas where respondents felt the nursing program could improve for future students included:

enhancement of faculty-student mentorship, continued focus on improving quality of clinical placements and increased opportunities for specialty rotations, enhancement of content and delivery of didactic coursework, increased utilization of simulation and skills lab, and support alumni mentorship during school and after graduation.

Alumni stated about the program effect on their career:

"YSN prepared me very well for my career as a nurse practitioner. Particularly valuable is the exposure to so many experts in their fields of study who are willing to come to YSN and lecture."

Employment:

In their first specialty position after graduation:

- 67% worked as a nurse practitioner or midwife
- 46% worked at clinics with underserved populations making up >60% of their caseload
- 86% of respondents earned greater than \$80,000 in compensation at their full-time position, and 30% of respondents earned \$120,000 or more

The cost of a YSN education was certainly reflected in student loans; 78% of respondents took out student loans to finance their degree. However, 34% of respondents who took out student loans had paid them off, and 92% of respondents had begun to pay off their loans.

80.4% percentage of respondents work with a federally defined "underserved" population. And one third of all respondents reported that 81 – 100% of their patients belong to an underserved population.

Where are YSN grads working?

Respondents are also employed internationally in: Costa Rica, Czech Republic, Philippines, and Canada.

Student affairs

- 63% yes or maybe interested in recruiting YSN graduates to organization
- 78% interested in speaking to students about career journey

Alumni relations

In terms of connections to YSN, respondents ranked their area of specialty as essential, YSN as a whole as very important, and their graduation year class as somewhat important.

INVEST IN YALE SCHOOL OF NURSING



The YSN development and alumnae/i affairs team. Left to right: Jasman Ware, Niamh Emerson, Steve Varley, Charlyn Paradis.



Simulation Lab construction hard-hats.

By investing in the expansion of the Simulation Lab, Yale School of Nursing will be fully equipped to educate the next generation of nurse leaders, scholars, and practitioners for the coming challenges in national and global healthcare. As the trends in healthcare shift toward ambulatory settings and telehealth, this exciting venture will help us ensure that YSN prepares Yale nurses and midwives for clinical, home-based, and acute care settings of all types while remaining at the forefront of nursing science, research, and technology.

A number of naming opportunities are available in the expansion and may be recognized with dedicated named spaces, including the naming of the building itself. Named rooms are commemorated with a plaque and will carry that name in daily usage. Gifts may be made in honor or memory.

Giving Opportunities:

- Classroom (58-person)
 - Classroom (59-person)
 - Classroom (46-person)
 - Primary Care Laboratory
 - Student Huddle Station
 - Standardized Patient Room (6 opportunities)
 - Standardized Patient Control Room
 - Observation Room
 - Orientation Room
 - Primary Care Debriefing Room
 - Outpatient Debriefing Room
 - Café
-

For more information on these or other opportunities, please contact Niamh Emerson, associate director of development:
niamh.emerson@yale.edu or (203) 737-2521

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