

Yale Nursing Matters

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Yale SCHOOL OF NURSING

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Fall 2017 Yale Nursing Matters

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Dear Friends,

Building on the legacy of innovation and inspiration at the Yale School of Nursing requires a continued and critical examination of our mission and ultimate purpose. Whether we're talking about our school's exceptional students, innovative programs, or new scientific discoveries, the larger conversation is always about how those individual and collective efforts are changing the world for the better.



Just a few weeks ago, Yale President Peter Salovey wrote to the entire university community to highlight the School of Nursing and his deep personal connection to this work. He titled his letter "Research for the World," and agreed to let us share it with you in this issue of Yale Nursing Matters (page 20).

Your Yale School of Nursing is vibrant, healthy, and diverse. This fall, we admitted a robust and brilliant class of Master of Science in Nursing students; the racial and ethnic diversity of this class was nearly twice that of previous years (40% in 2017 vs. 20% in 2016). We've always got more work to do in this arena in nursing to reflect the populations we serve, but I'm proud of the progress of our community with this important goal.

We are leading the charge to advance diversity in nursing science beyond our own walls as well. In this issue, you'll read about our first annual Diversity and Inclusion Summer Intensive (page 12), where we hosted the country's most exceptional rising diverse nurse scholars for a week. The first class of scholars left energized, connected, and equipped to build their research careers.

Whether you're reading about the laudable accomplishments of our faculty members and researchers, our exceptional PhD and Doctor of Nursing Practice students, the essential and important volunteerism of our students in the New Haven community and abroad, or the generosity of our donors (like our friend Mary Lee Mantz '69, page 34), I think you'll be inspired. We are also enormously proud of YSN alumna Linda Spoonster Schwartz '84, former assistant secretary of veteran affairs for policy and planning, who received the Yale Jefferson Medal this year on November 17, 2017.

After reading this issue, I hope you'll be encouraged, as I am, that the essential spirit of Yale School of Nursing is intact and thriving. Today, our crucial work is better understood and sought after as the challenges to the health of individuals and populations accumulate. More than ever, our ultimate purpose helps illuminate the urgent service mission of Yale University. Yale's mission—*Committed to improving the world today and for future generations*—echoes YSN's own mission, and speaks to the impact and further potential of our work to improve lives, to enhance our "Research for the World," and to our continued need for your partnership to make it all happen.

With deep appreciation for your individual contributions to this collective effort,

A handwritten signature in dark ink, appearing to read "Ann Kurth".

Ann Kurth '90, PHD, CNM, FAAN
Dean and Linda Koch Lorimer Professor



Four YSN faculty are members of National Academy of Medicine

The School of Nursing has attained the remarkable distinction of having four current faculty as members of the National Academy of Medicine (NAM). The prestigious status belongs to Dean Ann Kurth, the Linda Koch Lorimer Professor of Nursing, for her leadership in global health; David Vlahov, associate dean for research, and professor with a joint appointment in epidemiology and public health, for his expertise in urban community health; Ruth McCorkle, the

Florence Schorske Wald Professor of Nursing and Epidemiology, for her proficiency in oncology nursing; and Margaret Grey, the Annie Goodrich Professor of Nursing, for her pioneering work in self-management.

Approximately 80 members are elected annually (70 from the United States and 10 internationally) in recognition of their professional achievement and commitment to volunteer service in their activities, so it is a notable achievement to have four faculty from YSN included in this number. These members are at the top of their field, reflecting the height of

professional achievement and commitment to service.

Established in 1970 under the name Institute of Medicine, NAM is an independent organization of eminent professionals from diverse fields including health and medicine; the natural, social, and behavioral sciences; and beyond. It serves alongside the National Academy of Sciences and the National Academy of Engineering as adviser to the nation and the international community. Through its domestic and global initiatives, NAM works to address critical issues in health, medicine, and related policy, and to inspire positive action across sectors.



Dr. Veronica Barcelona de Mendoza awarded a KO1 Mentored Research Scientist Development Award

Dr. Veronica Barcelona de Mendoza, assistant professor at Yale School of Nursing, was awarded a KO1 Mentored Research Scientist Development Award from the National Institute of Nursing Research. This competitive award provides salary support and funding for research activities for three years. Dr. Barcelona de Mendoza will study the associations between DNA methylation, obesity, and preterm birth on blood pressure in African American children. She will examine 100 children enrolled in

an ongoing RO1 study, with her mentor, YSN faculty Dr. Jacquelyn Taylor. Dr. Barcelona de Mendoza is a public health nurse with a PhD in reproductive epidemiology. Her research interests include health disparities in birth outcomes, epigenetics, and the relationship between reproductive outcomes and cardiovascular health.



**Laura Andrews receives
Florence S. Wald
Award from the
Connecticut Nurses'
Association**

Laura Andrews, associate professor of nursing and the adult/gerontology acute care nurse practitioner specialty coordinator, has received the Florence S. Wald Award from the Connecticut Nurses' Association. The Diamond Jubilee Awards, commemorating the 75th anniversary of the Association, are named after some of the most distinguished leaders in Connecticut nursing history. The *Florence S. Wald Award* is given for outstanding contributions to nursing practice and recognizes achievements and innovations in nursing practice or healthcare delivery. The patient population may include, but is not necessarily limited to: improved quality of care; new or innovative models of care; increased availability of care; improved access to care; potential or demonstrated impact on the prevention of illness, accidents, or other threats to health; improvement in the overall health status of a patient population(s); improvements in the quality of human life; or relief of human suffering.

These prestigious awards, presented annually at a gala in Cromwell, Connecticut, represent the highest honor that the nursing profession in Connecticut can bestow on one of its own.



**Dr. Geraldine Marrocco:
Distinguished honoree
of the Connecticut
League of Nursing and
new Fellow in the
American Academy of
Nurse Practitioners**

Congratulations to Geraldine Marrocco, will be recognized throughout the coming year as one of the Connecticut League of Nursing's distinguished honorees of the *Celebration* of Connecticut Nursing Leaders. The yearlong recognition event culminates in a statewide celebration at the Connecticut League of Nursing's 65th Jubilee luncheon to be held on June 1, 2018.

In June, Marrocco was inducted as a Fellow in the American Academy of Nurse Practitioners (AANP) in a ceremony held during its national conference in June in Philadelphia. The Fellows program was established to recognize nurse practitioner leaders who have made outstanding contributions to healthcare through clinical practice, research, education, or policy. Fellows of AANP are visionaries and, as such, hold an annual think-tank to strategize about the future of nurse practitioners and healthcare.

Marrocco has taught nursing for more than 40 years, across all levels of education. She is currently an associate professor of nursing at YSN in the Primary Care Division and an adult nurse practitioner. She owns and manages Primary Care Practitioners of Fairfield County, an independent nurse practitioner, primary care practice in Trumbull, Connecticut, where she regularly precepts nurse practitioner students.

Marrocco has made significant contributions to nursing education through her research in educational modalities using technology to enhance student learning. She was one of the first educators to use podcasts and Google Glass for reflective teaching. She also seized the opportunity to incorporate interprofessional learning by aligning experiences for nurse practitioner students with those in a variety of health professions. She will soon begin an innovative pilot project introducing robots in a simulated primary care setting to help YSN master's students practice an encounter with a mock patient.

Her other achievements include serving as a member of Connecticut's board of examiners for nursing; being one of the chief editors of "McGill's Medical Encyclopedia" (Greyhouse Publishing); being the recipient of two distinguished teaching awards: the Rosenkranz (2015) and the Webber (2016), both of which provide funding to examine the use of technology in graduate education; being past-president of Delta Mu, YSN's chapter of Sigma Theta Tau International; being an active member of the Connecticut Advance Practice Registered Nurse organization; receiving the prestigious Annie Goodrich Excellence in Teaching Award in 2010, presented by the students; and serving as a participant on the advisory boards of the Nightingale Initiative for Global Health and the Connecticut Hospice.



Dr. Nancy Redeker inducted into International Nurse Researcher Hall of Fame

Nancy Redeker, the Beatrice Renfield Term Professor of Nursing at YSN, was one of 23 nurses inducted into the International Nurse Researcher Hall of Fame at The Honor Society of Nursing's Sigma Theta Tau International's (STTI) 28th International Nursing Research Congress. The gathering took place in Dublin, Ireland, in July, with recipients hailing from Australia, Canada, Finland,

Taiwan, the United Kingdom, and the United States.

Created in 2010, the International Nurse Researcher Hall of Fame recognizes nurse researchers who have achieved significant and sustained national or international recognition and whose research has improved the profession and the people it serves. The honorees' research projects are shared through STTI's Virginia Henderson Global Nursing e-Repository (a global digital service that collects, preserves, and shares nursing research and evidence-based practice materials), which enables nurses everywhere to benefit from their discoveries and insights.

Dr. Redeker's scholarship focuses on the health-related consequences of sleep disturbance and disseminating and translating efficacious sleep promotion interventions into clinical and community settings.

In October, Dr. Redeker also became the chair-elect of the Council for Advancement of Nursing Science (CANS), the leading group for nursing research in the United States. With a mission of "promoting better health through nursing science," CANS aims to be a strong voice nationally and internationally in support of the development, conduct, and utilization of nursing science.



Dr. Maggie Holland receives R15 Academic Research Enhancement Award from the National Institute of Nursing Research

Dr. Maggie Holland, associate research scientist at Yale School of Nursing, has been awarded an R15 Academic Research Enhancement Award from the National Institute of Nursing Research. This competitive award provides partial salary support and funding for research activities for two years. Dr. Holland will examine the impact of a statewide home visiting program on birth outcomes of second children (those conceived after the child whose birth led to enrollment in the program). She will link home visiting data with Connecticut birth certificate data to create a comparison group and obtain birth outcomes for the children. Dr. Holland is a health services researcher with interests in maternal and child health services research, especially prevention programs for low-income families. Her current focus is on home visiting programs, including visit attendance and attrition and a variety of outcomes.



Linda Honan inducted as a Fellow of the American Academy of Nursing

Linda Honan was recently inducted as a Fellow of the American Academy of Nursing at the 2017 Transforming Health, Driving Policy Conference in Washington, DC. Linda is a nursing professor who has taught in the Graduate Entry Prespeciality in Nursing Program since 1989.

A scholar and clinical educator dedicated to understanding and developing effective and innovative techniques for clinical education, Professor Honan has been recognized for her creativity and the development of novel and effective teaching strategies for adult learners. Her research reveals that diagnostic observations can be improved by training in the examination of works of art. She spearheaded the development of the Creative Writing Award and created the books, “Do you see what I see?” which are compilations of students journaling. Additionally, she developed a state wide public education program “Have Bones, Will Travel” which introduces elementary school children and young adults to human anatomy with an emphasis on health and safety.



Dr. Wei-Ti Chen awarded an R03 grant from the National Institute on Minority Health and Health Disparities

Dr. Wei-Ti Chen, associate professor at Yale School of Nursing, was awarded an R03 grant from the National Institute on Minority Health and Health Disparities. This competitive award provides partial salary support and funding for research activities for two years. In this project, Dr. Chen will focus on understanding the self-management barriers and facilitators among HIV-positive Asian Americans. She will recruit 20 to 30 pairs of HIV-positive Asian Americans and their family members to learn how they manage their physical and psychological discomforts, antiretroviral adherence and quality of life, and how clinicians assess the need and readiness for self- and family-management intervention. Dr. Chen is a certified nurse-midwife and her research interests include medication adherence, substance use, cognition, and self- and family-management in HIV-infected individuals.



Martha Swartz receives Distinguished Alumni Award for Excellence from Case Western Reserve University

Dr. Martha Swartz, professor of nursing and chair of the primary care division at ysn, was honored with the Alumnae Award for Excellence in October from Case Western Reserve University's Frances Payne Bolton School of Nursing in Cleveland, Ohio. The award recognizes alumni who have demonstrated outstanding leadership and achievement in nursing, and who have made significant contributions in nursing or in related areas of health care.

Since 1981, Martha K. Swartz has held a joint clinical appointment as part of her larger academic role as a pediatric nurse practitioner at Yale New Haven

Hospital Pediatric Primary Care Center. She has held several appointed leadership positions as a faculty member of Yale University School of Nursing, including coordinator for the pediatric nurse practitioner specialty, assistant dean for academic affairs, associate dean for clinical and community affairs, the deputy health information privacy and accountability officer, and chair of the primary care division through which she now oversees six APRN clinical specialties.

In addition to her work at YSN, Dr. Swartz has served on the boards of the National Association of Pediatric Nurse Practitioners (NAPNAP) and the Association of Faculties of Pediatric Nurse Practitioners. She also co-chaired a task force with representatives from NAPNAP and the Society for Pediatric Nurses to define and re-state the scope and

standards of practice for pediatric nursing, which was one of the first collaborative efforts on the part of clinical experts from both NAPNAP and SPN.

Through her academic career, her authorship and dissemination of *Pediatric Nursing: Scope and Standards of Practice*, and due to her tenure as editor-in-chief for the *Journal of Pediatric Health Care*, Dr. Swartz has been widely cited as a clinical expert who has steadily promoted improvements in pediatric health care. She has received numerous awards for her contributions including the Virginia Henderson Clinical Scholarship Award from the Delta Mu chapter of Sigma Theta Tau, was designated as among the top 25 pediatric nursing professors, and was also inducted as a Fellow into the American Academy of Nursing.

Postdoctoral fellow receives grant to explore diurnal patterns of people with inflammatory bowel disease

Dr. Samantha Conley, postdoctoral fellow at Yale School of Nursing, has been awarded a grant from the American Nurses Foundation. This award will support Dr. Conley's work on obtaining foundational data to understand diurnal patterns of activity-rest rhythms, dim-light melatonin onset, social cues, and symptoms (pain, fatigue, sleep disturbance) in adults with active and inactive inflammatory bowel disease (IBD). Dr. Conley will conduct a time

series study with 40 participants (ages 18 to 60 years) who have been diagnosed with IBD. Dr. Conley is a community health nurse with a PhD in nursing. Her research interests include self-management, symptom management, behavioral interventions, and inflammatory bowel disease.

Nursing participates in university's sustainability initiative

As a part of Yale's Celebrate Sustainability week in October, YSN joined with several schools and departments around the university to display its sustainability goals through a poster session. Through creativity, innovation, and mindful exploration, each department crafted the content for its posters in support of the Yale Sustainability Plan, 2025. Saveena Dhall, associate dean of student affairs and chair of the YSN Sustainability team, spoke on behalf of the school, describing YSN's vision for sustainability, and highlighting the plan's health and wellness goals, including the development of

green clinical standards for the school's simulation spaces, and ongoing curricular innovations.

In its commitment to "better health for all people," the Yale School of Nursing sets a proactive tone for its teaching, research, and service. Health care and sustainability are intimately linked in many ways, including, but not limited to: healthy food, clean air, clean water, and physical fitness. There are myriad examples of environmental influences on human health—from high asthma rates due to air pollution, to increased ranges for disease vectors due to climate change. In parallel with this, instances of human health-related activities that reduce negative ecosystem impacts include gardening for fresh, healthy food, and biking or walking instead of driving. In this

context, YSN has remarkable capacity to embrace and enhance sustainability at Yale, in the greater New Haven Area, and in the world.

Established in 2005, the Yale Office of Sustainability's mission is to advance sustainability at Yale by acting as a catalyst for information exchange, while facilitating capacity building, innovation, streamlined operations, and the preparation of tomorrow's sustainability leaders. Yale School of Nursing's Dean Ann Kurth, serves as co-chair of the University's Sustainability Advisory Council which comprises university leaders and alumni who offer guidance on Yale's Sustainability Plan.



Staff representing YSN at the university's sustainability event in October. Left to right: Virginia Sherrick, Saveena Dhall, Marcia Thomas, Shannon Pranger, and Charlyn Paradis.



TERRY DAGRADI

Janene Batten receives the Nurses Choice Award from Yale New Haven Hospital in the presence of many colleagues including John Gallagher, director of the Cushing/Whitney Medical Library.



TERRY DAGRADI

Some of the attendees of the ceremony in the Atrium of Yale New Haven Hospital.

Keep calm and ask a medical librarian!

In this age of information overload, it may seem that the role of libraries is diminishing. However, it could also be argued that they are becoming more relevant than ever. It is becoming increasingly important to curate the vast quantities of information available to us—librarians and libraries are here to help with this important navigation. With the constant changes in technology, libraries give us access to all the latest resources, while also providing physical spaces in which to study.

Here at YSN, we have a beautiful library—also known as the ‘Learning Commons’—staffed by a dedicated librarian, Janene Batten. Students are introduced to her during orientation week. From day one, they are encouraged to consult with her on study and research, so they can be aware of the vast array of resources available through the Cushing/Whitney Medical Library, part of the larger Yale University Library system, of which the YSN Library is a part.

Walk into the Learning Commons on any given day and

there will be students reading, studying, or writing. They may be between classes, taking advantage of the break to get readings done, or may simply be taking a mental breather to surf the Web. Some prefer the quiet study areas, where the door can be closed, and others enjoy the openness of the atrium-like space with windows on all sides overlooking the inviting green space of West Campus.

The library’s print collection is small, but well used. Batten works with faculty and students to ensure that required class textbooks are readily available. There is a small collection of core textbooks relating to specialty areas that form the permanent collection. However, while books are important resources for timeless concepts, the library delivers most of its content electronically. Faculty and students have access to indispensable electronic resources for up-to-the-minute evidence. Students access databases and an almost limitless number of online journals, via personal laptops or through one of the six computers housed in the Learning Commons.

The Librarian’s office, located within the Learning Commons, enables her to be available for immediate questions and to meet with faculty or students to solve an information problem for course work or for research. Batten is integrated into coursework across the GEPN, masters, and doctoral programs, where she might be introducing students to an information-seeking concept in a one-off class, or spending the semester co-teaching an online class.

In September, Batten was honored by the Yale New Haven Hospital (YNHH) system with the Nurses Choice Award, presented by the YNHH Nurses Awards Committee, for her tireless work supporting the nursing profession. A small ceremony was held in the hospital atrium, attended by staff from the hospital, YSN, and from the Yale Medical Library.

Actively Enhancing Diversity in Nursing Science: The YSN Office of Diversity and Inclusion Summer Intensive

In June, the YSN Office of Diversity and Inclusion (ODI) had the honor of hosting seven outstanding early career nurse scientists from across the nation for the inaugural Summer Intensive. The primary goals of the YSN ODI Summer Intensive were to support early career nurse scientists from under-represented backgrounds in their career development and to take an active approach to enhancing diversity in nursing science with a social justice and health equity focus. The weeklong program was packed with sessions including grant writing, conducting health disparities research, teaching, mentoring,

career planning, and exploring university resources in research and diversity. Scholars also toured West Campus, Main Campus, and the Yale University Art Gallery and attended “Motown the Musical” at the Shubert Theater. Speakers from across the university shared their expertise with the scholars, and YSN faculty provided one-on-one mentoring. During the Summer Intensive, the scholars were able to build their networks and develop the beginnings of long-lasting collaborations to advance nursing science.

Dr. Jacquelyn Taylor, associate dean for diversity and inclusion, led the program planning and implementation efforts. “It was truly a pleasure to get to know and work with the scholars, and I am certain that they will go on to exemplary careers in

academia! I am already so proud of them and I know they will continue to blaze the trail for excellence in all things and will serve as stellar examples for those up and coming. I am honored to have been a small part in their bright journey,” said Dr. Taylor. Heather Reynolds, minority student coordinator, also provided support and mentorship to the scholars throughout the week.

The feedback was overwhelmingly positive, and participants reported the program exceeded their expectations. Scholars shared that the combination of the bond they formed within their cohort and the excellent career development content they received during the week made for a program that will have a long-lasting positive impact on their nursing careers.



From left to right: Heather Reynolds, Dr. Paule Joseph, Dr. Kia Skrine Jeffers, Dr. Billy Caceres, Dr. Veronica Barcelona de Mendoza, Dr. Jackie Taylor, Dr. Rick Bribiescas, Dr. Timiya Nolan, Dr. Marie-Anne Rosemberg, and Dr. Jasmine Travers.



The 2017 Summer Intensive group with Dr. Shrikant Mane at the Yale Center for Genome Analysis.



The 2017 Summer Intensive group at the Yale University Art Gallery.



Grant from Grossman Family Foundation expands Minding the Baby® home visitation program in Connecticut

The Minding the Baby® (MTB) program—a collaboration between faculty members at the Yale Child Study Center (CSC) and Yale School of Nursing, and the Fair Haven Community Health Clinic in New Haven—was awarded an 18-month grant from the Grossman Family Foundation to expand the MTB home visiting program in Connecticut. It will partner with Family & Children's Agency in Norwalk and Family Centers in Stamford to replicate the MTB model to serve young families through these agencies.

MTB is a federally recognized, evidence-based, intensive home visiting model developed for first-time young families, which reflects a rich collaboration among perspectives in prenatal care, parenting, maternal

health, infant mental health, and pediatric health.

The new partnership will make MTB services available to at-risk and income-constrained families living in Norwalk and Stamford, Connecticut.

"We are delighted to have the generous support of the Grossman Family Foundation in our work," commented CSC Clinical Professor and MTB Co-Founder Arietta Slade, PhD. "The needs in many Connecticut communities are great, and we are so thankful to be able to reach more families and provide intensive, interdisciplinary parenting support for new mothers, fathers, and their infants. We have developed a very solid evidence base for the program, and this gift allows us to develop new partnerships and move into two more communities with families in need."

The MTB intervention aims to improve health and development outcomes in young, vulnerable families during the transition to

parenthood. Also, the initiative focuses on helping parents understand and manage their own stress and mental health needs, while also learning to interpret and understand their baby. This parental competence leads to healthier families across a number of physical and mental health outcomes.

Currently, MTB services are offered to a small number of families in New Haven through the National Office, as well as through a replication project at Florida State University's Young Parents Project in Miami, Florida. MTB services are also offered to families through replication in areas of Scotland, England, and Denmark.

The Grossman Family Foundation grant partially supports the MTB national office in the planning and implementation phases of program replication, while also providing seed funding for the agencies to make implementation possible.



SIMULATION LEARNING LAB

Preparing Nursing Students for the Real World

Two Yale School of Nursing (YSN) students stood beside Sophia's hospital bed as they introduced themselves to the 81-year-old patient. She had fallen the day before at her son's home, hurting her hip.

"I think I'm okay, but my leg just started hurting a lot more," Sophia said sounding distressed.

"Where is your pain and what does it feel like?" asked one student. Sophia said she thought it was in her left leg. Lifting the sheets, the students took turns tentatively poking at their patient's purple hip.

"We can give you some morphine," said one of the students after checking the medical records.

"But I can ONLY take Tylenol!" said Sophia with surprising authority.

Observing these interactions via video from an adjacent room, was a group of five nursing

students. With the help of a checklist, their job was to make observations about what they did or didn't see happening as their classmates interacted with Sophia.

"Okay, this simulation is done," said a voice over a loudspeaker. "We'll get everyone together and debrief in five minutes."

The two students caring for Sophia looked relieved. They patted her head, slightly dislodging her wig, and walked into the hallway of YSN's simulation space, the location of the staged hospital room and the permanent home of "Sophia"—one of several hi-fidelity manikins used in clinical simulations. The Simulation Learning Lab encompasses 5,300 square feet of innovative learning space on the school's garden level. Here, simulations are taught using interactive, practice-based instruction with the goal of preparing students to transfer classroom learning to the realities of clinical practice.



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In nursing education, simulation covers a range of modalities. Examples include low-fidelity simulators such as a simulated wound site or computer programs with avatars; immersive simulations using hi-fidelity computerized manikins that can breathe, sweat, bleed and give birth; and even hybrid simulations that pair technology with specially trained actors known as “standardized patients.”

In 2014, Virginia “Ginger” Sherrick, MSN, APRN, FNP-BC, RN-BC, CHSE was appointed the director of the Simulation Learning Lab. Under her energetic leadership, the use of simulation has grown significantly, especially in the Graduate Entry Prespecialty in Nursing (GEPN) program where students participate in thirteen simulations throughout the year. They begin with simple skills, such as talking to patients, and progress to include more complex content—from assessing patients in a home-based setting to triaging in a community disaster. Because they are carried out in a controlled setting with supervision and feedback from course faculty, simulations offer a safe environment where students can master clinical techniques and develop communication and critical thinking skills.

In her first year in the Nurse-Midwifery/Women’s Health Nurse Practitioner Specialty Cate Cherry entered the GEPN program. “In GEPN we spent a lot of time in the hi-fidelity simulation rooms. We did pharmaceutical, hospital, pediatric and post-partum simulations, as well as other simulations for every section of nursing,” she explained. “The ‘pharm’ simulation, where someone has a drug reaction, was very stressful. It was good to see a panic situation in a hospital setting. I realized that I’m not great at pharm under pressure, which helped me to know what I can do better.”

Cherry said that simulations also contribute to reducing anxiety. “A simulation allows you to see something for the first time. You don’t know what you might be nervous about or that it might be harder than you expected,” she said. “For instance, I thought I was going to be really nervous about doing a pelvic exam on someone. But when I did it, it wasn’t so bad. I’m so glad I did it before I went into clinical.”

Sherrick is a staunch advocate of simulation. “Simulation lets us level the playing field, ensuring that all YSN students are getting fundamental information by having access to the same experiences,” she

“The world needs YSN nurses and midwives now more than ever. The programs that YSN’s Sim Lab provides are critical to preparing our students to take on real-life situations and to ensuring that YSN remains at the forefront of nursing science and research.”

CARMEN PORTILLO, EXECUTIVE DEPUTY DEAN

said. “If a faculty member, in any specialty or discipline, identifies a key situation or skill, we can create a simulation to ensure that every YSN graduate knows how to manage it.”

Assisted by Shannon Pranger, MSN, RN-BC, CEN, Sherrick oversees every aspect of the center from creating and running simulations (while ensuring they meet national standards), to training faculty in simulation technology. She often participates in sessions either as a live actor or by controlling a hi-fidelity manikin. “We’re blowing the lid off,” she said about the many YSN courses requesting simulations. “The need for simulation-based learning is increasing exponentially.”

As pedagogy, simulation has been studied more thoroughly at the undergraduate nursing level than at the graduate level. But the use of simulation in YSN graduate programs is expanding. At this level, simulation gives students an opportunity to practice everything from cognitive and critical skills sessions to hands-on psychomotor skills and effective communication. Simulation has been found in meta-analyses to have positive effects on nursing and other clinical student learning and behaviors (Kim, et al 2016; Cook, et al 2011)

According to Sherrick, medical simulation, using actors in an immersive experience, started in the mid-1960s at the University of Southern California in a medical program. Medical schools have used simulation as part of the practical exam for boards for some time. “Nursing schools have typically relied on the skills lab with partial trainers, body trainers, and full manikins, but not necessarily on scenarios where a student may walk into a simulated hospital room to care for a patient,” she said. “In the 1990s [simulation] became more prevalent. And in the 2000s there was a dynamic shift, which embraced it as an actual methodology or pedagogy.”

As the field grew, two national societies emerged that set standards for simulation-based learning. The International Nursing Association for Clinical Simulation and Learning (INACSL) develops standards for best practice. And the Society for Simulation in HealthCare (SSH), offers certification as a simulation in healthcare educator. Sherrick is one of about a thousand certified simulation healthcare educators in the world, and is one of only one hundred INACSL fellows.

Creating a simulation is a highly detailed and thorough process. If a faculty member wants to create a simulation, they first meet with Sherrick to discuss the goals, which are based on course objectives.



MAGS DEPETRIS

“We need to know what students should get out of the experience. Do you want them to perform a particular skill? Do you want to see critical thinking applied to a situation? Or evaluate how they are interacting with their patients?” Sherrick explained. “Each of these outcomes is designed differently in a simulation, and the equipment chosen to add realism is very different for each of those outcomes.”

The next step is checking to see if an existing simulation can be used or tweaked. If not, then a new one must be written. “Every simulation, if written appropriately, is typically the size of a course syllabus,” said Sherrick. A case is developed including criteria such as the person’s demographics, family, social, and medical history. Next, the onset, location, duration, and characteristics of the medical issue are defined, and medical records, scans, and labs are created, so they can be available to students during the simulation.

Standardized patients, whether portrayed by a live actor or as one of the hi-fidelity manikins, must be prepared to answer possible questions. A pilot is then run to ensure that everything runs smoothly. “The final project is often very different from the glitz and glamor that someone initially envisioned,” Sherrick said. Once the validity and reliability of a simulation are established, it can be used over and over again.

Ami Marshall, MSN, APRN, ANP, lecturer and faculty clinical coordinator at YSN, has developed several simulations with Sherrick, and she participates in



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the Simulation Committee, which is made up of representatives from all of the different programs in the school.

Together, Marshall and Sherrick introduced a computer-based simulation that uses patient avatars, called Shadow Health, into one of Marshall's health assessment courses. They also created a hi-fidelity simulation that helps students practice evaluating male genitourinary complaints. "We didn't have a consistent way to ensure students were getting this experience in clinical settings," Marshall said. "So, we decided to make a simulation about it, ensuring that our students can work up this complaint." They also developed a case with a complex diagnosis, and they will soon launch a new simulation about orthopedic pain management.

On average, immersive simulations run about twenty to thirty minutes with three to five students participating in the simulation. The other students in the class observe, using a checklist, from a different room or via live streaming into a classroom.

Andrée de Lisser, DNP, APRN, PMHCNS-BC, teaches in the Psychiatric Mental Health Nurse Practitioner specialty. Her Group Psychotherapy Seminar is a third-year course that uses the lab for a group therapy simulation. The class is divided into two: one group observes from the control room using a two-way mirror and cameras that can focus on individuals or give a panoramic view of the group, while the group on the other side of the mirror is led by two students. This setting helps the observers detect non-verbal cues and makes observing less intrusive.

"The intent of this simulation is not group therapy. Rather, it is an opportunity to learn about group leadership and group dynamics," de Lisser explained. "It's also very important for students to have some sense of what it's like to be a patient. They can see some of the things that I've lectured about actually happening in the group." After the hour-long session, observers and participants meet together to debrief and share their observations and experiences.

"It's really powerful," de Lisser said. "The simulation isn't graded, but students often feel a lot of dread going into it. They usually end up finding it very helpful. Just yesterday, one of the students said to me, 'I just can't believe how much I am learning from this class!'"

The simulation is run ten times so that everyone has at least one opportunity to lead and the groups switch roles for subsequent simulations. "This is the fourth year I've done it, and it feels like such a great experience for them," de Lisser said. "I feel like the theory comes alive. The students are experiencing it themselves, and because it integrates a lot of therapy principles, they can see some of them in action."

One of the most significant benefits of simulation is the regular feedback it affords students. "Debriefing allows students to verbalize and reflect on the choices they made and allows the facilitator to guide them to the appropriate differential diagnoses and decision-making," Sherrick said.

The debriefing format is based on the objectives of the simulation. Sherrick and Marshall both said that debriefing is often where the real learning takes place. In fact, according to Sherrick, studies indicate that the observers often learn more than the participants. During the debriefing session, participants and observers meet together with a facilitator to review what was done correctly and incorrectly and to exchange feedback and insights that can help develop critical thinking skills.

Currently, the Center is a combination of primary care and acute care space that includes a task trainer room, a large assessment lab, two fully equipped examination rooms, and four immersive simulation rooms served by a shared AV/computer room.

The task trainer room has a central teaching space surrounded by learning stations where students can practice and review technical skills related to physical exams and procedures. A dozen semi-private curtained areas, equipped with exam tables and key clinical instruments, surround the assessment lab's large teaching space.

The two clinical exam rooms are used for health assessments or physical examinations. Three of the four immersive simulation rooms are set up and equipped like a hospital room, and the fourth is swing space that is used for simulations that might not require a hospital setting, such as a mock group therapy session.



MAGS DEPETRIS

The benefits of the Center are not limited to just YSN. The Interdisciplinary Longitudinal Clinical Experience (ILCE) is a course with students from the Nurse Practitioner Specialty Program, the Yale School of Medicine, and the Physician Associate Program. The ILCE simulations have included approximately 120 students in previous years; but this fall that number has increased to 250 students who will participate in three simulations focused on communication and teamwork.

Over the past two summers, YSN hosted a nursing camp through a partnership with the National Student Leadership Conference, which offers pre-college summer programs for high school students to “prepare them for the most sought-after professions.” Students are introduced to nursing beginning with the history of nursing and the types of nursing practice. They are then immersed in nursing school where they learn about everything from personal protective equipment to anatomy and physiology skills.

“They also learn how to start IVs, do a head-to-toe physical assessment, and on day three, we put them through simulations where they have to apply everything they have learned,” Sherrick said. “They do a mock code, and disaster and birthing simulations.” This unique program may help attract a new generation of students to nursing and perhaps one day, to YSN.

Expansion of the Simulation Lab

An expansion, that will nearly double the size of YSN’s Simulation Lab, is scheduled to begin in late 2017. The new plans include a large assessment lab, six primary care simulation rooms, a standardized patient green room for actors, and two debriefing rooms. When complete, the first floor rooms will become primary care space and the garden level (the lower level) space will be dedicated to acute care. This substantial expansion will increase YSN’s capacity to enroll a larger master’s student class.

“By investing in the expansion of the Simulation Lab, Yale School of Nursing is committed to ensuring that the next generation of nurse leaders, scholars, and practitioners is fully prepared for the future challenges in national and global healthcare. This exciting venture will help us maintain our status as one of the top graduate nursing programs in the world,” commented Dean Ann Kurth.

The Sim Lab expansion is a major fundraising focus for the school. If you’re interested in partnering with us in our efforts, please contact Niamh Emerson, associate director for development, at niamh.emerson@yale.edu, or 203-737-2521.



MAGS DEPETRIS

Notes from Woodbridge Hall: Research for the World

President Peter Salovey featured YSN and West Campus in the September issue of his *Notes from Woodbridge Hall*



Over the past several weeks we have witnessed—and some of us have experienced firsthand—the destructive, awful power of natural disasters. Harvey and Irma have battered the Gulf Coast, the Caribbean, and the eastern seaboard of the United States. Now residents are struggling to rebuild and regain some of what they have lost.

We have also seen humanity at its most generous and courageous. Reports of first responders and neighbors helping one another give us hope in times of crisis. As I hear stories of medics, firefighters, law enforcement, and servicemen and women, I am also reminded of my own mother, a nurse for fifty years, who passed away last fall.

My mother cared for patients in hospitals and nursing homes. Her patients often suffered with a range of medical and psychological problems, and she put in long hours. Yet being a nurse was one of the great joys in her life. When I became president of Yale, it was her idea for my family to mark the occasion by establishing a scholarship for nursing students at Yale. Nursing meant a great deal to my mother.

Today, the Yale School of Nursing—a superb institution that ranks among the top nursing

schools in the country—is preparing 400 full and part-time students for careers helping others and serving their communities. In its Simulation Learning Center, for example, students learn and practice how to care for patients in a wide variety of real-life scenarios—dealing with everything from day-to-day patient care to triage and disaster response. The center, soon to undergo a major expansion and renovation, provides opportunities for students to hone their skills and prepare intellectually and mentally for whatever situation they may face.

Yale is also home to some of the most innovative research in the field of nursing. Earlier this year, one of our nursing professors, Jacquelyn Taylor, received a Presidential Early Career Award for Scientists and Engineers from President Barack Obama, the highest honor awarded by the federal government to early-career scientists and engineers, for her research. Nursing faculty often partner with colleagues in Yale's School of Medicine, School of Public Health, Law School, and Divinity School. Their efforts improve lives in the United States and around the world,

particularly among our most vulnerable populations.

Nursing also exemplifies the mission of West Campus—Yale's community dedicated to interdisciplinary research in health, culture, energy, and the environment. Now celebrating its tenth anniversary, West Campus is home to more than 1,400 faculty members, staff, and students in seven institutes as well as the entire School of Nursing. Each of these entities focuses on fostering collaborative research that addresses critical challenges in our society.

The Yale Cancer Biology Institute, for example, brings together scientists from across the university who study the underlying causes of cancer.

Researchers in the Energy Sciences Institute are actively trying to solve the world's energy crisis by developing new solutions to environmental and energy-related challenges. In a different vein, the Institute for the Preservation of Cultural Heritage deploys the expertise of scientists, art historians, and anthropologists to understand, protect, and preserve the world's treasures.

It is amazing how much West Campus has grown and thrived in the past ten years. Its seven institutes, along with the School of Nursing, apply Yale's world-class research strengths to solve pressing problems that affect millions of people. The research taking place at West Campus underlines Yale's vital role in

the world and mission to educate leaders who serve all sectors of society.

Whether our own work is aimed at curing cancer, protecting the environment, healing people, or strengthening communities, all of us share in Yale's mission to create knowledge and develop insights that benefit humanity. It is also an aspiration that my mother, like so many other nurses and caregivers, believed in deeply. In troubling times or when disaster strikes, I know we can look to such people of knowledge, goodwill, and dedication to see us through.

President Peter Salovey sharing remarks at YSN on Yale Founders Day



MICHAEL MARSLAND

WEST CAMPUS

West Campus Celebrates its 10th Anniversary



Fall 2017 marked the 10th anniversary of Yale's West Campus, following its purchase by the university from the Bayer Pharmaceutical Company in 2007. Beginning with a handful of pioneers, today more than 1500 people work, study, and research on these 136 acres in West Haven/Orange (about 6 miles from New Haven), including approximately 500 faculty, students, and staff in the School of Nursing.

When Yale first purchased the space, the campus was something of a ghost town. It had incredible facilities and landscaped grounds, but there were no people—just the vision described in 2007 by then-President Richard Levin for “transformative potential...only some of which we can envision today.” There are now seven research institutes in total, five of which—Microbial Sciences, Chemical Biology, Nanobiology, Systems Biology, and Cancer Biology—span the health sciences. The Institute for the Preservation of Cultural Heritage connects Yale's extraordinary museums and collections in a multidisciplinary approach to preserve, protect, and study the works of the past, and protect them for the future. Yale School of Nursing (YSN) faculty conduct research in the YSN Biobehavioral Lab, while



nursing students study genomics and precision health, then cross to the Yale Landscape Lab to cultivate and learn about medicinal plants.

Scott Strobel, vice president for West Campus, described the shift from the early potential of West Campus to the realization of today's integrated academic community. “Our landscape has become an integral, vibrant part of Yale and a hub for innovative research spanning health, culture, energy, and the environment. Our aim is for true convergence in research—the connecting point for Yale's scientific focus on the challenges of human sustainability.”

Yale School of Nursing moved to West Campus in 2013 from its previous building on Church Street in New Haven. As a Science, Technology, Engineering, and Mathematics (STEM) discipline, nursing is a science of human health ecology, supporting humans in the context of the many factors that influence wellness and disease. To be ensconced in a literally rich research ecosystem like that on the Yale West Campus is powerful.

The whole campus community (and others from all over Yale) came together in late October for a daylong symposium and reception at the West Campus Conference Center, where representatives from all of the institutes and departments at West Campus shared about the

breadth of the work being accomplished, including Dean Ann Kurth and Professor Jacquelyn Taylor from YSN.

During Yale's Founder's Day in October—an annual opportunity for students, faculty, and staff to celebrate Yale's Founding (in 1701) by exploring the work of the university through a series of open houses, tours, and other activities across campus—YSN was delighted to host President Peter Salovey for an event, to which the whole West Campus community was invited, where he shared words of encouragement about the growing success of the campus.



It's remarkable that the vision for West Campus has been embraced to the point that it is now a thriving academic destination for the 21st century. At the western edge of campus, the forecourt of the Yale School of Nursing has hundreds of concentric cobblestones. The visual imagery well describes the importance of interconnectedness and collaboration that is at the heart of the success of West Campus; but it also symbolizes how the research that goes on here can radiate out to have an impact on the world. Happy anniversary, West Campus!





The new Doctorate of Nursing Practice (DNP) class.



Jose Gutierrez (pictured in the center of the group), a YSN PHD student, spent his summer in Louisiana with the Massachusetts Air National Guard for a humanitarian medical mission. He volunteered as a nurse practitioner, providing medical screenings for the local population with limited resources.

A student with a colorful passion for HAVEN

Kaitlin N. Erickson, RN, MPH, is an MSN '19 student at the Yale School of Nursing, and the executive director of the HAVEN Free Clinic. She shared with us some of the reasons why working at the HAVEN clinic is a passion for her and how it influenced her decision to come to Yale.

"Monday is my most colorful day. It is a full spectrum day: red for Primary Care 1, blue for Women's Health, green for Advanced Pathophysiology. My own personal grad school palette. Taking a quick glance at my Google Calendar, though, you would think it was all in the same color: yellow. I spend most of



my Monday, and week for that matter, in the yellow.

The yellow blocks dominating my calendar represent the time I spend volunteering for HAVEN, Yale's student-run, free clinic for uninsured residents of New Haven. For the past year, I have had the honor of serving as one of the clinic's executive directors. Together with the other 29 students sitting on the HAVEN board and the 200-plus volunteers from across the university, we deliver quality primary care services, along with a variety of

other services from the behavioral health, reproductive health, social services, education, lab, pharmacy, research, and referrals departments.

HAVEN epitomizes why I came to nursing school, and why I ultimately chose Yale. HAVEN stands for Healthcare, Advocacy, Volunteerism, Education, and Neighborhood, elements that I hope will be part of my future career as a family nurse practitioner. Being part of this valuable program has allowed me to apply my public health background, along with my current clinical studies, to improve access to healthcare services for those who need it most. And for that, I am eternally grateful for the tremendous amount of yellow."



DNP Student receives the Outstanding Translational Science Award

Erin Iturriaga, RN, BS, MSN, and student in YSN's Doctor of Nursing Practice program (class of 2019), was selected to receive the Outstanding Translational Science Award from the National Heart, Lung, and Blood Institute (NHLBI). The award recognizes Iturriaga's leadership and dedication in promoting point-of-care and mobile health technologies—tools that have the potential to improve prevention and treatment of heart,

lung, blood, and sleep related conditions. In addition, she will receive the Learning Environment Award for fostering a unique learning environment and supporting professional development for NHLBI summer interns, further preparing the next generation for careers in research. Iturriaga was recognized for her outstanding achievements at the 2017 NHLBI Director's Awards Ceremony on November 8, 2017.



New YSN students, August, 2017.

Jenny Rendon (wearing lab coat in the front row) with the Joint Nursing Council of the CHRISTUS Santa Rosa New Braunfels Facility, Texas.



A YSN-trained Critical Care Nurse responds to Hurricane Harvey

CHRISTUS Santa Rosa Hospital in New Braunfels, Texas, is a Catholic, not-for-profit, faith-based community ministry, with 132 licensed beds, providing a wide variety of services. Jenny Rendon is its critical care nurse practitioner and a first-year student in the Doctor of Nursing Practice Program at YSN.

In August, the hospital found itself facing circumstances that would have challenged even the largest of health care facilities.

Hurricane Harvey made landfall on the Texas coast. Hospitals within the storm zone were forced to evacuate their patients and the CHRISTUS Santa Rosa Health System was tasked with assisting evacuations and patient transfers. With hindsight, Jenny shared some of her reflections of the time:

“Recently, I was asked if anyone stood out as a leader during the crisis. Our nurses demonstrated outstanding leadership, serving as Hospital Incident Command System members, in addition to maintaining their everyday leadership positions. During the height of the storm, our nurses in case management slept on-site to facilitate patient transfers. Our

staff nurses converted private rooms to double occupancy rooms so that we could accept more patients. Everyone stayed late or came in for unscheduled shifts to staff the units, and the chief nurse executive of the CHRISTUS Santa Rosa Health System served as the incident commander. The entire hospital staff rose to the occasion. As an Advanced Practice Nurse, I can’t help but feel proud to work with these exceptional nurse leaders.”



NEAL GREENE



Abigail Wilpers (second from right) attending the NightinGala in Washington DC, where she met Sylvia Trent-Adams (middle), the Deputy Surgeon General of the United States.

NightinGala: Meeting the Deputy Surgeon General of the United States

Abigail Wilpers, a YSN PHD student, attended the NightinGala in Washington, DC, where she met Sylvia Trent-Adams, the deputy surgeon general of the United States. The NightinGala is an annual event hosted by Friends of the National Institute of Nursing Research (FNINR) to promote and support nursing research and advance the mission

of the National Institute of Nursing Research. The FNINR supports research-based nursing practice by educating nursing professionals and the public about the advances made through nursing research and its benefits to patients, families, the community, and the delivery of healthcare. Wilpers was invited by the Robert Wood Johnson Future of Nursing Scholars Program.

New programs at YSN with a focus on research

This fall YSN introduced two new programs encouraging students to focus on research, while helping to prepare them for a PhD in nursing. The first is a research concentration for students in their second specialty year, and the second, an MSN-PHD joint degree program that enables students to smoothly matriculate directly from masters to doctorate studies.

The research concentration provides MSN students with a structured and mentored experience during a yearlong course that includes a practicum to gain research skills, and a seminar to help develop a research plan about a clinical problem of interest to the student. During the seminar, students are mentored by faculty on how to use research to solve clinical problems, conduct a systematic review of the literature, and develop plans for a research study. There are currently three YSN students enrolled in the concentration from different specialties—psychiatric mental health, acute care, and women's health.



PSYCHIATRIC MENTAL HEALTH

Olanike Idowe, a second-year psychiatric mental health student, is interested in the relationship between the mental health of mothers in pregnancy and child mental health. She is also interested in the relationship between medical diagnosis (for example, diabetes or heart disease), stress, and the development of mental illness in children. Olanike stated, "This is a great chance for me to prepare myself for all the roles I intend to fulfill in the near future. Not only will it prepare me to be a sound researcher, it will also prepare me to be a good PhD candidate upon completion of my masters. I also see it as a terrific opportunity to work with great minds (faculty and researchers) at the Yale School of Nursing."



ACUTE CARE

Carolina Gustafson, a second-year acute care student, is interested in issues relating to end-of-life care in critical care units. She would like to explore how hospice and palliative care practices can be implemented in acute care settings to support patients and families with a traumatic or more sudden death. She commented, "I am hoping to pursue the research concentration...in order to better prepare myself to do nursing research in the future." She plans to pursue a PhD in nursing shortly after completing her MSN.



WOMEN'S HEALTH

Carissa Lawrence, a second-year women's health student, is interested in how cultural perceptions of postpartum depression affect maternal-infant bonding. "The research concentration will help me to home in on ideas and delve into the specificity of my interests. My clinical experiences have shown me there needs to be better dialogue surrounding mental health, culture, and pregnancy."

The MSN-PHD joint degree program combines the two-year MSN degree and the five-year PhD. It allows students to complete requirements for both degrees in five years. Students are assigned a PhD advisor upon enrollment who works closely with them to determine a plan of study, course selection (aligned with the student's research interests), and the development of research ideas. The first two years of the program are spent in the School of Nursing, completing all requirements for the MSN degree. In the second year, students complete the research concentration and in the third through fifth years, complete all of the requirements for their PhD. Robin Whittemore, the director of the program, believes "that both of these programs will be of interest to our prospective as well as current students who might be considering nursing research as part of their career trajectory. We are facing a serious shortage of PhD-prepared nurses in the future and both programs will help make the journey from RN to PhD a more streamlined process."

Contact Robin Whittemore at robin.whittemore@yale.edu for more information.



PHD students and faculty chatting in “The Hub.”



Nine of the twelve current PHD students.



Supporting refugees in New Haven: master’s student Jenny Ajl takes on leadership role

When Jenny Ajl isn’t studying for her joint master’s degree at YSN in public health and nursing (the MPH/MSN degree), she is helping to lead a New Haven-based program called the Refugee Patient Navigator Program. Started by Yale medical students two years ago in partnership with the Yale Refugee Clinic (which began in 2007), the program has been opened up to YSN students during the last year.

Through the Refugee Patient Navigator Program, teams of nursing, physician associate, and medical students, are matched with refugee patients dealing with complex health problems and facing significant barriers

to care. Depending on individual patient needs, navigator teams work to promote the health of their patient by forming a longitudinal relationship over the year, providing health education and generally advocating for their patient’s healthcare needs in our system.

Ajl’s prior experience working with immigrant populations in New Haven as the director of HAVEN social services department, as well as her work in New York City as the coordinator of a medical legal partnership for unaccompanied immigrant youth, has perfectly equipped her for this important leadership role.

The Yale Refugee Clinic screens 200–300 patients a year, and then connects them to primary care services in New Haven. The majority of these refugees come from Iraq, Syria, and Afghanistan. Residents at the clinic recognized a need for additional guidance for high-risk recently-arrived refugees, which is where the navigator program kicks in. Patients are referred by doctors and staff (as well as by staff of New Haven non-profit Integrated Refugee and Immigrant Services, who work closely with refugees) based on multiple criteria, including

low English proficiency and high medical needs that are not well-controlled. Some examples of what the navigators do include coordinating appointments with multiple providers; ensuring that patients understand how to receive medications and to follow up on their medical plans to receive medications and to follow-up on their medical plans; and acting as liaisons and advocates across all the patients’ providers. Navigators accomplish this by following medical charts, keeping up with patients, contacting providers, and attending appointments alongside with their patients.

As Jenny explained, “As we all know, the US healthcare system is an incredibly confusing bureaucracy, and is exponentially so for those who are new to the United States. While I am still learning how to be a nurse practitioner, I am comfortable in these spaces, and literate in the culture of medicine. Being able to use these nascent skills and knowledge feels like a great use of my time, resources and access, as well as a fantastic way to connect to the refugee community in New Haven.”

Nine YSN students awarded prestigious American Cancer Society scholarships

Nine YSN students were awarded American Cancer Society (ACS) Graduate Scholarships in Cancer Nursing Practice this year—a remarkable achievement considering the ACS only awarded fifteen scholarships nationwide in 2017. Supporting the training of advanced practice nurses specializing in oncology, the scholarships are awarded to master's degree or doctorate of nursing practice students.

Class of 2019 students Andrea Desmond, Danielle DiPerna, and Shannon Meagher will each receive \$10,000 towards their tuition each year for the next two years. Rosabelle Conover, Lisa Hammon, Michael Levien, Elle Levy, Julie Palmer-Hoffman, and Katie Straw from the class of 2018 will also receive \$10,000 towards their tuition.

“The work these students put into their applications cannot be overstated,” commented faculty-advisor and associate professor of nursing Mark Lazenby. “All of us here at YSN are immensely proud of what these students have accomplished.”

Over the course of the past three years, eighteen YSN students have applied and been selected (via a very rigorous grant-like process) to receive this prestigious scholarship.



Michael Levien

“By easing the burden of paying for school with support from the ACS scholarship, I’m able to focus on what matters most. As a YSN student, I can optimize my education and seek out volunteering opportunities, and as a hospice nurse I can devote my attention to my patients and families.”



Katie Straw

“After YSN, my goal is to care for older adults with cancer. This population requires specialized care to manage the unique challenges related to cancer treatment. The ACS scholarship will provide me with the support to achieve my goal.”



Danielle DiPerna

“My goal is to utilize a translational approach to clinical research, driving new treatment modalities while striving for better patient care, quality of life, and improved outcomes. Being an ACS scholarship recipient will help facilitate these goals.”



Shannon Meagher

“The ACS scholarship will support me in pursuing my goal of improving the continuity of care for oncology patients throughout their lifespan.”



Andrea Desmond

"After graduating from the YSN acute care track, I hope to work with patients with gynecologic cancers, specifically focusing on quality of life and palliative care. The ACS scholarship will allow me to get the necessary funding to achieve this."



Lisa Hammon

"Support from the American Cancer Society through the Graduate Scholarship in Cancer Nursing Practice will allow me to achieve my goals of becoming an oncology nurse practitioner and merge my interests in oncology patient care with my background in genetics."



Elle Levy

"The ACS scholarship has put me one step closer to my ultimate goal of working with pediatric patients and families affected by bone and soft-tissue cancers, working together to find more effective treatments and evaluating for late-effects of therapy."



Julie Palmer-Hoffman

"After YSN, I plan to specialize in oncology and palliative care. With the help of the ACS scholarship, I hope to study ways to incorporate palliative care principles earlier into the care of people with cancer and to develop curricula to integrate palliative care training into nursing education."



Rosabelle Conover

"After YSN, I will work to ensure effective access to comprehensive healthcare and oncology care for patients from low-income and marginalized populations in the United States and globally. The American Cancer Society scholarship makes a sustainable career in global health more attainable."

DENISE BUONOCORE '92

Paying it forward: volunteering here and abroad

Denise Buonocore, MSN, RN, ACNPC, CCNS, CCRN, CHFN, a graduate of both YSN's clinical nurse specialist (CNS '92) and acute care nurse practitioner (ACNP '97) programs, believes that the education she received at YSN fueled her passion for volunteering and paying it forward.

Her dual preparation and certifications afford her the know-how to treat patients with complex acute and chronic illness, to lead and educate nurses, and to assess and create systems change and process innovations. Her passion for providing the highest quality of care for patients and families, and educating, mentoring, and facilitating healthcare colleagues to deliver that care, is daily demonstrated in her job at St. Vincent's Medical Center in Bridgeport, Connecticut, where she is the ACNP for heart failure (HF) services. She believes, "acute and critical care nurses need to practice to their highest potential and have the right



knowledge, skills and abilities to care for really complex patients. Certification helps protect patients and families by ensuring nurses have these competencies. It's a mark of excellence."

These same skills have also been invaluable in her volunteer medical mission work in Milot, Haiti, and led to her volunteer work for the American Association of Critical-Care Nurses (AACN) where she is currently the chair-elect of the AACN Certification Corporation.

Buonocore made her first trip to Haiti in 1997 and has travelled back many times, as well as to several other countries. In 2011, she worked with Maryland cardiologist Dr. William Battle, a thirty-year Haiti volunteer with the Crudem Foundation, to help him develop the HF program at Hospital Sacre Coeur in Milot. Buonocore described Haiti as being "the hardest country I've ever volunteered in due to the severe poverty and lack of services."

In Milot, Buonocore was struck by the large number of young women with peripartum cardiomyopathy (PPCM). In the developed world, PPCM is rare. Buonocore had only seen two women with PPCM in her whole career, but in just four days in Haiti, encountered five women with the condition. Realizing this was a much bigger problem than anticipated, Buonocore developed the PPCM program.

"As one of the team of MDS, nurses, and ultrasonographer volunteers, we focus on peer-to-peer education working side-by-side with our Haitian colleagues," said Buonocore. "We're there to help facilitate knowledge and practice in treating PPCM, heart failure, and other cardiovascular disease, not do it for them."

Buonocore reported that she has seen tremendous growth and enthusiasm with Haitian nurses and physicians as they blossom in their ability to provide guideline-based care for complex cardiac patients. She noted that the learning goes both ways: "I am so grateful for the opportunity as I've learned just as much from them as they have from me—different ways of thinking, creative problem solving, understanding diversity, and overcoming obstacles. I use those in my job every day."



LINDA SCHWARTZ '84

Dr. Linda Schwartz receives the Yale Jefferson Award

Dr. Linda Schwartz, YSN alumna and associate clinical professor of nursing, was one of three recipients of the prestigious Yale Jefferson Award for Public Service, given annually at Yale to recognize those who inspire the Yale community through innovative, impactful, and sustained service for the greater good. The ceremony was held in November in New Haven.

Dr. Schwartz received her Master of Science degree from YSN in 1984 and a Doctorate in Public Health from the Yale School of Medicine in 1998. A Vietnam-era veteran, she served in the United States Air Force (USAF) Nurse Corps from 1968 to 1986 (active duty and reserve) until she was medically retired after sustaining spinal cord and brain injuries when the door of her C-141 USAF aircraft was blown off at 30,000 feet. As a disabled veteran, she has worked tirelessly in Connecticut and nationally to improve health care for veterans, including being



Dr. Linda Schwartz with Vice President Joe Biden and President Barack Obama taken at the White House on Memorial Day, 2016, just before going to Arlington Cemetery to place a wreath at the Tomb of the Unknown Soldier.

commissioner of the Connecticut Department of Veterans Affairs from 2003 to 2014 and as the Veterans Affairs assistant secretary for policy and planning in 2014.

Established in 1972 by Jacqueline Kennedy Onassis, US Senator Robert Taft, Jr., and Sam Beard '61, Jefferson Awards are widely considered to be the “Nobel prizes for public service.” They honor a Yale undergraduate, a student at one of Yale’s professional or graduate schools, and an alumnus.

YSN Dean Ann Kurth, in nominating her for the honor, commented, “Dr. Schwartz is a highly articulate advocate for citizen soldiers, veterans, and their families during the current era of increasing deployments and long-term health problems for returning service members. As a faculty member at Yale School of Nursing, she has been instrumental in helping our nursing students understand the real world needs of veterans.”

NEW TO YSN

Mary Ellen Clancy

Research Assistant

Leigh Clemens

Senior Administrative Assistant,
Clinical Support Unit

Niamh Emerson

Associate Director of
Development and Alumnae/i
Affairs

Lorena Fonte

Senior Administrative Assistant,
Office of Research

Zoe Hunter

Senior Administrative Assistant,
Office of Student Affairs

Christine Kendzierski

Senior Administrative
Assistant

Michelle Koss

Senior Executive Assistant,
Dean's Office

Ana Patricia Loja

Financial Assistant

Ronica Mukerjee

Lecturer

Amanda Patrick

Senior Director of
Communications and
Public Affairs

Shannon Pranger

Lecturer and
Simulation Faculty

Dilice Robertson

Lecturer

MARY LEE MANTZ '69

Opening doors through charitable gifts

Nurse, public-health advocate, and professor Mary Lee Mantz '69 MSN is passionate about the education of healthcare professionals. She has established multiple charitable gift annuities for the Yale School of Nursing (YSN) that provide a dependable source of income to her now, and will eventually provide scholarships for nursing students.

"I'm thrilled that the School of Nursing is offering so many new programs and opportunities," Mantz said. "The demand for skilled nurses grows year by year, and I think Dean Kurth is doing an impressive job with both clinical training and research opportunities for the next generation of nurses."

A revolution in nursing, a career of service

When Mantz graduated from high school, there were few options for a woman from her small Wisconsin town. "My guidance counselors told me that I could be a secretary, a teacher, or a nurse," she said. "I wanted to be a professor or a doctor, but they said, 'Women don't do that,' so I went to nursing school. I saved all my money from my first hospital job, and then got my BA at Marquette, where the faculty encouraged me to shoot for the stars and apply to Yale. I couldn't believe it when I was accepted to this incredible school."

Mantz's career coincided with major shifts in nursing education and practice. "It really was a revolutionary time in nursing," she said. "Nurses needed more and more education, and at Yale I found passionate teachers like Virginia Henderson and Donna Diers who helped me confront large problems in medical care." At Yale, her mentors encouraged her as she studied nurse-midwifery. Mantz went on to join the Yale School of Nursing faculty and then taught at University of Vermont (UVM) Medical School, where she founded and became the director of the Nurse-Midwifery Service at UVM. She later joined the faculty of Case Western Reserve University, which posted her to Uganda to establish the



Mary Lee Mantz with Dean Ann Kurth at a recent Legacy Partners' Lunch at the Yale Greenberg Center.

TONY FIORINI

first Bachelor of Science in Nursing in East Africa. After living and working in several countries in Africa for fourteen years implementing International Public Health Programs, she worked for another six in post-Communist countries of Eastern Europe on public health and nursing education. Mantz retired in 2010 to her home on Cape Cod, where she continues to use her healthcare experience through local volunteer programs.

Holding the door open for nurses

Yale School of Nursing depends on its financial aid program to recruit the best nursing students and position them for success after graduation, but its financial aid endowment is small in relation to its growing student body. On average, nursing students enrolled in the master's program receive \$10,000 each year in Yale scholarships and often graduate with more than \$122,000 in debt. Gifts to the endowment are critical for the school's future plans.

"I want to create opportunities for younger nurses coming up today," Mantz said. "When I got to Yale from Wisconsin, I had almost no money. Yale opened so many doors for me. I want to hold those doors open for the next generation of nurses because the opportunities and need for Yale-trained nurses continue to expand around the world. The charitable gift annuities give me fixed payments for my lifetime no matter what happens, so I get peace of mind and at the same time know that I will help the nurses of tomorrow."

In addition to her charitable gift annuities, Mantz has also established a charitable remainder trust in her will. "As part of my planned giving strategy, the annuities provide me with income during my lifetime and the trust will provide income for my family after my death. All of these gifts will ultimately benefit YSN students through named scholarships—a legacy I am grateful to be able to provide."

Dear YSN Alums,

Greetings from your Yale School of Nursing Alumni Association (YSNAA) board! My theme for this issue is “participation” and how you can be involved in YSNAA even though you may be geographically far from Connecticut. It goes without saying that most of you are pressed for time, so my suggestions are adaptable and don't take much time.

We are underway with our Mentor Dyad Program in which we match willing alumni with students who would like a mentor. After the first of the year, our Mentor Committee chairs, Amanda Filippelli '15 and Tracelyn Hairston '13, will be sending out email solicitations to invite participation in the resume review service for graduating students. Alumni work via email and by phone to help students fine-tune their resumes to be more focused and competitive. The time commitment is modest and can be managed, whatever your time zone. It is interesting and rewarding work, and we hope you will consider joining us in early 2018.

When I took on the board presidency a year ago, one of my goals was to initiate programming for alumni while continuing to develop our programming for students. This goal became a reality with the October webinar focused on career transitions for alumni. We were looking for a topic of broad applicability and this seemed to be an issue of almost universal interest. The program started with my presenting some content on strategies that are conducive to successful transitions.

Most of the hour was an open forum Q&A. We will use what we learned from this session to plan future webinars. Our programming will be relevant only with your input, so please let us know what would be useful to you.

Sincerely,

Mary C. Geary, RN, MSN '74
President, Yale School of Nursing
Alumni Association

Volunteers made 175 bags for Newborns in Need during Yale's Day of Service, hosted by YSNAA. Mary Geary pictured second row, second from the left holding a Future Yale Nurse onesie.



Enable the next generation of Yale nurses and midwives



Every dollar given to the Yale School of Nursing annual fund is used to support student financial aid. Your gift enables Yale nurses and midwives to enter leadership roles in clinical practice and scholarship, address health disparities of all types, and prepare healthcare systems in the United States and around the world for tomorrow's challenges.

On average, Yale nursing students can graduate with more than \$100,000 in debt—a crushing burden. Your investment will help new graduates fulfill their commitment to underserved populations, and help Yale continue to attract the world's best and brightest new entrants into advanced practice nursing.

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